

New Hampshire State Board of Education
Department of Education
101 Pleasant Street | Concord, NH 03301

Londergan Hall | Room 100F (Overflow Room 15)

Those wishing to join the meeting virtually can do so by registering in advance via this link:

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After registering, a confirmation email containing information about joining the webinar.

Thursday, July 8, 2021

UPDATED AGENDA

- I. CALL TO ORDER ~ 9:00 AM**
- II. PLEDGE OF ALLEGIANCE**
- III. HEARINGS** ~ *Please note that both 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. Student/Greenland School Board** ~ SB-FY-21-01-010 (*nonpublic session*)
 - B. Student/Greenland School Board** ~ SB-FY-21-01-011 (*nonpublic session*)
- IV. COUNCIL for TEACHER EDUCATION (CTE)**
 - A. Antioch University of New England ~ Full Professional Education Preparation Program Review** ~ TOM JULIUS, Director, Integrated Learning MEd Teacher Licensure Program
 - B. University of New Hampshire (UNH) ~ Substantive Change Request (REMOVE from TABLE)** ~ ELIZABETH ARCIERI, Coordinator of Certification & Accreditation and JUDY SHARKEY, Chair, Education Department
 - C. Keene State University (KSC) ~ Substantive Change Request** ~ TANYA STURTZ, Associate Dean, Educator Preparation Leadership
- V. BUREAU OF EDUCATIONAL OPPORTUNITIES** ~ NATE GREENE, NHDOE, Bureau Administrator
 - A. Office of Charter Schools** ~ JANE WATERHOUSE, NHDOE
 - 1. The Founders Academy ~ Status Change Request**
 - B. Office of Non-Public School Approval Office** ~ SHIREEN MESKOOB, NHDOE
 - 1. Commissioner's Nonpublic School Approval Designation: New Schools Report**
 - a. Greater Community Terramor Academy** ~ SARAH MINER, Principal and Owner
 - b. Busche Academy** ~ JILL HARTMANN, International Education Consultant

C. Office of School Approval ~ NATE GREENE, NHDOE

1. **Lyme School District ~ Waiver of Instructional Hours for 7th & 8th graders ~ JEFF VALENCE, Superintendent of Schools, SAU #76**

D. Learn Everywhere ~ NATE GREENE, NHDOE

1. **Friends Forever International (FFI)**
2. **North Main Music**
3. **Seacoast Science Center**

VI. LEGISLATIVE UPDATES ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator

- A. **Conditional Approval Response ~ Vocational Education Programs (Ed 1000)**
- B. **Final Proposal ~ Criminal History Record Check Clearance (Ed 504.12)**
- C. **Adopt ~ Vocational Educational Programs (Ed 1000)**
- D. **Discussion ~ Holocaust and Genocide Education (Ed 306) (REMOVE from TABLE)**

VII. COMMISSIONER'S UPDATE

VIII. OPEN BOARD DISCUSSIONS

IX. TABLE ITEMS

- A. **Initial Proposal ~ School Librarian (Ed 508.06)**
- B. **University of New Hampshire (UNH) ~ Substantive Change Request**

X. CONSENT AGENDA

- A. **Meeting Minutes of June 10, 2021 State Board Meeting**
- B. **Nottingham School District Withdrawal from SAU #44 Approved by Voters**

XI. NONPUBLIC SESSION

XII. ADJOURNMENT ~ 2:00 PM

The State Board of Education welcomes public commentary. Please submit written commentary to Angela.Adams@doe.nh.gov. All submitted commentary is provided to the board and when possible, included and posted with the monthly meeting materials located on the State Board of Education's meeting and minutes [webpage](#).

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 July 8, 2021 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. One pathway of gaining educational licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

Antioch University New England (AUNE) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve the request of AUNE's twelve (12) state approved educator preparation programs below.

Professional Educator Preparation Programs- Content Area(s)			Current Approval	Proposed Recommendation for Approval(s)
507.18	612.03	Early Childhood Education Teacher	M.ED 8/30/2021	Full Conditional 2/27/2023
507.11	612.04	Elementary Education Teacher	M.ED 8/30/2021	Full Conditional 2/27/2023
507.40	612.07	General Special Education Teacher	M.ED 8/30/2021	Full* Conditional 2/27/2023
507.23	612.19	Digital Learning Specialist	M.ED, Licensure 8/30/2021	Full Conditional 2/27/2023
507.29	612.22	Science Teacher for Grades 5-8	MS 8/30/2021	Full Conditional 2/27/2023
507.32	612.25	Life Science Teacher for Grades 7-12	MS 8/30/2021	Full Conditional 2/27/2023
506.04	614.04	Principal Instructional Leader	M.ED, Licensure 8/30/2021	Full Conditional 2/27/2023
507.21	614.11	Library Media Specialist	M.ED, Licensure 8/30/2021	Full Conditional 2/27/2023

**General Special Education provisional approval as of 1/2013; Provisional programs were previously approved 'new' programs; effective 3/2013, provisional status no longer utilized*

B. RATIONALE FOR ACTION

The previous full program review on-site visit for AUNE was held in 2011 when five PEPP programs were reviewed through a full site visit conducted by the New Hampshire Department of Education (NHDOE). Additionally, new program reviews occurred in 2013 (General Special Education) and in 2015 (Digital Learning Specialist and Library Media Specialist). AUNE received program extensions in 2014 (thru 2019), 2017 (thru 2020), and 2019 (thru 8/2021) thus extending six PEPP approvals for five additional years, and two PEPP approvals, for four additional years.

The CTE recommends to the State Board conditional program approval of the eight (8) NH State licensure programs at **AUNE** through 02/27/2023. (602.06(a)(2))

C. EFFECTS OF THIS ACTION

This approval will allow for the **Antioch University New England** to continue through an additional term of State Board approval. If approved, AUNE can recommend candidates for licensure, confirming that a graduate has met administrative requirements through completion of a particular educator preparation program and subsequently, be recommended for a professional educator license.

D. HISTORICAL BACKGROUND

- 2006: the Principal program was granted full approval as a result of substantive changes.
- February 2011: A site visit was conducted to review expiring programs.
- June 2011: The Board granted full five-year approval through 8/31/2016 for Ed 612.03 Early Childhood Education, Ed 612.04 Elementary Education, Ed 612.25 Life Sciences (7-12), and Ed 612.22 Middle Level Science (5-9); The Board granted conditional two-year approval through 8/31/2013 for 614.04 School Principal
- May 2012: The Board granted full approval through 8/31/16 for Ed 614.04 School Principal
- January 2013: The Board granted provisional approval for the new Ed 612.07 General SpEd program with a start date of Fall 2013 and an end date of 8/31/2016
- August 2014: the new Ed 600s approved March 2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; AUNE extended thru August 31, 2019
- July 2015: The Board granted three-year conditional approval through August 31, 2018 for the Education Technology Integrator and Library Media Specialist professional educator preparation programs.

- January 2017: the Board under Ed 602.02 supports the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering educator preparation programs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3)
- May 2019: The Board granted a one-year extension to all eight of AUNE's PEPPs from August 2020 to August 2021. The request was granted due to the ill health of a key faculty member.
- November 20, 2020: Division letter to AUNE re: RSA 189:13-a, VII requirement of Criminal history records check
- April 12, 2021: Division letter to AUNE re: temporary suspension of AUNE authorization to submit online licensure recommendation through EIS; submission of physical documentation to demonstrate 606.03 requirements have been met
- May 25, 2021: Division letter to AUNE re: Ed 602, 603, and 604 standards (early and culminating field experience requirements)

E. POSSIBLE MOTION

The State Board of Education moves to grant **Antioch University New England** conditional approval of the following PEPPs through 02/27/2023 for the following eight (8) programs as listed:

(602.06; 602.15; 602.10(c)(6))

Ed 500	Ed 600	Professional Educator Preparation Program(s)	Level(s)	Approval	Expiry
507.18	612.03	Early Childhood Education Teacher (birth through grade 3)	M.Ed.	Conditional	2/27/2023
507.11	612.04	Elementary Education Teacher (grades K-6) (grades K-8)	M.Ed.	Conditional	2/27/2023
507.40	612.07	Special Education Teacher (from age 5 up to 21)	M.Ed.	Conditional	2/27/2023
508.08	612.19	Digital Learning Specialist	M.Ed. Licensure	Conditional	2/27/2023
507.29	612.22	Science Teacher for Grades 5-8	MS	Conditional	2/27/2023
507.32	612.25	Life Sciences Teacher for Grades 7-12	MS	Conditional	2/27/2023
506.04	614.04	Principal Instructional Leader	M.Ed. Licensure	Conditional	2/27/2023
508.09	614.11	Library Media Specialist	M.Ed. Licensure	Conditional	2/27/2023

Additionally, per Ed 602.13, **AUNE** shall develop a priority progress report. Submission of a progress report made on program approval standards not previously met shall be submitted to the Department no later than January 8th, 2022.

Action by the State Board; Appeal

*Per 602.15(c)(1, 2, or 3)

- (1) Approval for up to and not to exceed 7 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 7 years with the following:
 - a. Submission 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 602.15(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.

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X. [RSA 21-N:II; Chapter 19; Chapter Ed 600; Chapter Ed 500]

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
COUNCIL FOR TEACHER EDUCATION**

**PROGRAM REVIEW REPORT: 2021
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**Antioch University New England
40 Avon Street
Keene, NH 03431-3516
800.553.8920**

Educator Preparation Program Review

Dr. Kelly Moore Dunn Co-Chair Council for Teacher Education
Ken Darsney Co-Chair Council for Teacher Education
Laura Stoneking Administrator NH Department of Education

AUNE Professional Educator Preparation Programs Reviewed in this Report

NH Standard Ed 600s	Educator Preparation Program	Degree/Format	Reviewer
	Content Area		
612.03	Early Childhood Education Teacher	M.Ed.	Lisa Strout
612.04	Elementary Education	M.Ed.	Colleen Tapley
612.07	General Special Education	M.Ed.	Jamie Malhoit
612.19	Digital Learning Specialist	M.Ed. Licensure	Michelle Marino
612.22	Science Teacher for Grades 5-8	MS	Abigail Blais
612.25	Life Sciences Teacher for Grades 7-12	MS	David Webster
614.04	Principal Instructional Leader	M.Ed. Licensure	Bryan Belanger
614.11	Library Media Specialist	M.Ed. Licensure	Alexis Baker

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Section I: Executive Summary

A. Context

Antioch University New England (AUNE) is part of the national Antioch University system. They are the offspring of Antioch College founded in 1852 in Yellow Springs, OH. In 1965, Antioch College formed a partnership with the Putney Graduate School, of Putney, Vermont to create its first satellite graduate program and the school became Antioch New England Graduate School. It was located originally in Putney, then Harrisville, NH, and finally settled in Keene. The first programs offered were in Education and Environmental Studies. Later, programs in psychology and business were added. AUNE offers programs only at the graduate level. Throughout the 1960's and 1970's Antioch College partnered with or created centers of study across the U.S. and in some other countries. By 2000 the University had five graduate campuses and the College. In 2009, the Board of Trustees announced the closing of Antioch College for financial reasons. Subsequently, the College was purchased by a group of its alumni and now operates independently from the university system it helped to create. In spite of the separation, the [mission and values](#) for which Antioch is famous are still tightly held by all of the campuses, including here in New England. Antioch University is accredited by the Higher Learning Commission because the main entity is chartered in Ohio.

Overview of New Hampshire Licensure Programs at AUNE

All of AUNE's eight NH Licensure programs are embedded in graduate program departments which also offer non-licensure programs. The AUNE Education Department is home to over 235 students engaged in MEd and Graduate Certificate work. Within the department, the Experienced Educators program offers M.Ed. and Graduate Certificates for working teachers who already have an initial teaching license and are pursuing advanced study. They have three NH licensure programs in Experienced Educators:

- Principal Licensure
- Library Media Specialist
- Digital Learning Specialist

The Integrated Learning Program hosts the initial licensure concentrations:

- Elementary Education
- Early Childhood Education
- Dual Elementary/General Special Education

AUNE also has the oldest graduate school of [Environmental Studies](#) in the United States. The department is home to over 100 Masters of Science students and 77 doctoral students. The following licensure programs are housed in this department:

- Middle level Science
- Life Sciences

History of the PEPP's Previous Reviews

The previous full program review on-site visit for AUNE was held in 2011 when five PEPP programs were reviewed through a full site visit conducted by the New Hampshire Department of Education (NHDOE). Additionally, new program reviews occurred in 2013 (General Special Education) and in 2015 (Digital Learning Specialist and Library Media Specialist). AUNE received program extensions in 2014 (thru 2019), 2017 (thru 2020), and 2019 (thru 8/2021) thus extending six PEPP approvals for five additional years, and two PEPP approvals, for four additional years.

February 2011 Review Report

In 2011, the Council for Teacher Education employed a PEPP process that focused on four main elements/standards. The AUNE Program Review Team found that AUNE met the Curriculum, Assessment, Instruction, and Resources (C-I-A-R) standards. However, there were some areas where the institution needed to provide more systematic and clearly written documentation of how they comply with standards. Some standards were rated as *Approaching Standard* because written documentation did not exist, even though interviews and other evidence supported that the standard was being met. There were also a few standards where the rating of *Approaching Standard* was assigned because some programs fully met the standard while others did not.

The AUNE Program Review Team for this 2011 visit recommended that AUNE receive full approval for their unit compliance with the C-I-A-R standards. The Team also recommended that AUNE provide an update by September 2012 of how they improved their written documentation for the standards rated as *Approaching Standard*.

The AUNE Program Review Team recommended full approval for 5 years for the following programs until August 31, 2016:

Ed 612.03 Early Childhood Education

Ed 612.04 Elementary Education (K-8)

Ed 612.25 Life Science Education (grades 7-12) (*includes Ed 612.23 Science General Requirements*)

Ed 612.22 Middle Level Science Education (grades 5-9) (*includes Ed 612.23 Science General Requirements*)

The AUNE Program Review Team recommended Approval with Conditions for 2 years for the School Principal program (Ed 614.04) until August 31, 2013. The team recommended more frequent assessment, technical assistance, and guidance for AUNE related to meeting state standards for school principal certification. An action plan was required to be submitted by February 2012, with a follow-up focused visit in the spring of 2013 to address the unmet standards and provide documentation to ensure that all candidates possess the knowledge, skills, and dispositions expected by the state standards. The School Principal Certification Program at Antioch University New England (AUNE) was last reviewed in the winter of 2011. At that time several state standards were deemed not met. On April 12, 2012, the reviewer assessed materials regarding AUNE's efforts to meet the unmet standards; the materials included a program self-assessment matrix focusing on the unmet standards, syllabi, research projects, course descriptions, and interviews with staff members.

Based on review of these materials, the reviewer found all standards to be met and recommended the program for full approval. The reviewer recommended full approval for the program to expire on August 31, 2016, to coincide with the expiration of AUNE's other programs.

December 2012 Review Report (new program)

The 'compliance standards' related to curriculum, instruction (learning facilitation), assessment (program and candidate) and resources were reviewed in relation to recommendations made by the 2011 program review team and information provided as part of the visit. The following comments related primarily to the *proposed new program in General Special Education*. The curriculum for the proposed program had been intentionally developed to provide multiple opportunities for candidates to develop the knowledge, skills, and dispositions necessary to achieve dual certification in Elementary and General Special Education. The AUNE Annual Program Review report for 2011-2012 indicated that AUNE was conducting systematic assessment of the curriculum using multiple methods (e. g. candidate work samples, exit surveys, course evaluations, internship evaluations, alumni surveys). It was stated that once the proposed program was operational, it would be included in the annual review process.

REPORT RECOMMENDATION: Antioch University New England proposed program for 'dual certification' in Elementary Education and General Special Education (612.07) be approved for a start date of fall 2013.

February 2015 Memorandum of Understanding

This memorandum provided general expectations for the approval process of all of the institution's professional educator preparation programs. This document provided the institution's recently State Board-approved new program approval expiration date, broad expectations of the State's new program approval process and criteria, current expectations regarding the new State requirement that all IHEs submit an annual report to the NHDOE regarding its preparation programs, and guidance on the need for the institution to negotiate jointly with the NHDOE and Council for Teacher Education an addendum to this Memorandum that specifies more precise details regarding the onsite review dates, timeframes for submitting a self-assessment report and links to supporting online evidence in advance of that onsite review, the composition of the review team, further information than that provided therein regarding the kinds of evidence that will be reviewed, and the logistical details of the visit. Below is an excerpt of key elements from the MOU regarding the new approval paradigm.

- Replaces assessment by external program reviewers of candidate work samples for each certification standards with an assessment of the extent to which the institution is utilizing this and other evidence to ensure robust systems for candidate assessment and for program assessment and improvement.
- For the first time, institutions also are asked to provide a descriptive self-assessment detailing how they:

- Assess and address the extent to which their faculty (methods, clinical and content) model evidence-based pedagogy.
- Utilize evidence of their candidates' and alums' P12 student learning evidence (this can include learning opportunities, engagement, climate and/or results data) to inform candidate assessment and program assessment and improvement. Note: there is no external rubric for assessing this criterion other than that the institution must demonstrate a convincing good-faith effort to collect and utilize their candidates' and, wherever practicable, their alums' P12 student learning evidence to inform candidate assessment and program assessment and improvement. It is expected that the NHDOE, Council for Teacher Education, and IHE Network will utilize insights gleaned from the institutions' reports and reviews to grow consensus and inter-rater reliability enabling increasingly robust assessment of this approval criterion.
- Address the state's critical shortages, in a manner that is cognizant of the institution's geography, mission, current programming and resource constraints, yet also ensures that any new programs the institution may propose must contribute to either addressing the State's critical shortages and/or the need for substantive programmatic innovation.
- Utilize qualitative and/or quantitative data from alums and their employers to inform program assessment and improvement.
- Provide a "roadmap" – a visual depiction of some kind – for the review team concerning how the institution collects and utilizes various kinds of evidence for candidate and program assessment and improvement at key junctures over the course of the candidate's matriculation.
- The state standards for preparation program approval criteria and processes were revised comprehensively and went into effect during 2012-13. Central to the new standards is a paradigmatic shift toward much greater emphasis on assessing the extent to which an institution of higher education (IHE) employs a robust data-driven decision making system to ensure candidate preparedness and to assess and continuously improve its preparation programs.

June 2015 Review Report (two new programs)

At this review, the team found all certification standards for the proposed new program for Educational Technology Integrator to be met and recommended the proposed program be given approval for three years, until August 31, 2018. Based on Antioch University New England's review of their candidate and assessment systems, the review team found, at that time, that the University was making progress towards developing a robust program and candidate assessment system. The next steps for AUNE were noted for the institution to develop a more consistent data collection system to support the strong and individualized candidate and program assessment structures in place. The University was tasked with reporting on the continued development and implementation of evidence-based systematic assessment of candidates and programs in their annual reports leading up to the next full program review in 2018-2019.

March 2021 Review

The following chart represents the number of students who completed the programs since 2014.

Enrollment Data for AUNE Licensure Nominations 2014-2020

AUNE PEPP Program	Program Completers Nominated for Licensure (note: some completers were nominated for more than one license)							
	2014	2015	2016	2017	2018	2019	2020	Total
Ed 612.22 Middle Level Science for Grades 5-8 (MS)	2	5	0	2	0	3	1	13
Ed 612.25 Life Sciences for Grades 7-12 (MS)	2	1	1	3	2	2	1	12
Ed 612.04 Elementary Education (K-8) (K-6) (M.ED)	15	40	16	5	12	14	3	105
Ed 612.03 Early Childhood Education (M.ED)	2	12	4	1	1	3	4	27
Ed 612.07 General Special Education (M.ED)	0	12	7	1	3	9	0	32
Ed 614.04 School Principal (M.ED, License)	3	0	0	1	0	0	0	4
Ed 614.04 School Principal (Post-masters)	2	7	0	3	1	2	3	18
Ed 614.11 Library Media Specialist (M.ED, License)	n/a	n/a	n/a	0	0	0	0	0
Ed 614.11 Library Media Specialist (Licensure only)	n/a	n/a	n/a	0	0	0	0	0
Ed 612.19 Digital Learning Specialist (M.ED, License)	n/a	n/a	n/a	0	0	0	0	0
Ed 612.19 Digital Learning Specialist (Licensure only)	n/a	n/a	n/a	0	0	0	0	0
Total recommended for licensure	26	77	28	16	19	33	12	211

B. Introduction and Overview of 2021 Review/Visit

An original Memorandum of Understanding (MOU) was signed May 7th, 2020 (see Appendix) by the institution, the NHDOE, and the Council for Teacher Education Review Co-Chairs with the intent to complete the program reviews on-site. A Memorandum of Understanding: Addendum (see Appendix) was signed January 29th, 2021, which specified expectations due to circumstances around COVID19 that resulted in distance learning and closed campuses. It was stipulated in the MOU that eight educator preparation programs would be virtually/remotely reviewed. The review was conducted under the guidelines of Ed 602.06 (Option 1).

The reviewer training was held remotely by the NH Department of Education, the CTE Co-Chairs and the AUNE representatives on February 1, 2021 from 3:30 pm - 5:30 pm via 'ZOOM' video-conference. The Co-Chairs gave an overview of the review and reporting expectations. AUNE reviewed the self-assessment information. The institution utilized the standards and matrices in place at the time of the development of the MOU. The reviewers were instructed to review the materials electronically and arrive (virtually) with questions, items to verify, and a draft report during the March review dates.

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

The virtual/remote visit for program review occurred on March 23-25, 2021. During the visit, the review team met with key stakeholders including administrators, staff, faculty (full time and adjunct), students, graduates, college supervisors, and cooperating teachers. In addition, on Thursday, March 25th, Co-chair Ken Darsney visited the campus (following all CDC and AUNE health protocols) and toured the facilities. The review team met collectively each day to review findings. The review concluded with an exit interview with AUNE administration and faculty on Friday, March 26, 2021 detailing preliminary findings of the review.

C. Key findings from the entire report

1. Commendations: The review team would like to highlight the following commendations:

- The team notes the strong collaboration and connection that exists with AUNE and the education community.
- There is a robust support system for advising students. Students feel well supported and have multiple opportunities to access faculty. Students report that faculty reach out in very intentional, proactive ways to offer support.
- The AUNE's inquiry model and problem-based learning approaches are a strength across many programs.
- The AUNE faculty are very open to feedback from their community partners and students and regularly seek this input.
- The AUNE nature-based programming is a strength for the institution.

2. Recommendations that Require Responsive Action (Ed 603-606)

Several candidates that have completed the AUNE PEPP program, were recommended for licensure. Upon application and review, passing scores for BASA/CORE (or comparable assessment) were not evidenced, passing score(s)/date(s) from ETS were taken long after completion of the program and the recommendation, or candidates submitted score report(s) that do not meet passing score(s). Additionally, statements within the 2020-2021 'Science Teacher Certification Guide' reference "[...] I strongly encourage you to take both Praxis 1 (Core Academic Skills for Educators, 3 parts: reading, writing and mathematics and [...]) (Pg. 9)." Administrative rules require that prior to full admission into the [PEPP] program a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. As such, these requirements were not verified as part of the completion process of the PEPP.

Furthermore, during the virtual visit interview(s), the review team were informed of the following when questioned how AUNE verifies that the Basic Academic Skills Assessment requirement is met prior to full admission into the PEPP.

- "We don't require [PRAXIS] to make a recommendation [for licensure]."

- “AUNE does not require standardized testing.”
- “Passing [PRAXIS] is not a barrier [for our students].”
- “There is a lead time of 8-weeks until student teaching.”

It is recommended, per Ed 606.03(a)(1-5), that AUNE create a system for verification by the certification officer or a designee of each candidate’s successful completion of a PEPP shall include a body of evidence that includes the successful:

- (1) Demonstration on a nationally approved test of proficiency in reading, writing, and mathematical skills;
- (2) Completion of the appropriate degree required by the certification standard(s);
- (3) Completion of a culminating field experience, involving both the field experience supervisor(s) and the cooperating practitioner(s) in the evaluation of each candidate’s satisfactory demonstration of Ed 610;
- (4) Documentation of each candidate’s acquisition of the knowledge, skills, and dispositions articulated in Ed 609, Ed 610, Ed 611, and Ed 612 content area or Ed 614 specialist or administrator area for which the program is designed; and
- (5) Process in place to demonstrate each candidate has passed a criminal records check based on statute.

In the area of Clinical Practice and Partnerships:

- The AUNE 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.
- Digital Learning Specialist clinical field experience with a licensed DLS Cooperating Practitioner was not evidenced. [604.03; 604.06]

In the area of Candidate Assessment:

- Integrate and coordinate the management of data on candidate performance across all programs. [606.01(a)(2)]
- 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. [606.01(a)(2)]
- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Several candidates that have completed the AUNE PEPP program, were recommended for licensure. Upon application, passing scores for BASA/CORE (or comparable assessment/requirement) were not evidenced, and/or passing scores from ETS were taken long after completion of the program and the recommendation for licensure. Several statements within the 2020-2021 ‘Science Teacher Certification Guide’ reference for example “[...] I strongly encourage you to take both Praxis 1 (Core Academic Skills for Educators, 3 parts: reading, writing and mathematics and [...]) (Pg. 9).” Prior to full admission into the [PEPP] program a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency.
- Implement all elements of Ed 606.01 and systematize for compliance of the requirements.

In the area of Program Assessment:

- 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”. [606.02(b)(1)]
- Develop a comprehensive system, across programs, for collecting, managing, monitoring, and analyzing key assessment data. Currently these data are not centralized or coordinated.
- Clearly articulate the transcript review process and the documentation of this review for determining a candidate's successful completion of the Ed 612 standards. [Ed 606.03(4)]

3. Terms of Conditional Approval and Progress Report to Address Unmet Standards:

This review team recommends conditional approval of all programs for eighteen months until 02/27/2023. PEPPs that are recommended with conditional approval shall submit a progress report addressing development on all unmet standards to the NH Council for Teacher Education (CTE) six (6) months from the approval decision by the State Board of Education, per Ed 602.13.

Section II: Clinical Partnerships & Practice

1. Summary of Findings/Brief Description of Clinical Practice Model:

Clinical practice and field experiences differ for each AUNE program. Each of the eight (8) AUNE programs reviewed have separate and distinct experiences and in many cases, separate and distinct processes. An overview of the comments for each program are included here with more specific information included in each program report to follow.

AUNE has not backed their decisions up with evidence and data. At the time of this review, the review team heard many narratives regarding feedback from end of course surveys, the review team were not fully provided the data to demonstrate needs for change/improvement/evolution/etc. While there are feedback opportunities for each individual program, a consistent procedure for clinical practice and systematic system for program review throughout the institution was not evident.

2. Commendations:

(Refer to summaries of each individual observers' report below.)

3. Recommendations that Require Responsive Action: (Ed 604)

Within the Self-Assessment Report, there are limited references to field experiences or internships with the exception of page 12 referring to the Waldorf School "Practical experience through internship opportunities in both public and Waldorf schools." Additional information was to be made available through the Program Narratives. Nor was there consistency throughout all programs delineating between early field experiences and culminating field experiences.

3.a. In the **Integrated Learning** section, considerable information was provided regarding field experience to address Ed 604 standards

- Internship Handbook
- Internship Site Partner Contract Sample
- Internship Supervision Evaluation Forms for:
 - Elementary Education
 - Early Childhood
 - Special Education

Recommendation: This program fulfills the requirements for providing field experiences but needs a formal process to evaluate the effectiveness of these programs.

3.b. The **Digital Learning Specialist** Program Overview lists 3 practicum experiences and makes no reference to a formal internship.

- Practicums
 - Equity & Change
 - Child Study
 - Curriculum

Recommendation: There is a need to create a written centralized document articulating your program description, implementation, and evaluation of field experiences and culminating experiences.

3.c. A review of the **Middle Level and Life Science** Program Overview includes a reference to a "culminating student-teaching internship" which is described as a "Student Teaching Seminar" in the syllabus and outlined in the [Internship Seminar for Middle Level Science, Life Sciences, & Dual Certification Students Guide](#). Interviews with faculty, cooperating teachers, and students later revealed significant information regarding internships and other field experiences and we were provided links to the Science Teacher Certification Concentration Guide, the Science Student-Teacher Intern Guide, the STC Cooperating Teacher Guide, and the STC Supervisor Guide.

Recommendation: There is a comprehensive program in place but there is a need to create a centralized written document articulating your evaluation of field experiences.

3.d. The **School Principal** Program Overview AUNE states on page 7: “*Operating from the framework that IHE’s in the state of NH should be experimenting with the effectiveness of different models, the CTE and the NH Board of Education have twice approved AUNE’s unique approach to field experiences and clinical practice. We offer 8 credits of this type of work, but not the traditional internship overseen by a building principal and an IHE supervisor. New Hampshire does not presently require an internship for principal licensure.*”

- *Ed 604.04 states: Field Experiences (a) PEPP shall design varied field experiences that require candidates to interact with diverse learners, in diverse settings, and that are designed to help candidates integrate the requirements of Ed 609 and Ed 610 as well as the skills, knowledge and dispositions related to their area of endorsement.*
- There are leadership practicums listed in the Program Overview:
 - Facilitative Leadership
 - Teacher Evaluation

Recommendation: As stated in Ed 604.04, the New Hampshire DOE **does** require a culminating field experience for principal licensure. There is a need to implement the requirement, create a centralized written document articulating your program description, implementation, and evaluation of required Field Experiences.

3.e. The **Library Media Specialist** Program Overview includes both practicum and internship experiences.

- Practicums:
 - Equity & Change
 - Child Study
 - Curriculum
- Internships:
 - Library Media k-6
 - Library Media 7-12 (1)

Recommendation: This program fulfills the requirements for providing field experiences but needs a formal process to evaluate the effectiveness of these programs.

4. Program/Certification Standards (Ed 604):

Needs Improvement - 2

It is recommended that the scope of Ed 604 be reviewed, analyzed, and implemented to ensure compliance with meeting requirements, (particularly around data-driven program review and evaluation of clinical practices).

- Ed 604.01 Learning Facilitation at the Post-Baccalaureate and Baccalaureate Levels.
- Ed 604.02 Quality and Evaluation of Learning Facilitation.
- Ed. 604.03 Requirements for Cooperating Practitioner.
- Ed 604.04 Field Experiences.
- Ed 604.05 Early Field Experiences.
- Ed 604.06 Requirements for the Culminating Field Experience.
- Ed 604.07 Field Experience Supervision.
- Ed 604.08 Coordination of Field Experience and Cooperating Practitioners.

5. Evidence examined includes:

ED 612.03 Early Childhood Education Teacher

For this program, the reviewer’s observation was that “a systematic process for assessing candidates in the teacher preparation program was clearly outlined for administrators, faculty members, and students (*slight inconsistencies with age range*). In the review, the information was shared for both the systematic assessment of curriculum effectiveness as well as the assessment process for individuals enrolled in the program through various program materials; the Antioch University NE website; the AUNE Candidate Assessment Overview (graphic) highlighting Admissions, Courses & Field Experience, and Verification; and in several reports.” One notable observation was the presence of flexibility in ways to complete internships, but interviews with candidates revealed a focus on theory

with the feeling that content and standards were lacking, resulting in a feeling that candidates were unprepared for the Praxis 2, and ultimately, the classroom.

ED 612.04 Elementary Education (K-6) (K-8)

Strong long-term partnerships with cooperating schools and associated professional development for mentor teachers are the most notable characteristics of this program. Cooperating teachers feel supported and students are afforded embedded internship opportunities while keeping their existing positions.

ED 612.07 General Special Education (K-12)

There are missing elements in these field experiences. Quoting the reviewer: “Early Field experiences were evident in the elementary education setting if you consider the Elementary Internship the semester previous to their Special Education internship as “early field experiences.” However, there is not any evidence of early field experiences at the middle or high school level.”

Any candidate who completes a special education preparation program that leads to NH licensure, will be licensed to case manage, provide direct specialized instruction and the like for students ranging from five through 21 years of age. It is recommended that AUNE implement and ensure that special education licensure candidates have early field experiences in the special education role at the elementary, middle and high school level (varied exposure ages 5-21).

The evidence provided suggests that general special education licensure candidates are limited by a lack of exposure to a clinical setting across educational levels. Secondary to clinical experience, coursework evidence provided by AUNE (e.g. syllabi) do not suggest assignments and/or activities related to transition and career development standards. It is recommended that AUNE implement and ensure that special education licensure candidates have a variety of clinical experiences to ensure that the appropriate age band is met within licensure requirements

ED 612.19 Digital Learning Specialist

Reviewer’s observation: “The DLS program incorporates the competency based approach of a “Go and Do” model where candidates utilize their current job-embedded experiences and come to the program to report and analyze.” Analysis of the Program Overview describes early on content area practicum experiences and culminating internships at both the K-6 and 7-12 levels

ED 612.22 Science Teacher Grades 5-8

Field experiences in this program received high praise from the reviewer. It was noted that there are a number of clinical partnerships, allowing for varied clinical experiences, and students have choices for internships with cooperating teachers whom they frequently are already familiar. These experiences receive significant support from Antioch faculty and cooperating teachers feel that the University sends mature, well prepared students and faculty who readily seek feedback. Describing them as “eager professionals who genuinely cared about building relationships with students and delivering engaging, hands-on, inquiry-based curriculum.”

ED 612.25 Life Science Teacher (7-12)

This program features “a model that is designed to foster early, often, and ongoing practice within this Professional Educator Preparation Program.” It is also characterized by strong partnerships and stakeholder feedback.

ED 614.04 Principal Instructional Leader

The institution’s unique field experiences were noted by the reviewer along with assurances that candidates receive job-imbedded opportunities to meet state requirements. Exposure to and practice of job skills specific to principals are also evident. Graduates feel well prepared to assume the duties of principal.

ED 614.11 Library Media Specialist

This program has all the requirements for field experiences under the state standards. Candidates must first demonstrate that coursework has been completed and then complete a needs assessment. The reviewer observed: “At AUNE, other professional experience includes discovery, observation, and then reflection based on course assignments. The reflection is followed by discussion at the course level with classmates and instructors providing feedback.” Experiences are tailored to a candidate's self-assessment and journaling allows for reflection and communication with the field supervisor.

Section III: Quality Control System: Candidate Assessment System and Program Assessment System

A. The Institution's Candidate Assessment System

The requirements for a PEPP's Candidate Assessment System are enumerated in the NH Ed 606, Assessment System Standards. The Candidate Assessment System requirements are delineated in Ed 606.01, and include the following:

The PEPP's Candidate Assessment System shall ensure that:

- Prior to full admission into the program, a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency;
- The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards;
- Assessment of candidate performance consists of multiple measures, including but not limited to observations and candidate work samples, using various methodologies with clearly articulated written performance criteria; and
- The assessment of candidate performance informs on-going program improvement.

The Institution has not backed their decisions with evidence and data. Some narratives were heard about change, but details highlighting the reasons for change, and what data the institution has been collecting to demonstrate the need for change/improvement/evolution were not evidenced.

1. Summary of Findings on the Candidate Assessment System

Brief Description of the Candidate Assessment System Models

The Candidate Assessment process differs for each AUNE program. Each of the eight (8) AUNE programs reviewed have separate and distinct models in many cases. An overview of the comments for each program are included here with more specific information included in each program report to follow.

Based on a review of the individual candidate evidence, this review team draws the following conclusions below about the Candidate Assessment Systems, however, the descriptions are listed for each individual program.

1. Each program has a different approach for assessing candidate performance. These candidate assessment systems identify key points at which candidate performance and progress is evaluated and monitored. The different gateways systems partially define the acceptable levels of performance for candidates to progress throughout the program; some criteria and rubrics are inconsistently aligned with program and state competencies.
2. Relevant candidate performance data is collected and maintained. The AUNE Program leadership plans to migrate these data to a more coherent assessment tool. Some programs showed evidence of the availability of the use of Taskstream™ Learning Achievement Tools for this process but have not implemented it yet.
3. There is inconsistent evidence that “prior to full admission into the program a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency” (Ed 602.02) For example, in the Science certification programs, “A process to review each candidate’s transcript and other evidence of degrees, including a bachelor’s degree” (Ed 602.02) needs to be further defined to exclude the use of a CLEP exam for course requirements.

►The Early Childhood, Elementary Education, and Special Education Programs comprise the **Integrated Learning Programs** at AUNE.

Finding: Early Childhood Education Teacher-

The Candidate Assessment System in the Early Childhood Education Program is a systematic process for gathering data to assess candidates in the teacher preparation program. In the review, the information was shared for both the systematic assessment of curriculum effectiveness as well as the assessment process for individuals enrolled in the program through various program materials; the Antioch University NE website; the AUNE Candidate Assessment Overview (graphic shown above) highlighting Admissions, Courses & Field Experience, and Verification; and in several reports. The program has outlined the KEY assessments that have been developed and implemented. The program showed evidence that they are planning to use the Taskstream™ Learning Achievement Tools for use in data collection and analysis. They have not implemented the functionality of this tool to date.

Finding: Elementary Education (K-6) (K-8)-

The Antioch University New England Professional Educator Preparation Candidate Assessment Overview (graphic shown above) in the Elementary Education Program is a three phase system that is used to track and assess candidates' progress through the program.

Phase I: Admissions requires candidates to meet the following requirements prior to entering the Integrated Learning Program's concentration in Elementary Education Elementary Education Educator Preparation Program: (a) completion of a Bachelor's Degree; (b) Criminal Background Check; (c) Resume Submission; (d) Transcript Submission; (e) 2 Letters of Recommendation; (f) Personal Statement; and (g) Interview with Faculty. Potential candidate applications are reviewed by admissions counselors, the Program Director, and faculty, who make the decision to accept or deny the application based on the criteria above.

Phase II: Courses and Field Experience, candidates are expected to meet the following criteria: (a) General Education Requirements; (b) Advising Plan; and (c) Satisfactory Academic Progress in Both Coursework

and Internships. These criteria are evaluated by course instructors using rubrics, internship cooperating teachers through the use of standards and narratives, and the internship supervisors through the use of rubrics and standards checklists. After the internship is completed, supervisors submit a copy of: 1) the Supervisor Evaluation Checklist and 2) the Antioch Internship/Practicum Verification Sheet to the Internship Coordinator. The portfolios, advising plans, and Supervisor Evaluation Checklists are all reviewed by a team of people including the faculty advisor, the internship coordinator, the director, and the program faculty team who collaborate to ensure that program standards are being met and work to revise students' advising plan as needed.

Phase III: Verification, a review is conducted by advisors, the Antioch University New England Licensure Office and the registrar to determine if candidates' portfolios and intent to graduate paperwork is complete. A degree requirement audit is also conducted.

Relevant candidate performance data is collected and maintained. The tool for the migration of the data into a coherent assessment tool for collection and analysis has not been implemented.

Finding: General Special Education (K-12)-

The Antioch University New England Professional Educator Preparation Candidate Assessment Overview (graphic shown above) in the General Special Education Program is a three phase system that is used to track and assess candidates' progress through the program.

The following Candidate Assessment evidence for this program was examined:

ePortfolio (collection of evidence) - TaskStream™

Coursework:

- Evaluative Descriptors Rubric
- NH TCAP (used to assess math methods class only, not use of Special Education TCAP)

Internship/Practicum:

- Child Study
- Lesson Plans
- Journal
- Self-Evaluation
- Internship Rubric & **NH Standards Checklist (paired down set of standards observed by supervisor)**
- Cooperating Teacher Narrative

Relevant candidate performance data is collected and maintained. The tool for the migration of the data into a coherent assessment tool for collection and analysis has not been implemented.

►The Science Teacher Grades 5-8 and the Life Science Teacher (7-12) programs comprise the **Environmental Studies Program**.

Finding: Science Teacher Grades 5-8-

The Candidate Assessment Overview (see graphic above) is composed of the Admissions, Courses, and Clinical Experiences and Verification components. Candidates are assessed at all parts of their program from admissions to verification of completion and recommendation for licensure. At the admissions level, students are required to come in with a Bachelor’s Degree and submit typical documents such as resume, transcripts, recommendations, and a personal statement. AUNE also requires an interview with the applying student to ensure that they will be a good fit with their own values and for the unique PEPP experience they offer.

Once accepted, students are then required to meet all General Education Requirements, Middle Level Science Prerequisites, and Praxis Exams within one year, if not done already through previous coursework or experience. General Education Requirements include having taken courses related to history, literature, fine arts, health, culture, and more. Middle Level Science Prerequisites currently include one Biology course focused at the molecular and cellular level with a lab, a Chemistry and Physics course with lab, and one Mathematics course (*or CLEP examinations in place of those courses which do not meet the Ed 603.02 (c) standard*). Faculty provide extremely personalized narrative feedback on all assignments and as the final course “grade” in addition to either credit being awarded for the course or not.

After completing all prerequisite and coursework which includes ongoing and early field experiences, students then complete a culminating Student Teaching Internship where they are reviewed by their Faculty Advisor, Internship Coordinator, and Program Director. Final candidate assessment to graduate from the program is accomplished through the student’s Portfolio. These portfolios are reviewed by their Advisor.

Relevant candidate performance data is collected and maintained. The tool for the migration of the data into a coherent assessment tool for collection and analysis has not been implemented.

Finding: Life Science Teacher (7-12)-

The Candidate Assessment Overview (see graphic above) is composed of the Admissions, Courses, and Clinical Experiences and Verification components.

The program has an effective plan in place for collecting and assessing candidate outcomes. Candidates are assessed at all parts of their program from initial acceptance to verification of completion and recommendation for licensure. The Candidate Assessment System ensures that candidates meet minimum standards and provide evidence that shows their willingness to dedicate themselves to the program prior to admittance. Candidates accepted into the Environmental Studies Department's Science Teacher Certification concentration are required to demonstrate an academic background in at least one science area Basic Biology with Lab, Chemistry, Mathematics, and Physics by satisfactorily completing ("B" or better) in courses from an accredited undergraduate or graduate institution within 10 years of entering the Antioch program. Candidates are also assessed on both science content standards and professional education standards through key assessments embedded into their courses.

Candidates culminate their program with one 6-credit, 15-week full-time student teaching assignment. During this Internship students have frequent check-in meetings with an AUNE Supervisor and Cooperating Teacher.

Relevant candidate performance data is collected and maintained. The tool for the migration of the data into a coherent assessment tool for collection and analysis has not been implemented.

► Principal Instructional Leader Program**Finding: Principal Instructional Leader-Candidate Assessment System**

The program contains three phases:

Phase 1: Admissions

Phase 2: Course work & Clinical experiences, and

Phase 3: Conferral & Certification Portfolio.

Phase 1: Admissions

- minimum requirements of 5 years as an educator
- successful completion of a bachelor's or master's degree
- pass a criminal background check
- possess an initial teaching license or hold an independent school position for which a teaching license would be required if the student were a public school teacher
- submit a transcript from any institution from which they have earned a degree
- complete an essay
- submit two letters of recommendation
- students must then complete an interview

Phase 2: Course work & Clinical experiences

- A student is assigned an adviser and they complete an advising plan.
- Throughout the program student performance in classes is assessed by the instructor using one of two dispositional rubrics (separate rubric for courses vs. clinical experiences).
- Key assignments in each course are evaluated by the instructor with reference to the standards which require clinical exposure in the field (with local district and school employees).
- If a student does not successfully complete a key assessment, they are supported to revise their work until it meets the standard at which time they submit for their portfolio.
- Field-based courses and practica are assessed by the faculty in each course (which are taught primarily by licensed practitioners).
- If there are perceived problems with student performance, or if the student is struggling with their school leadership in gaining access to necessary data, experiences, and personnel, then the adviser will be brought in to help with the situation. Some remedies may include needing to complete some assignments at another school or district.

Phase 3: Conferral & Certification Portfolio

- AUNE uses a data tracking system called the “degree audit report.”
- When all requirements are met, the degree is conferred by the University on the closing date of the term.
- During the final summer term, student portfolios are created as a Google Site from a common template designed specifically for Principal Certification Candidates at AUNE.
- The Leadership Seminar II provides explicit support for this work, and the students' faculty adviser is available to help with any questions during the process.
- Summary of the Key Evidence by course with the criteria expected for each assignment.
- The final portfolio is reviewed by the Concentration Coordinator of the Principal Licensure program.
- A feedback matrix is completed that includes documentation that all expected artifacts are present, all standards have been met, and the rationales for each section are complete and fully describe the candidate’s understanding of how their artifact collection demonstrates their competency in each standard area.
- If there are portfolio artifacts missing, or the reviewer concludes that artifacts selected do not meet the standard, the portfolio is returned to the student for revision.
- Upon successful completion of the portfolio, the feedback matrix is submitted to the Certification Officer along with the Program Coordinator’s approval.
- The Certification Officer nominates the student for their NH License in the State system.

Relevant candidate performance data is collected and maintained. The tool for the migration of the data into a coherent assessment tool for collection and analysis has not been developed nor implemented.

While an initial educator license (or advanced license for that matter) would satisfy the BASA/CORE requirements... experience does NOT meet that requirement. In addition to AUNE’s missing verification system for Principal Licensure recommendations, their Conferral & Certification Phase should identify/list “what is required for program completion” per the administrative rules (506.04; 614.04; 606.03; Bureau of Credentialing Memo re: Interpretation- September 2020). It is recommended that AUNE comply with the above mentioned administrative rules.

► Library Media Specialist Program

Finding: Library Media Specialist-Candidate Assessment System

The AUNE assesses candidates with a combination of methods. The first part of candidate assessment is admission to the Library Media Specialist program. Admission requires the submission and review of transcripts, an essay, recommendations, a resume, background check, 3 years of teaching experience, and an interview with faculty. Candidates must hold a current teacher license. Second phase of the system includes the coursework and the internships. The third phase of the candidate assessment system includes the verification of the candidate's program completion.

Admissions	Program	Verification
<p>Criteria</p> <ul style="list-style-type: none"> ● Bachelor's Degree ● Current teaching license ● 3 years of teaching experience ● Criminal Background Check ● Application complete <ul style="list-style-type: none"> ○ Resume ○ Transcript ○ Recommendations ○ Personal Statement ● Interview with Faculty <p>Reviewed by</p> <ul style="list-style-type: none"> ● Admissions Counselor ● Program Director & Faculty <p>Action</p> <ul style="list-style-type: none"> ● Accept or Deny 	<p>Criteria</p> <ul style="list-style-type: none"> ● Advising Plan ● Satisfactory Academic Progress <ul style="list-style-type: none"> ○ Course work ○ Internships <p>Evaluated by</p> <ul style="list-style-type: none"> ● Course Instructors with rubric ● Internship Supervisor with rubric & standards checklists <p>Reviewed by</p> <ul style="list-style-type: none"> ● Faculty Advisor ● Director <p>Action</p> <ul style="list-style-type: none"> ● Confer with Advisor ● Revise Advising Plan as Needed 	<p>Criteria</p> <ul style="list-style-type: none"> ● Portfolio Complete ● Degree Requirements Audit ● Intent to Graduate Paperwork Completed <p>Reviewed by</p> <ul style="list-style-type: none"> ● Advisor ● AUNE Licensure Officer ● Registrar <p>Action</p> <ul style="list-style-type: none"> ● Recommend for State Licensure to NH Department of Education or ● Complete Requirements

Relevant candidate performance data is collected and maintained. The tool for the migration of the data into a coherent assessment tool for collection and analysis has not been implemented.

► Digital Learning Specialist Program

Finding: Digital Learning Specialist-Candidate Assessment System

The Digital Learning Specialist (DLS) program assesses students based on a combination of student reflection and supervision by instructors and the advisor. Student work is evaluated based upon the activities, systems, and rubrics provided in a matrix. All students receive course feedback from the instructor using a set of Evaluative Descriptors which are applied across all courses and supervised Independent Studies. The final portfolio for all candidates provides an opportunity for reflection and demonstration of competency.

Students are admitted to the program on the basis of transcripts, an essay, recommendations, and interview with the program director who also serves as the advisor for the student once admitted. Applicants must hold a teaching credential and have 3 years of teaching experience to be considered for admission.

Admissions	Program	Verification
<p>Criteria</p> <ul style="list-style-type: none"> Bachelor's Degree Current teaching license 3 years of teaching experience Criminal Background Check Application complete <ul style="list-style-type: none"> Resume Transcript Recommendations Personal Statement Interview with Faculty 	<p>Criteria</p> <ul style="list-style-type: none"> Advising Plan Satisfactory Academic Progress <ul style="list-style-type: none"> Course work <p>Evaluated by</p> <ul style="list-style-type: none"> Course Instructors with rubric <p>Reviewed by</p> <ul style="list-style-type: none"> Faculty Advisor Director 	<p>Criteria</p> <ul style="list-style-type: none"> Portfolio Complete Degree Requirements Audit Intent to Graduate Paperwork Completed <p>Reviewed by</p> <ul style="list-style-type: none"> Advisor AUNE Licensure Officer Registrar

Reviewed by Admissions Counselor Program Director & Faculty	Action Confer with Advisor Revise Advising Plan as Needed	Action Recommend for State Licensure to NH Department of Education or Complete Requirements
Action Accept or Deny		

Relevant candidate performance data is collected and maintained. The tool for the migration of the data into a coherent assessment tool for collection and analysis has not been implemented.

2. Recommendations that Require Responsive Action: (Ed 606.01)

- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across all programs. [606.01(a)(2)]
- 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. [606.01(a)(2)]
- Prior to full admission into the program a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]
- Clearly articulate the process to review each candidate’s transcript and other evidence of degrees, including a bachelor’s degree. [Ed. 606.01 (b)(2)]

3. Program/Certification Standards (Ed 606):

Needs Improvement - 2

B. The Institution’s Program Assessment System

1. Summary of Findings on the Program Assessment System

The requirements for a PEPP’s Program Assessment System are enumerated in NH Ed 606.02(b). The Assessment System:

- Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs;
- Demonstrate a process to make judgments based on the data collected;
- Use the process for continuous program improvement to ensure the quality of individual candidate preparation;
- Include data from reports that indicate the number and percentage of program graduates still working in the profession;
- Include information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation; and
- Include an analysis of state and national data relative to oversupply and critical shortage areas to ensure that programs are aligned with supply and demand.

Based on the self-study and evidence gathered, the review team concludes that although each of the eight (8) PEPP’s do gather data to monitor and improve its programs independently, this process is not systematic.

Brief Description of the Program Assessment Systems

The Program Assessment model differs for each AUNE program. Each of the eight (8) AUNE programs reviewed have separate and distinct models and in many cases, separate and distinct processes for these models. An overview of the comments for each program are in the summary below and more specific information included in each program report to follow.

Based on a review of the individual program evidence, we draw the following conclusions about the Program Assessment Systems:

1. Each set of programs has a different system for assessing program performance. These program assessment models identify key points at which program performance and progress is evaluated and monitored. The different data points in the models partially define the acceptable levels of program performance; some criteria are aligned with program and state competencies.
2. Relevant program performance data is collected and maintained. Program leadership plans to migrate these data to a more coherent program assessment system for consistent collection, analysis, and interpretation to use for program improvement. Some programs indicate they have the availability for a system but it is not implemented yet.

►The Early Childhood, Elementary Education, and Special Education Programs comprise the **Integrated Learning Programs** at AUNE.

Finding: Early Childhood Education Teacher-Program Assessment System

An operationalized system process (see graphic above) is in place for collecting and assessing program trends. According to AUNE, the university uses the following model to support the Ed 603 statutes:

Antioch's systematic assessment of curriculum effectiveness is embedded in several routine processes.

- Faculty assess and revise curriculum within the framework of on-going program and department meetings. Individual Candidate Assessment processes
- AU Annual Program Assessments
- Individual Candidate Assessments
- Feedback from adjunct faculty, cooperating teachers, supervisors, and partner schools
- Feedback from students in classes, on Antioch University 'formal course evaluations' and through program surveys and exit interviews
- Alumni feedback (formal and informal)

Equally important, the AUNE Self-Assessment Report (2021) noted that, from 2014-2020, twenty seven (27) program completers were nominated for licensure (p. 6); however, when reviewing the state testing scores (pages 32-33), student scores were listed for ETS NH Praxis Core Exams and the Pearson Foundations of Reading (*not broken down by degree but required for ECE teacher licensure*), and interestingly enough, no student scores were reported for the NH Praxis II: Early Childhood Exam/ Education of Young Children (0022 or 5024).

Relevant program assessment data is collected and maintained. A tool or process for the migration of the data into a coherent program assessment system for collection and analysis has not been implemented.

**Finding: Elementary Education (K-6) (K-8)-
Program Assessment System**

The Antioch University New England Professional Educator Preparation Program Assessment System in the Elementary Education Program is listed below. The program faculty have begun to meet to use the data from this process to make programmatic changes decisions (see graphic directly below).

An operationalized system process (see graphic directly below) is in place for collecting programmatic data.

Relevant program assessment data is collected and maintained. A tool or process for the migration of the data into a coherent program assessment system for collection and analysis has not been implemented.

**Finding: General Special Education (K-12)-
Program Assessment System**

In the General Special Education Program this model (see graphic below) is used for collecting program assessment data. The program faculty for the Integrated Learning programs have begun to meet to use the data from this process to make programmatic changes decisions (see graphic below).

model- General Special Education k-12 programmatic changes decisions
Relevant program assessment data is collected and maintained. A tool or process for the migration of the data into a coherent program assessment system for collection and analysis has not been implemented.

**Finding: Science Teacher Grades 5-8 and Life Science Teacher (7-12)-
Program Assessment System**

AUNE has a program assessment system (see graphic below) in place for collecting and assessing their program outcomes for their two Science Teacher Certification programs (5-8 Middle Grades Science and Secondary Life Science). Program Assessment, revision, and growth happens through a variety of methods which utilizes many stakeholders including university administrators and faculty, current students, and alumni. This is done through cohorts and round table discussions, surveys, annual reviews and evaluations, and strategic planning.

Relevant program assessment data is collected and maintained. A tool or process for the migration of the data into a coherent program assessment system for collection and analysis has not been implemented.

**Finding: Principal Instructional Leader-
Program Assessment System**

AUNE currently uses a digital portfolio system to collect artifacts of student learning through Google sites. The examples provided show clear alignment with curriculum expectations and may also serve as a tool for program completers to use during the interview process.

As AUNE plans to redesign their Principal Licensure program for summer 2022, they will move their portfolio assessment into TaskStream™, which has just recently been able to support individual licensure programs on all campuses. This process will allow for standardized rubrics and automation of the process of getting artifacts and instructor feedback into the portfolio as part of every class. Currently, they do not have a systematic program assessment in place.

It should be noted that most program completers have chosen not to pursue licensure, however AUNE tracks and maintains a list of completer plans. It must be noted, this option remains, and (within the administrative rule requirements) should candidates elect to apply at a later time.

Relevant program assessment data is collected and maintained. A tool or process for the migration of the data into a coherent program assessment system for collection and analysis has not been implemented.

**Finding: Library Media Specialist-
Program Assessment System**

AUNE assesses their program using input from stakeholders such as the students, faculty, and advisors on a monthly, semester, or annual basis. For students, program assessment includes meetings on their advisory plan and continued satisfactory progress toward completion of their program. Students fill in their matrix to show evidence of their progression. Students evaluate their classes at the end of each semester providing feedback by answering open-ended questions. Annually students are asked to fill out a survey (mid-program and end of year). Upon graduation there is also an exit survey that brings information back for consideration. The AUNE adjunct faculty meet monthly as part of an on-going check in process to evaluate classes, syllabi, materials, and student progress. Recent changes based on feedback and data include the move towards using single point rubrics and away from traditional trade analytic rubrics in some classes and adding a new course to support skills students felt they needed when in person learning wasn't available.

Relevant program assessment data is collected and maintained. A tool or process for the migration of the data into a coherent program assessment system for collection and analysis has not been implemented.

**Finding: Digital Learning Specialist-
Program Assessment System**

A process exists for collecting and assessing program trends at monthly, semester, annually, and periodic moments (comprehensive academic review and graduate and employer surveys) throughout the candidate's time in the program and thereafter. Some of the processes include: program meetings, director meetings, department meetings, adjunct faculty ongoing check-ins, student course evaluations, adjunct faculty meeting (start of term), adjunct faculty survey (end of term), and faculty retreats and strategic planning.

Relevant program assessment data is collected and maintained. A tool or process for the migration of the data into a coherent program assessment system for collection and analysis has not been implemented.

2. Recommendations that Require Responsive Action:

Improve the program data system for “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of all programs”. [606.02(b)(1)].

3. Program/Certification Standards (Ed 606):

Needs Improvement- 2

PEPP’s Included in 2021 Review:

Ed 500	Ed 600	PROGRAM	DEGREE	EXPIRY	Approval
507.18	612.03	Early Childhood Education Teacher	M.ED	8/30/2021	Full
507.11	612.04	Elementary Education Teacher	M.ED	8/30/2021	Full
507.40	612.07	General Special Education Teacher	M.ED	8/30/2021	Full*
507.23	612.19	Digital Learning Specialist	M.ED, Licensure	8/30/2021	Full
507.29	612.22	Science Teacher for Grades 5-8	MS	8/30/2021	Full
507.32	612.25	Life Science Teacher for Grades 7-12	MS	8/30/2021	Full
506.04	614.04	Principal Instructional Leader	M.ED, Licensure	8/30/2021	Full
507.21	614.11	Library Media Specialist	M.ED, Licensure	8/30/2021	Full

**General Special Education provisional approval as of 1/2013.
 Provisional Programs were previously approved ‘new’ programs.
 Effective 3/2013, provisional status no longer utilized.*

All PEPP Suggestions: **Note- Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600’s that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Name of Program: Early Childhood Education Program
Program Number: ED 612.03 (507.18) M.Ed.
Recommendation for Program Approval: Conditional
Reviewer Name: Lisa Strout, Ph.D.

Summary of Findings:

The Early Childhood Education Degree Program is part of the Integrated Learning Program housed in Antioch New England. As noted in the AUNE Self-Assessment report (2021), “Our philosophy of early childhood education includes developmentally appropriate emergent curriculum, play-based learning, and the use of documentation to capture evidence of emerging skills and dispositions. Our Early Childhood curriculum course is taught by our resident expert in Reggio Emilia methodology, and our core courses in the Integrated Learning program have specialty assignments geared towards the pre-school years” (p. 12). Teacher candidates who successfully complete a degree program of studies can earn a graduate MEd in Early Childhood Education Teaching Certification.

According to their website (<https://www.antioch.edu/academics/education/teacher-certification-med/early-childhood-education-certification-med-aune/>), “You will take a combination of courses in early childhood development and education, plus teacher preparation courses and internships to prepare you for teaching children birth to grade 2” (para. 3); however, in a discussion with Director Tom Julius he indicated that this information was not accurate. More so, this does not align with the NH ECE teacher licensure that extends to 3rd grade and no evidence throughout the 612.03 self-assessment matrix or ePortfolio documentation provided, demonstrated content knowledge related to the age groups of infants or toddlers [birth through age three]. Equally important, in the AUNE Self-Assessment report (2021), it was noted that “We are in discussion about revamping our early childhood licensure program curriculum to more fully take advantage of this expertise, while also meeting the state standards in early childhood education” (p. 12).

Further, the Program Goals were not fully supported (inconsistencies) by the documentation shared within the syllabi provided within the Early Childhood Education (612.03) Reviewer Assessment Worksheet and the ePortfolio Key Evidence Overview document and in addition, some elements were added in the reviewer assessment sheet that was not captured in the ePortfolio. The self-assessment worksheet matrix data was brief (*9 pages in length*), included hyperlinks to both course syllabi and assignment details, as well as focused on ten (10) out of sixteen (16) courses noted in the ePortfolio [*note: the ePortfolio lists 16 courses w/6980 Special Education Internship- the Course Sequence & Requirement Sheet lists 15 courses without the inclusion of the course EDC 6980*]. No evidence was located for the following Early Childhood Degree courses in the 612.03 Course Self-Assessment Matrix- EDC 5020, EDP 5900, ED 6970, EDT 5320, and ED 6910. All information reported by AUNE in the matrix aligned with the course syllabi provided to the New Hampshire Department of Education Program Reviewer.

Equally important, the faculty members teaching the fifteen (15) courses of study are diverse and their content knowledge and educational teaching practices are varied. The professional credentials were uploaded via the AUNE portal and could be easily viewed in the Early Childhood Education webpage- Curriculum Vitae Faculty and Adjunct Faculty.

Moreover, AUNE has a strong play and nature based educational model in place for teacher candidates seeking New Hampshire Department of Education Teacher Licensure in Early Childhood Education “to provide a professional learning community approach to teacher preparation that features student-centered, humanistic, constructivist learning” (AUNE ECE Program Description, 2021, para. 1).

Lastly, when reviewing the New Hampshire DOE- Council for Teacher Education Team Report Summary Findings AUNE- Department of Education from February 2011, this reviewer concurs with the summary findings that were indicated ten years ago.

Specifically, this reviewer draws attention to the following statements:

“There are minimal differences in coursework between the Early Childhood and Elementary Education curriculum, and most courses have candidates in both programs enrolled. While this provides for integration and sharing of field experiences, the unique nature of early childhood and the developmental needs of children under age five are not as clearly evidenced in this program” (p. 8).

In the 2021 review, no evidence was identified to support infants or toddlers.

“While the vast majority of the standards were met by the early childhood education (ECE) program at Antioch University New England, only a few of the syllabi included specific directions for class assignments and even fewer included rubrics for evaluation. These would have been beneficial to ensure that the connections between student artifacts and course objectives, assignments, and evaluation criteria could be clearly identified. This is especially relevant in the case of Early Childhood since many of the courses have dual enrollment with elementary education students” (p. 8).

In the 2021 review, similar concerns are raised with the lack of clear delineation of content being taught (*and/or documented as being taught*) in the NH 612.03 Self-Assessment Worksheet and inconsistency of what is being collected /identified in the ePortfolio Key Evidence Overview document.

It goes on to say in the (2011 report) paragraph, “In a few instances there was minimal evidence available; the reviewer relied on email correspondence with a course instructor to verify that standards were being met” and in my case, reliance for the 2021 review was obtained through the Early Childhood Education meeting with Director Tom Julius, Ellen Doris, and Julie Biddle as well as documentation secured, and shared, via email by the 2021 NH DOE Elementary Degree Reviewer providing some, but not complete, additional insights that were not documented in the course matrix or syllabus.

Upon review of this degree program in 2021, this reviewer did not see evidence of continuous improvement as noted in the February 2011 Team Report Summary Findings from the New Hampshire DOE- Council for Teacher Education.

1. Candidate Assessment System

A systematic process for assessing candidates in the teacher preparation program was clearly outlined for administrators, faculty members, and students (*slight inconsistencies with age range*). In the review, the information was shared for both the systematic assessment of curriculum effectiveness as well as the assessment process for individuals enrolled in the program through various program materials; the AUNE website; the Candidate Assessment Overview (graphic) highlighting Admissions, Courses & Field Experience, and Verification; and in several reports.

Early Childhood Teaching Certification: “... is designed to be completed in 4 semesters. During the summer semesters, the program includes 3-week residences on campus in July, plus online classes. During fall and spring semesters, classes meet once a month, plus online, and internships are Monday to Thursday” (AUNE Course Sequence & Requirements, 2021, para. 2).

When reviewing the documentation for the internships, as well as through several discussions, students enrolled in the Early Childhood Education degree program can complete one of three types- Traditional (conventional way /volunteer), Resident (1/2 time all year with specific schools), and Working Internship (more individualize and often for a full time employee whose employer has recommended the program). Additionally, in rare instances, a Distant Internship may also take place but in order for this to be approved, the student needed to complete their first internship in a locally based placement. Additionally, in an interview with Ellen Doris, Tom Julius, and Julie Biddle, it was noted that internship locations [a day’s drive] are located throughout New England (and beyond) with interns in Manhattan, New York, Portland Maine, etc.

In a meeting with the current students (two enrolled in degree programs- one in Early Childhood Education, the other in Elementary/Special Education), it was noted that she was aware of state requirements of testing, felt she was prepared for the Praxis I Core, but felt she needed to engage in more content knowledge before taking Praxis II exam. More so, she felt as if the course EDC 6480 would have been better taken earlier in the degree program sequence before completing her first internship, ED 6920 Early Childhood Internship. Further, in the meeting with graduates of the program, multiple learners indicated that they spend a great deal of time on theory but not content. And specifically, one learner noted the following two statements after being prompted with this question: Did you feel prepared with content? (Response 1) “Lots of theory but not in content with science, math, social studies. Foundations of Reading I felt prepared. I agree, but to be certified, I must know the content and understand the

standards” and (Response 2) “I did not feel prepared for the content for Praxis 2” (AUNE Alumni of All Programs Meeting, 3/25/2021, timestamp: 5:41pm).

Lastly, additional details are outlined regarding the internships, etc. on the AUNE portal including information on the Candidate’s Assessment- IL Candidate Assessment Overview, Samples, Course & Internship Evaluator Descriptor Rubrics, & Key Evidence. All hyperlinks were active and aligned with information shared during interviews, on the website, and in program materials.

2. Program Assessment System

An operationalized systematic process is in place for collecting and assessing program trends. According to AUNE, the university uses the following model to support the Ed 603 statutes:

“Antioch’s systematic assessment of curriculum effectiveness is embedded in several routine processes.

- Faculty assess and revise curriculum within the framework of on-going program and department meetings. The schedule for the Education Department is [here](#) and Environmental Studies is [here](#). Individual Candidate Assessment processes
- AU Annual Program Assessments as described in (606.02) below
- Individual Candidate Assessments as described in Program Overview Narratives for each program.
- Feedback from adjunct faculty, cooperating teachers, supervisors, and partner schools
- Feedback from students in classes, on Antioch University [formal course evaluations](#) and through program surveys and exit interviews
- Alumni feedback (formal and informal)
- Antioch’s formal Faculty Senate curriculum change process as detailed in the [Policies and Procedures Source Book for the Academic Affairs Committee](#)
- Changes in local, state and Federal requirements for PreK-12 education
- Input from the [New Hampshire Institutes of Higher Education Network](#) and the Council for Teacher Education
- General Developments in the field of education as experienced by faculty and students through conferences, professional networks and literature

In general, this graphic from the Integrated Learning program illustrates the [web of stakeholders](#) who are involved in helping us think about curriculum design and assessment in all of our licensure programs. You will see similar kinds of input webs for each program on their Program Overview Narrative page” (AUNE Self-Assessment Report, p. 7).

Equally important, the AUNE Self-Assessment Report (2021) noted that, from 2014-2020, twenty seven (27) program completers were nominated for licensure (p. 6); however, when reviewing the state testing scores (pages 32-33), student scores were listed for ETS NH Praxis Core Exams and the Pearson Foundations of Reading (*not broken down by degree but required for ECE teacher licensure*), and interestingly enough, no student scores were reported for the NH Praxis II: Early Childhood Exam/ Education of Young Children (0022 or 5024).

It should also be noted that in the conversation with Director Tom Julius he indicated that communication of the individual state standards are addressed with adjunct faculty teaching specific courses as part of professional development through meetings; however, in a Zoom Chat discussion with Adjunct Faculty member Jen Kershaw (in relationship to the EDC 5630 Math Methods- Math TCAP) she stated “The students determine what standards to focus on for TCAP. I have not looked at the NH ECE standards. I look at the Math Standards for ECE through the Common Core” (AUNE Adjunct Faculty Meeting, 3/24/2021, timestamp: 5:32). In my follow up exchange, I wrote: Thank you for clarifying; you focus the TCAP on the National/State Common Core math standards; more so than reviewing the NH DOE 612.03 ECE math standards. Her response was “Yes, that is correct” (AUNE Adjunct Faculty Meeting, 3/24/2021, timestamp: 5:32pm).

Lastly, additional details are outlined and located within the AUNE portal including information on Program Assessment- IL Program Assessment Overview, Data-Informed Decision Making, Course Evaluation Form, as well as Mid-Program, End Program, and Graduate Surveys.

3. Clinical Partnerships and Practice

The degree program has two internships ED 6910 Elementary and ED 6920 Early Childhood Internships taken in Fall I and Spring I. Learners enrolled in the degree program follow the document titled Integrated Learning Program Internship Handbook (year). Within this document, learners are provided with an overview of internship choices, as well as details regarding finding an internship, prerequisites for beginning, general information, professional standards, documentation and evaluation, and the responsibilities of interns, cooperating teachers, school leaders, and Antioch supervisors.

In a meeting with Cooperating Teachers and Faculty Supervisors, discussions ensued regarding partnership schools as well as schools taking interns. Information varied on the number of meetings and discussions that took place based on the relationship of the school to Antioch. Further, cooperating teachers noted that the students determine what standards and lessons they will focus on but the cooperating teacher did not work with the interns on their ePortfolios (collection of the assignments to align with the NH DOE 612.03 standards).

4. Commendations:

The Master of Education in Early Childhood Education's philosophy is developmentally appropriate, play-based, and is immersed with Reggio Emilia methodology.

As reported by Director Tom Julius, this Waldorf Education degree program often enrolls students who have completed the AUNE Nature-Based Early Childhood Education Certificate ["The Nature-Based Early Childhood Education Certificate program in the Department of Education at Antioch University New England trains teachers, administrators, and founders of nature preschools and forest kindergartens. The forest kindergarten movement has been thriving in Europe for the last three decades and has recently taken root in the United States. Simultaneously, there has been a growing number of nature preschools in the United States. Both nature preschools and forest kindergartens have a uniquely different approach to curriculum than conventional indoor early childhood programs" (Antioch University, 2021, para.1 -<https://www.antioch.edu/academics/education/certificates/nature-based-early-childhood-education-cert-aune/>)].

5. Recommendations that Require Responsive Action:

i. Progress Report to Address the Following Recommendation/s: A formalized and articulated system of documentation to ensure the alignment of each of the Early Childhood Education 612.03 standards explicitly being met in each of the six overarching key areas.

ii. Annual Report to Address the Following the Recommendation/s: Consistent documentation within the course matrix, ePortfolio, and the syllabi to indicate where the core content is being taught, as well as where the application of this content is being met for each of the 612.03 standards.

6. Program/Certification Rating:

Needs Improvement- 2

7. Evidence Supporting the Rating Includes: *see recommendations section.

(1) Child Development and Learning:

These seven (7) standards were minimally addressed through three (3) core courses in the degree program. Some standards were addressed in course work- some listed in the Self-Assessment worksheet but not ePortfolio (for example, forum 5. Differentiation), others listed in the ePortfolio Key Evidence but not listed on the Self-Assessment worksheet. Some content was not explicitly addressed in courses listed but were addressed in courses taught in the program. Some standards were not clearly identified in the course syllabi and assignment details shared. Further, not all assignments were completed in each offering, but were listed as "evidence" to meet a standard (for example, observations).

(2) Family and Community Relationships

These six (6) standards were addressed in five (5) core courses in the degree program, however, each standard was not clearly identified in the course syllabi and assignment details shared. Information shared related to a focus on families as partners, culturally responsive teaching readings/posts, and

Gartrell's Family Teaching Partnerships were well developed and evidence correlation with standards were clear.

(3) Observing, Documenting, Assessing

These five (5) standards were identified to be addressed in two (2) core courses in the degree program. No evidence could be located listing a course learning objective addressing the content knowledge/ teaching of the different forms/types of assessments in either course was listed. The use of the tool for data collection of the teacher candidate was listed in ED 6920 and the collection of data for a case study is also listed but assignment does not list additional details on which assessment tools to use.

(4) Teaching and Learning

These eight (8) standards are identified as being met in five (5) core courses in the degree program. The use of movement journals, TCAP, and the Thematic Unit design all clearly connect specific components to the state standards, some assignments, however, are missing key details and may also address these standards but it was not explicit.

(5) Early Childhood Content

These twenty-eight (28) standards have seven (7) core courses listed. Several of the Literacy standards clearly address the four standards identified; the Arts, Health and Physical Activity, and Science standards are all addressed in multiple courses; some of the math standards are addressed with the TCAP but because the students choose which ones to focus on (and the adjunct faculty is not familiar with the 612.03 standards), it is unsure if all are addressed; and the Social Studies standards are alluded to, but not explicitly identified in both teaching of content and application in assignment.

(6) Professionalism

These five (5) standards are addressed in three (3) courses in the degree program. Four out of five standards can be easily identified within the assignment. The knowledge and compliance with federal and state laws and regulations was identified in one course related to elementary education but no evidence was found for these in early education (birth to age 5) settings.

Name of Program: Elementary Education (K-6) (K-8)
Program Number: ED 612.04 (507.11) M.Ed.
Recommendation for Program Approval: Conditional
Reviewer Name: Colleen Tapley, Ed. D.

Summary of Findings:

The Elementary Education Preparation Program at Antioch University New England has assembled a portfolio for program review that demonstrates evidence of their Candidate Assessment System, Program Assessment System, and Clinical Partnerships and Practice. The Elementary Education Preparation Program provides candidates with engaging coursework embedded in a model that highly values placed-based education, embedding nature in education, and teaching through inquiry. It is evident that Antioch University New England also believes in play-based education and that the arts are a foundational element for children's learning. Antioch instills this passion and belief in the importance of play and inquiry based learning in all of its graduates, who noted that this pedagogy was an integral part of their learning experience and that Antioch was "ahead of its time in the introduction of Project Based Learning".

While the review team was unable to visit Antioch University New England in person, the photos and virtual tour we took told the story of a supportive, close knit community that truly cared about its learners' success. There are photos of students and faculty in all of the programs on the walls, putting faces to every single candidate in the program. It is clear that Antioch University provides candidates with a supportive, positive environment for them to learn, reflect and grow as educators. While Antioch University New England has numerous strengths in their program, there are areas that need to be improved. There is a need for content within syllabi, assignments and rubrics to be more clearly aligned to the ED 612.04 standards. It is important for courses to provide students with exposure to the content of the 612.04 standards, as well as the ability to demonstrate their mastery of these standards in ways that are clearly outlined.

1. Candidate Assessment System

The Antioch University New England Professional Educator Preparation Candidate Assessment System is a three phase system that is used to track and assess candidates' progress through the program. In Phase I: Admissions, Antioch University New England requires candidates to meet the following requirements prior to entering the Integrated Learning Program's concentration in Elementary Education Educator Preparation Program: (a) completion of a Bachelor's Degree; (b) Criminal Background Check; (c) Resume Submission; (d) Transcript Submission; (e) 2 Letters of Recommendation; (f) Personal Statement; and (g) Interview with Faculty. Potential candidate applications are reviewed by admissions counselors, the Program Director, and faculty, who make the decision to accept or deny the application based on the criteria above.

After being accepted into the Integrated Learning M.Ed. Program for Elementary Education, candidates move into Phase II; Courses and Field Experience which consists of coursework and field experiences focused on content and pedagogical knowledge. In Phase II: Courses and Field Experience, candidates are expected to meet the following criteria: (a) General Education Requirements; (b) Advising Plan; and (c) Satisfactory Academic Progress in Both Coursework and Internships. These criteria are evaluated by course instructors using rubrics, internship cooperating teachers through the use of standards and narratives, and the internship supervisors through the use of rubrics and standards checklists. The Evaluative Descriptors for Internship Practicum evaluates candidates on the following criteria: (a) Integration of Theory and Practice; (b) Professional and Interpersonal Skills; (c) Quality of Documentation; and (d) Overall Practicum/ Internship Performance. The Supervisor Evaluation Checklist requires supervisors to provide a narrative and rating for candidates. Supervisors are required to make three observational visits to students during each internship. At each observational visit, supervisors are required to document candidates' progress regarding the NH Professional Education Standards, which are listed on the "Supervisor Evaluation Checklist". After conducting the final visit, supervisors are required to rate candidates' overall progress regarding each standard. As part of the final evaluation, supervisors complete a summative rubric and narrative evaluation using the Antioch Internship/Practicum Verification sheet. In addition to the supervisor evaluations, the cooperating teacher also evaluates the candidates.

After the internship is completed, supervisors submit a copy of: 1) the Supervisor Evaluation Checklist and 2) the Antioch Internship/Practicum Verification Sheet to the Internship Coordinator. A team of people that includes. The

portfolios, advising plans, and Supervisor Evaluation Checklists are all reviewed by a team of people including the faculty advisor, the internship coordinator, the director, and the program faculty team who collaborate to ensure that program standards are being met and work to revise students' advising plan as needed.

During Phase III: Verification, a review is conducted by advisors, the Antioch University New England Licensure Office and the registrar to determine if candidates' portfolios and intent to graduate paperwork is complete. A degree requirement audit is also conducted.

2. Program Assessment System

Antioch University New England has a strong system for continuous improvement of the Elementary Educator Preparation Program. One way that Antioch University New England continuously assesses their Elementary Education programming is through their Annual Program Review Process. Each year, programs and curriculum are examined for weaknesses to determine areas needing improvement for growth. The annual analysis includes student feedback and allows faculty to examine areas where students expressed that they felt "underprepared", or where cooperating teachers noted that more support was needed. It is important to note that when faculty feels that there is a gap, or a need that cannot be met by their current resources, they will seek outside resources, or hire additional people to ensure that those needs are being met.

It was evident during the interviews with faculty, alumni, and current students that program assessment and improvement was a continual process and highly valued at Antioch University New England. During the meetings with supervisors, the non-faculty supervisors discussed how they had regular meetings to calibrate. Graduates also reported being asked for feedback both formally and informally. Graduates reported being asked for feedback through course evaluations, at the end of semesters, as well as at the end of their program. Some graduates and current students even indicated that some faculty dedicated whole class periods to soliciting feedback and discussing how the course could be redesigned and improved in the future. It is important to note that in the alumni interviews, as well as the current student interviews, candidates and graduates both expressed a belief that their education was a "collaborative effort" and that the "team" they were working with in the program truly cared about their educational needs. They felt as though they were working in conjunction with this "team" of people to ensure that their learning needs were met and that they had the best possible experience to prepare them as educators. They all believed that if there was something that needed to be adjusted, changed, or improved, they would work collaboratively with faculty and their supervisors to address that need.

In addition to gathering feedback from their students, Antioch reports that they conduct biennial audits, and regularly assess and improve the Elementary Education Teacher Preparation Program through the following additional methods:

- On-going program and department meetings.
- Individual Candidate Assessment
- Feedback from adjunct faculty, cooperating teachers, supervisors and partner schools
- Formal Course Evaluations
- Mid-program Surveys
- Alumni Feedback (formal and informal)
- Faculty Senate Curriculum Change Process
- New Hampshire Institutes of Higher Education Network
- Council for Teacher Education
- Human Resources Department Policies
- Support and Assessment of Faculty
- Faculty Handbook
- Faculty Performance Review Process
- Education Department Quality Control Audit of Graduate Programs
- Education Department Annual Report to the Dean of College of Liberal Arts
- NHDOE/CTE Annual Reports and Program Approval
- Internship Handbook
- Post-term Survey

3. Clinical Partnerships and Practice

Antioch University New England's Elementary Education Program has strong partnerships with K-12 schools and districts. AUNE has a strong relationship with SAU 29, and has worked with them in a number of capacities, including training mentor teachers and providing kindergarten professional development when the mandate for play-based kindergarten was passed in New Hampshire. AUNE also has a strong partnership with Kindle Farm School, the Compass School and they also have a multi-year partnership established with Inter-Lakes School District that provides professional development pathways for already licensed teachers, as well as a pathway for paraeducators to earn professional licensure.

During the interviews with the cooperating teachers, a cooperating teacher noted how the partnerships with Antioch University New England were mutually beneficial to the partner district, as well as the university. They discussed how their experiences with the interns and collaborating with Antioch improved their practice as experienced educators and had made them more reflective practitioners. One cooperating teacher mentioned how an assignment that required the candidate to do a diversity audit of the library forced her to reflect upon the variety of texts they offered and expand the collection. It was apparent that the pedagogy and practices that are so valued and at the heart of Antioch's philosophy have greatly shaped the communities that their interns are immersed in. One cooperating teacher in particular noted that having the interns is "an enriching experience" and that the interns "bring a lot of skill and a large amount of passion" into their community. The cooperating teachers noted how "mature and prepared" the candidates were when they began their internships, and another cooperating teacher commented that the interns are "professional, ready to learn and they love the kids". It was evident through interviews with all stakeholders that candidates truly become a part of, and are accepted by, the communities they intern in. They lead after-school programs, play with the children at recess, and engage in various extracurricular events in the community. This community impact extends beyond the role of the intern, as Antioch University New England provides professional development, academic resources, and leads community-based learning initiatives.

4. Commendations:

- Antioch University New England has an exceptionally strong experiential learning model that focuses on learning through inquiry and project-based learning. The commitment to outdoor education, arts integration and place-based learning is not only evident in their mission, but in the graduates they produce and the work that they do with their teacher candidates. One student remarked that their experiences at Antioch University New England taught them how to facilitate curiosity for students through their lesson planning and that their principal noted that every student was engaged in learning in their classroom because of the way they taught.
- Antioch University New England's Waldorf concentration has a rigorous curriculum that provides students with a strong understanding of the Waldorf philosophy and how to prepare curriculum.
- The pedagogy and modelling that faculty implement should be applauded. Students' experiences in course work. During the summer intensives, candidates are immersed in the content and coursework, and learn pedagogy by participating in educational practices that are being modelled for them. This allows them to actually experience the practices and how impactful they can be for students. Candidates explore shopping plazas and connect their experiences in them to social justice issues.
- Alumni and current candidates both reported how important the close connections and relationships they formed were to their success at Antioch University New England and their careers beyond graduation. One student reflected that their experiences at Antioch University New England changed the lens that they viewed collaboration and relationships through and that it was through those experiences that "they learned that relationships truly matter". Close connections with faculty, advisors meet more than one time a month. Advisors are current faculty. The faculty meet monthly and discuss candidates to ensure that they are successful. Candidates also reported how valued they felt their feedback was, and that they were true partners with faculty in designing their learning experiences.
- The training of new full-time faculty by having them co-teach with veteran faculty is an excellent model. This allows new faculty to "learn the ropes" and go into the classroom more prepared.
- The reflective model that is in place for candidate assessment is an excellent opportunity for candidates to internalize and focus on the standards that they need to demonstrate mastery of to become an educator, as opposed to simply checking boxes.

5. Recommendations that Require Responsive Action:

ED 612.04 1C: After reviewing the syllabi and interviewing current students, it became clear that

ED 612.04 Elementary Education 1C is not being fully addressed. When prompted for additional evidence, a few slides review the writing process were submitted, however, these did not fully address the standard which required a more in-depth focus on “knowledge and application of the writing process to compose a variety of text types and structures including informational, opinion, research and narrative in print and digital formats on and off-line”.

ED 612. C2: Health, Wellness and Safety After reviewing the syllabi and interviewing both students and alumni, it was unclear where health, wellness and safety content was being addressed in content, applied, or assessed. Several alumni reported that they wished that they had received training in this area and that they did not feel as prepared as they should have been.

6. Program/Certification Rating (refer to Appendix):

Needs Improvement- 2

7. Evidence Supporting the Rating Includes:

While several of the ED 612.04 Standards for Elementary Education were met by the Elementary Education Program at Antioch University New England (AUNE), only a few syllabi included assignments with specific directions, and there was limited evidence of rubrics for evaluation. It should be noted that a review of the 2011 New Hampshire Department of Education Council for Teacher Education Summary of Findings Final report indicated the following:

“While the vast majority of the standards were met by the early childhood education (ECE) program at Antioch University New England (AUNE), only a few of the syllabi included specific directions for class assignments and even fewer included rubrics for evaluation. These would have been beneficial to ensure that the connections between student artifacts and course objectives, assignments, and evaluation criteria could be clearly identified. This is especially relevant in the case of Early Childhood since many of the courses have dual enrollment with elementary education students. In a few instances there was minimal evidence available; the reviewer relied on email correspondence with a course instructor to verify that standards were being met.” (p. 8)

This program is rated a 2, as there is no evidence regarding continuous improvement since the report sent ten years ago. During this review it should be noted that only a few of the syllabi included specific directions for class assignments and few rubrics aligned with these assignments to ensure the connection between course objectives and the assessment of students’ mastery of the Elementary Education 612.04 Standards that are required for licensure. While email correspondence did provide documentation in some areas, and discussions during the interviews with faculty, cooperating teachers, candidates and graduates provided a great deal of support for other areas, there are some standards that need to be addressed.

Additional Evidence Reviewed and Supporting This Rating:

Syllabi Review: A thorough review of syllabi for all courses indicated that Antioch University New England has yet to clarify the assignments and rubrics necessary to demonstrate compliance to and mastery of the Ed 612.04 Elementary Education Standards.

Internship Experience: During the year-long internship experience, Antioch University New England has the following requirements in place to assess candidates, holding them to high expectations and standards for performance in the field. Candidates are required to:

- Complete 4 days/week for 15 weeks each semester.
- Complete 3 total formal observations per internship. After completing these observations, candidates debrief with their supervisor. Formal observations are conducted by their Antioch supervisor. In addition to the formal observations by their Antioch supervisor, candidates are observed and receive continuous feedback from their cooperating teacher.
- Weekly meetings, at a minimum, are required between the candidate and the cooperating teacher.
- Participation in biweekly seminars.
- Completion of an Internship Contract.
- Completion of a Self-evaluation.
- Completion and submission of a portfolio into Task Stream.

Graduation Rates and Future Employment: It is difficult to assess the graduate rates and rate of future enrollment based on the data provided by Antioch University New England. There is low enrollment for the Elementary

Education Programs, the data for enrollment that was provided was not separated by program, it was provided as the “Integrated Learning Program” enrollment. The data indicates that in 2017, 9 students were admitted into the program, 8 graduated and only 5 were recommended for licensure. In 2018, 13 students were admitted into the program and there was a 100% graduation rate, and 11 students were recommended for licensure. In 2019, 5 students were admitted into the program and there was a 100% graduation rate, and 3 were recommended for licensure. The employment data provided by Antioch was also combined and did not have specific information, only employment examples with a list of three or four positions and locations for each cohort year from the Integrated Learning Program. Unfortunately, it is difficult to assess graduation rates and future employment with the data that has been provided and in the manner that it has been combined.

Further evidence for the Rating of 2- “Needs Improvement” was based on a review of the following:

- Candidate Assessment System
- Syllabi for All Course Work
- Course Based Student Work
- 2020-2021 Integrated Learning Internship Handbook
- Elementary Internship Contract
- Course Descriptions and Course Sequences
- Interviews with Program Coordinators, Former Graduates from the Elementary Education Program, Faculty Teaching in the Elementary Education Program, and Supervisors.
- Faculty CV Links
- PRAXIS scores and Grading Processes

Name of Program: Special Education Teacher Program
Program Number: Ed. 612.07 (507.40) M.Ed.
Recommendation for Program Approval: Conditional
Reviewer Name(s): Jamie Malhoit, M.Ed.

***Summary of Findings:**

“The program’s purpose is to provide a holistic and integrated experience for students. The best teacher can meet a wide range of needs, so AUNE’s elementary teacher licensure program is already rooted in the philosophy of teaching children of all abilities and challenges. The AUNE faculty has long experience in teaching differentiated instruction. Those strategies and approaches are interwoven through all of the education courses.

This concentration is for Elementary Teacher Licensure students who wish to also earn General Special Education licensure. This concentration will prepare teachers to work effectively as either general or special education teachers, or both and to be leaders in educational environments that are in various stages of moving towards inclusion. Students in this concentration take the same core courses leading towards elementary licensure as the students in the Arts and Humanities concentration and the Science and Environmental Education concentration. Additionally, they are required to take a set of courses specific to Special Education. Graduates who successfully complete this concentration are eligible for Elementary Teacher licensure in the State of New Hampshire and General Special Education licensure in the State of New Hampshire.”

The inclusionary focus of AUNE is felt within its community, classroom and beyond. The faculty, cooperating teachers and supervisors provide an immense level of support to students aspiring to become licensed teachers. It is apparent that AUNE takes pride in being an institution that fosters professional growth, visionary practices, and sustained partnerships with local school districts. The *Integrated Learning Program* leading to dual licensure in Elementary Education and General Special Education requires some additional continuity to ensure the candidates are given practical experiences to apply standards for students age 5 through 21.

1. Candidate Assessment System

The Antioch University New England Professional Educator Preparation Candidate Assessment System is a three phase system that is used to track and assess candidates’ progress through the program. For the special education licensure pathway, Candidates follow the same phases as Elementary Education or Early Childhood Education candidate phases as part of a ‘dual’ enrollment. In brief, Phase I: Admissions into the program. After being accepted into the Integrated Learning, candidates move into Phase II; Courses and Field Experience which consists of coursework and field experiences focused on content and pedagogical knowledge. During Phase III: Verification, a review is conducted by advisors, the AUNE Licensure Office and the registrar to determine if candidates’ portfolios and intent to graduate paperwork is complete. A degree requirement audit is also conducted.

There is evidence of the following regarding candidate assessment:

ePortfolio (collection of evidence) - TaskStream*

Coursework*:

-Evaluative Descriptors Rubric

-NH TCAP -used to assess math methods

**narrative evaluation of qualitative review of evidence student meets standards*

Internship/Practicum:

-Child Study

-Lesson Plans

-Journal

-Self-Evaluation

-Internship Rubric & NH Standards Checklist (paired down set of standards observed by supervisor)

-Cooperating Teacher Narrative

*-NH TCAP (mentioned in internship handbook - “child study or NH TCAP”) *NHTCAP used as formative assessment, not summative as was intended, and only for mathematics content.*

2. Program Assessment System

Candidates’ in the ‘dual’ enrollment special education pathway are required to take five special education courses in lieu of electives.

There is evidence of the following regarding Program Assessment:

Annual Program Review:

- Cycle of Inquiry (focus group with unbiased faculty; exit interviews; student surveys)*
- Enrollment Data Analysis; State Assessment Data Analysis*

Ongoing:

- Vision Meetings monthly with faculty*
- Facilitate Discussions (school reform initiative protocols)*
- Meeting documentation of Vision & Administrative Faculty meetings*
- Mid-Program & End of Program student surveys; Graduate Survey*
- Course Evaluations*

3. Clinical Partnerships and Practice

There is evidence of the following regarding Clinical Partnerships and Practice:

Internship Options:

❖ Classroom Internship:

- 2 elementary partner sites working with the AUNE: Elementary IL / Dual Certification Program; Academy School (K-6) and Green Street School (K-6), Brattleboro, VT
- Student choice

❖ Resident Internship:

- WSESU (Windham Southeast Supervisory Union) employment as a paraeducator

❖ Working Internship:

- proposed to AUNE by student based on their employment status / opportunity (needs to meet approval process)

Clinical Practice Overview:

- 2 Semesters of Field Based Practice- first semester [fall] placement is elementary education focused; second semester [spring] placement is special education focused

4. Commendations:

Below is a list of commendations that are exemplary in the AUNE programs and the institution:

- An ***inclusionary*** vision; cohorts are designed to model teaching and learning as a united community
- A commitment to “Resident” and “Working Interns”
- Community “bridges” / partnerships with local school districts and development of strong relationships with internship supervisors and cooperating teachers [e.g. professional development to align best practices, assessment of interns; development of PLCs for cooperating teachers]
- Building and actively maintaining relationships with current students; fostering supportive relationships beyond AUNE (alumni deepening K-12 relationships was notable)

5. Recommendations that Require Responsive Action:

Early Field experiences were evident in the elementary education setting if you consider the Elementary Internship the semester previous to their Special Education internship as “early field experiences.” However, there is not any evidence of early field experiences at the middle or high school level. Any candidate that completes a special education

preparation program that leads to NH licensure, will be licensed to case manage, provide direct specialized instruction and the like for students ranging from five through 21 years of age. It is recommended that AUNE implement and ensure that special education licensure candidates have early field experiences in the special education role at the elementary, middle and high school level (varied exposure ages 5-21).

The evidence provided suggests that general special education licensure candidates are limited by a lack of exposure to a clinical setting across educational levels. Secondary to clinical experience, coursework evidence provided by AUNE (e.g. syllabi) do not suggest assignments and/or activities related to transition and career development standards. It is recommended that AUNE implement and ensure that special education licensure candidates have a variety of clinical experiences to ensure that the appropriate age band is met within licensure requirements.

Ed 604.05 Early Field Experiences.

- (a) Early field experience(s) shall require candidates to engage in a variety of experiences related to their content, specialist, or administrator area(s) for which the PEPP is designed.
- (b) Each PEPP designed to lead to licensure in a particular Ed 612 content area(s) shall require each candidate to participate in **guided** early field experience(s) before participating in a culminating field experience.

ED 612.07 Special Education Programs.

- (c) Each candidate for licensure as an elementary/secondary general special education teacher for children age 5 up to age 21 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:
 - (1) Skill in engaging with children with and without disabilities from age 5 up to age 21; and
 - (2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a child with disabilities.

6. Program/Certification Rating (*refer to Appendix*):

Needs Improvement- 2

- ➔ No evidence for **Early Field Experiences*** (see suggestions Appendix)
- ➔ During the special education spring internship the candidates are not expected to demonstrate, in a clinical setting, **all** the standards associated with licensure for General Special Education (ED 612.07). While the standard states a “combination of academic and supervised field-based experiences,” based on evidence it appears the students are completing assignments to enhance their field placement given the integrated philosophy of the IHE* (see suggestions Appendix)
- ➔ Reviewer was not able to find evidence within coursework for transition planning for upper level education in regard to career development (being mindful that your interns are placed at the elementary level)* (see suggestions Appendix)

7. Evidence Supporting the Rating Includes:

- AUNE Google Site; AUNE Self-Assessment Report
- NH DOE- Council for Teacher Education, Team Report Summary Findings for Proposal of General Special Education Program leading to licensure (dual with Elementary Education); December 5, 2012:
 - Request to Conduct a New Program Review Visit: Holistic Special Education
- Special Education Programs (Ed 612.07) Self-Assessment Worksheet
- Integrated Learning Conceptual Overview
- Enrollment Data and Graduate Employment Examples
- MEd Integrated Learning Degree Requirements & Course Sequence
 - Course Syllabi
- Integrated Learning Program Internship Handbook
- ePortfolio Key Evidence Overview - Special Education
- AUNE Candidate Assessment Overview for Integrated Learning, MEd Program
 - Evaluative Rubrics for Courses and Internship

- Internship Supervisor Evaluation Checklist - Special Education
- Integrated Learning Program Assessment Overview
 - Annual Program Review reports [AY 2019-20, AY 2018-19]

Name of Program: Digital Learning Specialist

***Summary of Findings:**

The Digital Learning Specialist (DLS) M.ED and licensure-only PEPP at Antioch University New England effectively addresses the content standards creating a strong DLS program. The Program Goals are supported by documentation with the syllabi and interviews conducted with faculty. The NH DOE Program Reviewer 612.19 Digital Learning Specialist Self-Assessment worksheet data was comprehensive. Information was presented that focused on six courses, syllabi provided, along with student work samples. Students in the program are provided with an opportunity to mold the program to meet their unique needs as an adult student who has many other responsibilities to juggle in life. Online, face-to-face, and low-residency option courses which support the adult learning theory of creating effective learning experiences for their candidates. However, the opportunity for candidates to participate in varied field experiences that require interaction with diverse learners, in diverse settings in their area of future endorsement or licensure (Ed 604.04 (a)) is lacking due to there not being an internship requirement.

1. Candidate Assessment System

The DLS program assesses students based on a combination of student reflection and supervision by instructors and the advisor. Student work is evaluated based upon the activities, systems, and rubrics provided in a matrix. All students receive course feedback from the instructor using a set of Evaluative Descriptors (*see #7 Evidence below*) which are applied across all courses and Supervised Independent Studies. The final portfolio for all candidates provides an opportunity for reflection and demonstration of competency

Students are admitted to the program on the basis of transcripts, an essay, recommendations, and interview with the program director who also serves as the advisor for the student once admitted. Applicants must hold a teaching credential and have 3 years of teaching experience to be considered for admission.

2. Program Assessment System

A systematic process for collecting and assessing program trends at monthly, semester, annually, and periodic moments (comprehensive academic review and graduate and employer surveys) throughout the candidate's time in the program and thereafter. Some of the processes include: program meetings, director meetings, department meetings, adjunct faculty ongoing check-ins, student course evaluations, adjunct faculty meeting (start of term), adjunct faculty survey (end of term), and faculty retreats and strategic planning.

3. Clinical Partnerships and Practice

The DLS program incorporates the competency based approach of a “Go and Do” model where candidates utilize their current job-embedded experiences and come to the program to report and analyze.

4. Commendations:

AUNE provides ultimate differentiated learning experiences for all candidates through a program that allows each individual to still live full, rich lives while participating in the transformative educational experience at Antioch. Current students (and alumni) emphasize how supported and prepared they feel every step of the way. AUNE faculty go above and beyond to create long-lasting relationships with their students and with the community.

5. Recommendations that Require Responsive Action:

Although multiple job-embedded field experience at the candidate’s current school/teaching position is part of the program, it is recommended that an internship program be instituted for all DLS MEd and licensure candidates in order to satisfy State Standards: 604.04 Field Experience; 604.05 Early Field Experiences; and 604.06 Requirements for the Culminating Field Experience (See Appendix A).

1. Annual Report should provide evidence of a DLS Internship program.
2. It is also recommended that a formalized DLS Certification Candidate Internship Handbook be created as part of the program.
3. Annual Report(s) should provide evidence of updated DLS content standards in all relevant documents (syllabi, self-assessment worksheets, etc.) to align with current Ed. 507.22 as stated in Antioch's Ed 612.19 Digital Learning Specialist (M.ED, License) Program Overview (*see #7 Evidence below*). This reviewer is aware that Antioch is working on this as the updated draft Matrix was given as evidence during the review period.



6. Program/Certification Rating (refer to Appendix):

Needs Improvement- 2

(This reviewer notes that once the DLS internship is required, the rating would otherwise be- Effective - 3)

7. Evidence Supporting the Rating Includes:

- Course based student work
- Course Descriptions/Offerings
- Interviews with program coordinators and faculty
- Requirements for the major
- Self-Assessments
- Syllabi for all course work

Additional evidence:

Ed 507. 22

http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html

Ed 600 APPROVAL OF PROFESSIONAL PREPARATION PROGRAMS

http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html

Ed 612.19 Digital Learning Specialist (M.ED, License) Program Overview

<https://docs.google.com/document/d/1w5QVfpUkO9-5gN-6OyMeZtw2d1KB36S1CsOP9ukM2Q0/edit?usp=sharing>

Evaluative Descriptors

<https://www.antioch.edu/wp-content/uploads/2018/09/Evaluation-Rubric-Courses-and-SIS.pdf>

New Matrix - Digital Learning Specialist Artifacts and Standards

https://drive.google.com/file/d/1LHT0-bGCzCID-gpgkOW1NY3m8pdoSj_Z/view

Name of Program: Science for Grades 5-8
Program Number: Ed 612.22 (507.29) MS
Recommendation for Program Approval: Conditional
Reviewer Name: Abigail Blais, M.A. Science Education - Biology

Summary of Findings:

The MS Environmental Studies Program at Antioch University New England, which serves as a Professional Educator Preparation Program for the Science for Grades 5-8 (Middle School Science) licensure is a unique program in many ways, one being that it is situated within the Environmental Studies department and is a Masters in Environmental Science as opposed to education. Through AUNE's uniquely personalized narrative-style feedback system in all of their science and education courses within the program, the early and frequent field experience opportunities provided, student portfolios, and a culminating student teaching internship, the 610.02 standards have been thoroughly met. AUNE should be applauded for their commitment to preparing educators that will truly be facilitators of inquiry and learning in their classroom as opposed to teachers who are just imparting their knowledge onto their students. Through analyzing the various forms of evidence provided by AUNE's many parties involved in this review, there was a lack of evidence found to validate that all of the content-related 612.22 standards are guaranteed to be addressed sufficiently somewhere in the courses required for candidates of the program during their time at AUNE or in the program's prerequisite courses. There is also inaccurate information stated within their Science Teacher Concentration Guide for how students can meet some of the items required by the Ed 600 standards that needs to be revised in order to correctly reflect the guidelines set for a PEPP and for a candidate obtaining licensure. This reviewer recommends the overall program for Conditional Approval with a rating of Needs Improvement (2).

1. Candidate Assessment System

Antioch University New England has a system in place for collecting and assessing candidate outcomes within the Professional Educator Preparation Program for candidates seeking Science for Grades 5-8 (Middle School Science) licensure. Candidates are assessed at all parts of their program from admissions to verification of completion and recommendation for licensure. At the admissions level, students are required to come in with a Bachelor's Degree and submit typical documents such as resume, transcripts, recommendations, and a personal statement. AUNE also requires an interview with the applying student to ensure that they will be a good fit with their own values and for the unique PEPP experience they offer.

Once accepted, students are then required during their time at Antioch to meet all General Education Requirements, Middle Level Science Prerequisites, and Praxis Exams within one year, if not done already through previous coursework or experience. General Education Requirements include having taken courses related to history, literature, fine arts, health, culture, and more. Middle Level Science Prerequisites currently include one Biology course focused at the molecular and cellular level with a lab, a Chemistry and Physics course with lab, and one Mathematics course (or College Level Examination Program® (CLEP)) examinations in place of those courses which do not meet the Ed 603.02 (c) standard). AUNE is unique in that faculty provide extremely personalized narrative feedback on all assignments and as the final course "grade" in addition to either credit being awarded for the course or not. These narratives are extremely thorough and really allow students to reflect and grow from every assignment and course more than just a typical letter grade would provide. After completing all prerequisite and AUNE coursework which includes ongoing and early field experiences, students then complete a culminating Student Teaching Internship where they are reviewed by their Faculty Advisor, Internship Coordinator, and Program Director.

Final candidate assessment to graduate from the program is done through the student's program-long Portfolio which showcases their best work from their time at AUNE including individual lessons, a month-long unit plan, pedagogical views/reflections, and professional documents such as their resume. These portfolios are reviewed by their Advisor and then all required paperwork for graduation is completed if no other action is needed by the candidate.

2. Program Assessment System

AUNE has a system in place for collecting and assessing their program outcomes for their two Science Teacher licensure programs (5-8 Middle Grades Science and Secondary Life Science). Program Assessment, revision, and growth happens through a variety of methods which utilizes many stakeholders including university administrators and faculty, current students, and alumni. This is done through cohorts and round table discussions, surveys, annual

reviews and evaluations, and strategic planning. It was stated from current students, alumni, and adjunct faculty that they always felt heard if they had concerns, feedback, or suggestions about any part of the program, particular courses, or experiences. They never felt that they needed to wait until the end of a course, school year, or for a survey to be sent out in order to give open and honest feedback about improvement. All stakeholders we spoke with were honest about possible improvement areas but also felt that change towards improvement and trying new ideas based on feedback was constantly occurring, which was appreciated.

3. Clinical Partnerships and Practice

Antioch University New England has many clinical partnerships in place with surrounding schools in NH, VT, and beyond that have been developed over the last few decades. This is fantastic news for interns as many universities often struggle to find a variety of available cooperating teachers for Science candidates. The many cooperating teachers are also those used for the early and ongoing field experiences provided through assignments done throughout their AUNE courses which require students to observe teachers as well as design, implement in the classroom, reflect on, and refine lessons in various topics of 5-8 Science. When preparing to do their Student Teaching Internship, candidates get their choice of where and with whom they would like to work with, but have had the benefit of meeting many possible cooperating teachers during their early field experiences.

During the culminating Student Teaching Internship, interns were required to complete at least three weeks solo, taking on all responsibilities of the cooperating teacher. Throughout their internship, interns are given three formal evaluations by both their cooperating teacher and their AUNE supervisor following a rubric. After each supervisor evaluation, interns are taken off of their school's campus to someplace more conducive for a very personalized, open discussion and reflection to work through what they could improve or do differently in the future. Alumni and current students stated that they found these times instrumental for their learning and growth while the cooperating teachers and supervisors also stated that they usually saw those discussions put into practice right away and watched the students grow from every day of their internship.

All of the cooperating teachers and supervisors who have worked with Antioch interns reported being extremely impressed very early on and that the interns were always eager professionals who genuinely cared about building relationships with students and delivering engaging, hands-on, inquiry-based curriculum. It was also noted that many of the cooperating teachers said that they will not take interns from anywhere but Antioch due to the positive difference in maturity, preparedness, and willingness to accept criticism/feedback that AUNE interns show over those that come from other universities. This speaks volumes as to how AUNE is preparing their science teacher candidates.

4. Commendations:

Overall, Antioch University New England definitely stood out in its uniquely personalized approach and its many experiential opportunities for students to get into the classroom and learn inquiry-based, hands-on, science methods. It is clear that AUNE is helping to create science educators who are facilitators of learning who want to build strong relationships with their students, foster interest and empathy for the environment, and keep all students participating in their learning. In comparison to most other IHE's where Science Methods would be one course prior to Student Teaching, and then Student Teaching is where most of the learning happens about building engaging, effective lessons, AUNE students have been through multiple courses in which they developed, implemented, reflected on, and revised a lesson on various topics in addition to their Science Methods course. This is why it was noted by cooperating teachers that students already appeared comfortable, professional, mature, and prepared to start taking over during their Student Teaching Internships almost from the beginning. This is in large part to the faculty who are running these courses and the personal relationships and individualized attention provided to students. Current students and alumni reported that faculty were always supportive, helpful, and accessible, and it was seen that they provided constant, intensive, and constructive narrative feedback that really helps students grow. The small size of this program and intimacy of this university is a benefit to the students that cannot be found in many other IHE's and really facilitates student success.

5. Recommendations that Require Responsive Action:

The Middle School Science program within the MS in Environmental Studies is lacking in the total assurance that all of the knowledge that candidates may be required to teach in the 5-8 grade levels (as required by the 612.22 standards) is sufficiently covered in prerequisite courses or courses within the AUNE program. In addition, some current practices found within the provided evidence do not align with the Ed 600's in what is allowed to be considered acceptable fulfillment of the standards.

Candidate Assessment Recommendations:

The Science Teacher Licensure Concentration Guide contains a lot of outdated information about how candidates prepare for licensure and needs updating to be current to NH's revised 600's and licensure requirements to ensure that when AUNE recommends candidates to the state at the end of their program that the candidates have in fact met the requirements for licensure. One of the largest errors is that the guide states that the Praxis 1 (Core Test for Educators) is taken before the end of a candidates graduating year is "encouraged" as opposed to required and outdated information that a Master's Degree may take the place of the Praxis 1 which has not been allowed since January 1st of 2015.

- It is recommended that AUNE ensure that Ed 606.01 (a)(1) which states "Prior to full admission into the program a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency" is met by ensuring applicants have passed the Praxis Core Test for Educators (or other acceptable test) *prior to* admission into the program.

Science Content Recommendations:

According to the Science Teacher Licensure Concentration Guide and the 612.22 Middle Grades Science Self-Assessment Matrix provided by AUNE, courses from within the last 10 years prior to a student's application to Antioch or exams such as CLEP® tests are currently the primary way in which a majority of the Physical Science and Life Science portions of the 612.22 standards are addressed. First, the Prerequisite requirements stating that tests such as the CLEP® can be accepted in place of some required courses does not fall in the allowable methods of meeting the 612.22 standards. Additionally, from the evidence provided, the current practices for prerequisite courses do not totally guarantee that all content in the 612.22 standards are covered; for example, in most cases one Biology course is not going to guarantee that all Life Science 612.22 standards were covered and course content varies widely amongst IHE's.

- Ensure that Ed 603.02 (c) which states "A test shall not be considered a course of study" is met by eliminating CLEP® Tests (or other similar tests) from the allowable evidence required to show that any of the 612.22 standards have been met by candidates.
- Ensure that *any and all* 612.22 standards not taught in courses provided by AUNE to its candidates were covered in the required prerequisite courses through a more thorough review process.

6. Program/Certification Rating (refer to Appendix):

Needs Improvement- 2

7. Evidence Supporting the Rating Includes:

All Evidence listed below was obtained through the 2021 Antioch University New England Google Site provided to the Review Team or through interviews coordinated by the AUNE Team and facilitated by the Review Team.

- Science Courses Syllabi: ESC 6010: Political Economy & Sustainability, ESC 5720:Earth Systems & Climate Change, ESC 5440: Leadership for Change
- Science Education Courses Syllabi: ESE 5210: Problem Solving & Inquiry-Based Science Teaching, ESE 5440: Curriculum Design Introduction, ESE 5360: Foundations of Science & Environmental Education, ESE 5200: Science Teaching Methods, ESE 6910/6920/6940: Student Teaching Seminar
- Other Education Courses Syllabi: EDT 6260: The Developing Mind, ESP 5900: Teaching Exceptional Children, ESP 5980: School Law, ESE 5350: Conceptual & Human Development
- Other Course-Related Documents:
 - Work Samples From the Curriculum Design Course
 - Examples of Students' Final Digital Portfolios & Portfolio Expectations Rubric
 - Narrative Feedback Examples from Course Instructors to Students for Evaluation throughout the course and at the end of a course
 - Science Teacher Intern Guide
 - Science Teacher Certification Cooperating Teacher Guide & Example Evaluations
 - Science Teacher Certification Supervisor Guide & Example Evaluations
- Interviews:

- Program Directors & Concentration Coordinators of the Environmental Studies Department: Jimmy Karlan, Gopal Krishnamurthy, and Peter Palmiotto
 - Current Students in the Environment Studies Program seeking Middle School or Secondary Life Science Licensure (Two 1st year students and three 2nd year students in Student Teaching present)
 - Cooperating Teachers (5) & Supervisors (1) for the Environmental Studies Department
 - Alumni of All Programs (six Science Teacher Alumni in attendance - two specifically middle school)
 - Adjunct Faculty from All Programs
- Additional Documents:
 - Science for Grades 5-8 Program Self-Assessment Worksheets
 - Professional Education Requirements Self-Assessment Worksheets (through the lens of Science Cert)
 - Science Teacher Certification Concentration Guide
 - Science Teacher Certification Program Assessment Overview
 - Science Teacher Certification Candidate Assessment Overview

Name of Program: Life Sciences for Grades 7-12
Program Number: ED 612.25 (507.32) MS
Recommendation for Program Approval: Conditional
Reviewer Name: David Webster, M.S. Science Education

Summary of Findings:

Antioch University New England's Science Professional Education Preparation Program for Life Science (grades 7-12) is unique because it is grounded in the Environmental Studies program. It provides the opportunity for students to enhance their 7-12 science classes with ecology, environmental science, and natural history. In addition, the program is highly experiential, student-centered and inquiry-based. Teacher candidates direct much of their own learning and engage directly with their learning through a "hands-on, minds-on and problem-solving approach". Antioch University New England's Program in Life Science for Grades 7-12 is following most of the standards required by the ED 610.02 and 612.25. Although it may not be compliant with Ed 603.02 Requirements for Program of Study, Ed 606.01 Candidate Assessment System Requirements and Admittance/licensure regarding Praxis vs master's degree. Through analyzing the various forms of evidence provided by AUNE's many parties involved in this review, sufficient evidence was found to validate that most of the content-related 612.25 standards are addressed somewhere in the courses required for candidates of the program. Although the program meets the standards, there are, however, gaps in the 612.25 standards as compared to real-life expectations of a 7-12 Life Science teacher and so professional recommendations have been provided for where the program could improve further to ensure that candidates are truly ready to enter the field. The reviewer recommends the program with a rating of *2-Needs Improvement*.

1. Candidate Assessment System

AUNE has an effective plan in place for collecting and assessing candidate outcomes within the Life Science for Grades 7-12 Professional Educator Preparation Program. Candidates are assessed at all parts of their program from initial acceptance to verification of completion and recommendation for licensure.

The Candidate Assessment System ensures that candidates meet minimum standards and provides evidence that shows their willingness to dedicate themselves to the program prior to admittance. This shows that AUNE is dedicated to creating serious and dedicated future educators who are prepared to participate in the professional learning community. Candidates accepted into the Environmental Studies Department's Science Teacher Certification concentration are required to demonstrate to a solid academic background in at least one science area Basic Biology with Lab, Chemistry, Mathematics, and Physics by satisfactorily completing ("B" or better) in courses from an accredited undergraduate or graduate institution within 10 years of entering the Antioch program. The coursework for this program can be completed in 5 semesters. To earn the MS degree with licensure in Life Sciences a candidate must successfully complete a minimum of 36 credits. Candidates are also assessed on both science content and education content through key assessments embedded into their courses.

Candidates culminate their MS degree with one 6-credit, 15-week full-time student teaching assignment, in a partner school with a cooperating teacher. During this Internship students have frequent meetings with an AUNE Supervisor(s) and their Cooperating Teacher(s) to continue checking in, growing, and developing throughout their Internship Experience.

2. Program Assessment System

Antioch University New England has a systematic process in place that is designed for collecting data and assessing program trends at various points throughout a candidate's time in the program. The data and evidence collected are then utilized by various parties at AUNE for making modifications based upon that evidence and best practice to continually improve the program.

Candidates are provided with opportunities to work directly in a school with students during three of their five semesters. The first course in the program is being taught in an area school, providing the candidates with an immediate opportunity to test their knowledge and theories of teaching and learning science.

Just before candidates are ready to enter their Internship, evidence in the form of course-based key assessments, professional portfolio, data from narrative assessments and field experience information is reviewed to try to improve

courses, program curriculum requirements, field experience opportunities, Cooperating Teacher Guide and Antioch Supervisor Guide. Data is collected and analyzed about candidates just prior to and after their Internship experience through the completion of frequent observations, meetings, Internship Seminar.

Teacher certification concentration is reviewed by students and the Director of Science Teacher Certification to make micro and, if necessary, macro adjustments to the program structure. This ensures an assessment for areas that could be improved and modified in the future within their PEPP programs. AUNE also reaches out to current candidates, contributing partners, and graduates of their Professional Educator Preparation Programs. Candidates throughout their time in the program are given course evaluations to provide feedback on faculty and course content, regular cohort and ongoing one-on-one meetings also provide valuable data. During the Internship, the Intern, Cooperating Teacher, Principal, and Supervisor are all surveyed for their feedback on the Internship experience.

Upon completion of the program and later when graduates of the program are now in the field, they are also reached out to through surveys for their feedback when looking back on their PEPP experience and how it did or did not prepare them for the field. Data is then taken and reviewed along with graduation rates, employment and milestone information, and annual reports/reviews to discuss possible improvements to the program and make data driven decisions.

3. Clinical Partnerships and Practice

AUNE successfully implements a model that is designed to foster early, often, and ongoing practice within this Professional Educator Preparation Program. Overall, Student-Teaching Internship is the primary source of teaching experience within the program. The Partnership School Guidelines, provided by the university, clearly describe the expectations for candidates. AUNE continues to have a long term partnership with The Compass School, in Westminster, VT, and Brattleboro Union High School [BUHS], NH, who share their philosophy and act as lab schools for the courses in science teacher education assessment involves feedback from stakeholder partners (cooperating teachers, schools, school districts, IHE Network).

4. Commendations

Antioch University New England's Science Professional Education Preparation Program for Life Science (grades 7-12) is rooted in Environmental Science and Teacher Methods. The program provides many pathways to provide a professional learning community approach to teacher preparation that is student-centered, constructivist, problem-solving and inquiry-based learning.

AUNE PEPP is committed to their Mission Statement, which is demonstrated by their faculty and students alike. AUNE's small class sizes allow for quality academic programs that are relevant to the needs of today's learners and embraces experiential learning by bridging academic outcomes with the real-world experiences. AUNE is community oriented and provides its candidates with many earlier teaching experiences in their many educational community relationships.

All AUNE's PEPP faculty are directly engaged with the cultural reality of schools as well as current frontline practitioners in School Law, Teaching Exceptional Children, Foundations of Science, Environmental Education, Conceptual & Human Development, and Science Teaching Methods. This is truly remarkable as they are not only teachers but also able to directly implement best practices into the classroom.

5. Recommendations that Require Responsive Action:

The following recommendations are necessary to meet Administrative Rules with NH Department of Education for educator preparation programs.

- A. Removal of the CLEP® acceptance in the Life Science Certification (licensure) Prerequisites (and in all related documentations) as dictated by:

Ed 603.02 Requirements for Program of Study.

- (a) A PEPP shall provide a candidate with a program of study that is developmental and sequenced and incorporates 21st century practices which meet the requirements under Ed 500 and Ed 600.
- (b) A program of study shall:

- 1) Allow a candidate multiple and varied opportunities to develop the knowledge, skills, and dispositions encompassed in the New Hampshire educator licensure standards in Ed 500 that apply to each of the licensure areas for which a program is designed; and
 - 2) Be designed to enable a candidate to demonstrate the competencies required under Ed 609, Ed 610, Ed 612 and Ed 614 relevant to the licensure area for which the program is designed.
- (c) A test shall not be considered a course of study.
- (d) Experiences shall include multiple and varied early and culminating field experiences that are substantive and prolonged, as indicated in Ed 604.04 through 604.08.
- B. Removal of the HQT references as part of the Science Teacher Licensure Concentration Guide (and in all related documentations) as noted:
- Since 2017, the NH Department of Education has not recognized ‘Highly Qualified Teacher’ (HQT) as part of the licensure procedures (Public Law 114-95- ESSA eliminated the HQT provision).
- C. Removal of all references whereby indicating degree(s) would be accepted in lieu of ‘Praxis I/ CORE’ (also known as ‘basic academic skills assessment’).
- The NH Department of Education amended/updated Ed 500 rules in 2015 whereby eliminating any substitutions of degree(s) as meeting the basic academic skills assessment proficiency in the areas of reading, essay writing, and mathematics.
- D. Praxis CORE (basic academic skills assessment), or a comparable, exam with passing scores in the areas of Reading, Writing and Mathematics, must be successfully completed prior to full admittance into the Environmental Studies Department’s Science Teacher Certification program as specified by:

Ed 606.01 Candidate Assessment System Requirements.

- (a) The PEPP’s candidate assessment system shall ensure that:
- (1) Prior to full admission into the program a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency.
 - (2) The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards.
 - (3) Assessment of candidate performance consists of multiple measures, including but not limited to observations and candidate work samples, using various methodologies with clearly articulated written performance criteria; and
 - (4) The assessment of candidate performance informs on-going program improvement.
- (b) Post-baccalaureate PEPP’s shall have a data collection system that includes:
- (1) A determination of the extent to which each candidate can demonstrate knowledge, skills, and dispositions required under the general education studies requirements in Ed 609 and the professional educational requirements of Ed 610, Ed 611 and Ed 612, and
 - (2) A process to review each candidate’s transcript and other evidence of degrees, including a bachelor’s degree.

E. With the removal of the CLEP® test as meeting course requirements, AUNE must articulate a clear process that demonstrates/documents that the candidates have met content background in the core scientific science standards through coursework. Especially the following essential standards for a Licensed Life Science Teacher:

1. Structure and functions, from molecules to organisms, as follows:
 - (i) Evidence for structure of DNA determining structure of proteins.
 - (ii) Hierarchical organization of interacting systems; and
 - (iii) Feedback mechanisms that ensure homeostasis, including, but not limited to human systems
2. Inheritance and variation of traits as follows:
 - (i) Role of mitosis to maintain complex organisms.
 - (ii) Role of DNA and chromosomes in coding instructions that are passed through generations.
 - (iii) New genetic combinations are a result of meiosis and mutations; and
 - (iv) Statistics and probability to explain the variation and distribution of expressed traits.
5. Natural selection and evolution.

Program/Certification Rating:

Needs Improvement- 2

Evidence Supporting the Rating Includes:

All Evidence listed below was obtained through the 2021 NH DOE Review Exhibit Virtual Room and Website Provided by AUNE or through interviews coordinated by the AUNE Team and facilitated by the NH DOE Review Team.

- Degree Requirements: Science Teacher Certification Concentration Guide
- Program Assessment Overview and Web of Stakeholders' Involvement
- Science Certification Internship Handbook
- Life Science teacher certification prerequisites
- Life Science Program Narrative
- Life Sciences Program Matrix
- Biology CLEP Exam
- College Mathematics CLEP Exam
- Chemistry CLEP Exam
- Life Sciences for Grades 7-12 (Ed 612.25) Self-Assessment Worksheet
- Problem and Solving and Inquiry-Based Science Teaching Course: Portfolios
- Program Sequence: Science Teacher Certification Concentration Guide
- Program Webpage
- Program Assessment Overview
- Quality of Learning Facilitation
- Program Changes and Highlights
- Candidate Assessment Overview
- Student Enrollment, Completion, and Demographic Data
- Courses (Syllabi) & Instructors (CVs) and Course Descriptions

Core Areas

- Earth Systems and Climate Change, Community Ecology of the New England Landscape, Political Economy and Sustainability, Leadership for Change

Concentration courses:

- Conceptual and Human Development, Curriculum Design, Foundations of Science and Environmental Education, Problem Solving Science, Teaching Exceptional Children, School Law, Science Teaching Methods

Skills courses

- Intro to GIS, Advanced GIS, Applied GIS, Communication in the Digital Age Consulting Skills, Dispute Resolution, Diversity, Justice & Inclusion, Field Study, Trips, Natural Resource Inventory: field Techniques, Proposal Writing and Project Management, Service-Learning Seminar, Capstone – Student Teaching
- Life Sciences 7-12 Program Self-Assessment Worksheets

Name of Program: Principal Instructional Leader
Program Number: Ed. 614.04 (506.04) M.Ed. Licensure
Recommendation for Program Approval: Conditional
Reviewer Name(s): Bryan Belanger

Summary of Findings:

The goals of the educational leadership program at Antioch University New England are aligned with New Hampshire state standards as well as the National ISLLC standards for school leaders which include: setting a widely shared vision for learning, developing a school culture and instructional program conducive to student learning and staff professional growth, ensuring effective management of the organization, operation and resources for a safe, efficient and effective learning environment, collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources, acting with integrity, fairness and in an ethical manner, and understanding, responding to, and influencing the political, social, legal and cultural contexts. Course syllabi are standards-aligned and identify where each standard is met.

The program has a strong philosophical orientation towards the integration of professional learning communities with learner and learning centered education models. There is a primary emphasis on educational equity and community partnerships in both curriculum and school design. These are themes and threads running throughout the curriculum. The program also places an emphasis on the role of the school leader in creating an equitable educational environment.

Prior to acceptance into the program, candidates are screened in a number of ways to determine three key criteria, academic writing ability, “fit” between the individual’s goals and what our program offers, and motivation for earning the degree. This is done through a written essay, criminal background check(s), 2 references, as well as a formal interview. References are used to identify potential for leadership, which reflects on things like character, ethics, judgement, and ability to work with adults as judged by meaningful colleagues (preferably previous current administrator) and fitness for leadership, which speaks to characteristics like organizational ability, professionalism, key knowledge of schools systems like curriculum, assessment, and how to build school culture.

Coursework is identified as two terms of traditional coursework with two terms of field-based courses which includes early and culminating practicum work. Traditional coursework has assignments which require clinical exposure in the field (with local district and school employees).

Primary program faculty have worked together since 2007 with a strong group of adjunct faculty who are reported to come from a network of progressive schools with prior affiliations to professional organizations like the Coalition of Essential Schools and School Reform Initiative. Others are alumni, or strong, philosophically aligned leaders we have met through professional development work AUNE has done in the region.

1. Candidate Assessment System

The program contains three phases: 1. Admissions, 2. Course work & Clinical experiences, and 3. Conferral & Certification Portfolio.

Phase 1: Admissions

- minimum requirements of 5 years as an educator
- successful completion of a bachelor’s or master’s degree
- pass a criminal background check
- possess an initial teaching license or hold an independent school position for which a teaching license would be required if the student were a public school teacher
- submit a transcript from any institution from which they have earned a degree
- complete an essay
- submit two letters of recommendation
- students must then complete an interview

Phase 2: Course work & Clinical experiences

- A student is assigned an adviser and they complete an advising plan.
- Throughout the program student performance in classes is assessed by the instructor using one of two dispositional rubrics (separate rubric for courses vs. clinical experiences).
- Key assignments in each course are evaluated by the instructor with reference to the standards which require clinical exposure in the field (with local district and school employees).
- If a student does not successfully complete a key assessment, they are supported to revise their work until it meets the standard at which time they submit for their portfolio.
- Field-based courses and practica are assessed by the faculty in each course (which are taught primarily by licensed practitioners).
- If there are perceived problems with student performance, or if the student is struggling with their school leadership in gaining access to necessary data, experiences, and personnel, then the adviser will be brought in to help with the situation. Some remedies may include needing to complete some assignments at another school or district.

Phase 3: Conferral & Certification Portfolio

- AUNE uses a data tracking system called the “degree audit report.”
- When all requirements are met, the degree is conferred by the University on the closing date of the term.
- During the final summer term, student portfolios are created as a Google Site from a common template designed specifically for Principal Certification Candidates at AUNE.
- The Leadership Seminar II provides explicit support for this work, and the students' faculty adviser is available to help with any questions during the process.
- Summary of the Key Evidence by course with the criteria expected for each assignment.
- The final portfolio is reviewed by the Concentration Coordinator of the Principal Licensure program.
- A feedback matrix is completed that includes documentation that all expected artifacts are present, all standards have been met, and the rationales for each section are complete and fully describe the candidate's understanding of how their artifact collection demonstrates their competency in each standard area.
- If there are portfolio artifacts missing, or the reviewer concludes that artifacts selected do not meet the standard, the portfolio is returned to the student for revision.
- Upon successful completion of the portfolio, the feedback matrix is submitted to the Certification Officer along with the Program Coordinator's approval.
- The Certification Officer nominates the student for their NH License in the State system.

While an initial educator license (or advanced license for that matter) would satisfy the BASA/CORE requirements... experience does NOT meet that requirement. In addition to AUNE's missing verification system for Principal Licensure recommendations, their Conferral & Certification Phase should identify/list “what is required for program completion” per the administrative rules (506.04; 614.04; 606.03; Bureau of Credentialing Memo re: Interpretation- September 2020). It is recommended that AUNE comply with the above mentioned administrative rules.

2. Program Assessment System

AUNE currently uses a digital portfolio system to collect artifacts of student learning through Google sites. The examples provided show clear alignment with curriculum expectations and may also serve as a tool for program completers to use during the interview process.

As AUNE redesigns their Principal Certification program for summer 2022, they will move their portfolio assessment into TaskStream™, which has just recently been able to support individual licensure programs on all campuses. This process will allow for standardized rubrics and automation of the process of getting artifacts and instructor feedback into the portfolio as part of every class. Currently, they do not have a systematic program assessment in place.

It should be noted that most program completers have chosen not to pursue licensure, however AUNE tracks and maintains a list of completer plans.

3. Clinical Partnerships and Practice

AUNE's unique approach to field experiences and clinical practice has been previously approved during the last two reviews. AUNE partners with the School Reform Initiative to provide national coaches training for all Principal licensure candidates. SRI's mission is to "create transformational learning communities, fiercely committed to educational equity and excellence."

AUNE ensures that students meet state requirements through course assignments (and documented key assignments) that require candidates to demonstrate competencies on the ground in their current places of employment. For candidates who are already working in leadership positions, this has been a very powerful and helpful model as they are able to use their learning community at AUNE to get support for things like professional development plans, equity projects, community partnerships and grant applications, as well as the day-to-day management. Students who are not yet serving in leadership positions must have the support of their building administration to gain access to experiences like leading Professional Learning Communities, running meetings and professional development, accessing data systems, and participating in processes like budget planning, school safety systems, and school-community partnership work. This appears to help candidates integrate the requirements of Ed 609 and Ed 610 as well as the skills, knowledge and dispositions.

Some courses are dedicated to explicit clinical experience where it is expected (noted through course syllabi, portfolio requirements, and key assignments) that students engage in clinical exposure in the field (with local district and school employees).

AUNE reports that their strongest candidates are those nominated or supported by their schools or districts for leadership roles - those seeking an expedient and philosophically aligned program to obtain their license. At the time of admission they discuss with students what the requirements will be for the clinical experiences, including that they will need the full cooperation of the school and district leadership in order to be able to complete the competency-based field assignments embedded in our course work. In particular they will be expected to lead meetings, to either lead an existing or create a new Professional Learning Community group, be involved with professional development, have access to data systems, participate in the budget process and engage in teacher observations.

Additional questions were posed to AUNE regarding Early Clinical Experiences and Culminating Clinical Experiences. AUNE was able to provide clarity and a detailed account of each clinical experience, key assignment and how each learning event and clinical experience helps build up to the culminating clinical experience.

Interviewed candidates stated that mentors were assigned and a meeting was arranged prior to beginning the program. All program completers interviewed stated that they were sufficiently prepared to enter a leadership role at the completion of their program.

4. Commendations:

Graduates of this program report place-based, clinical experiences sufficiently prepared them to enter a leadership role at the completion of their program.

One completer stated during the interview that the skills learned in this program challenged the candidate to think differently and that it has significantly benefited the candidate's school – they noted that there was a reduction in staff turnover and increase in staff morale.

The practicum model with key assignments in each course appears to allow candidates to experience all areas of school leadership in the field. The final portfolio demonstrates a candidate's abilities and also helps with their job search.

Additional questions were posed to AUNE regarding Early Clinical Experiences and Culminating Clinical Experiences. AUNE was able to provide clarity and a detailed account of each clinical experience, key assignment and how each learning event and clinical experience helps build up to the culminating clinical experience.

AUNE's partnership with the School Reform Initiative to provide national coaches training for all Principal licensure candidates is a notable benefit to candidates.

5. Recommendations that Require Responsive Action:

Improve the program data system for “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)].

6. Program/Certification Rating (*refer to Appendix*):

Needs Improvement- 2

7. Evidence Supporting the Rating Includes:

1. [Key Evidence Summary](#)
2. [Feedback Matrix](#)
3. [Degree Audit Report](#)
4. Student portfolio [Google Site](#) (example shared during interview)
5. [Course descriptions](#)
6. Degree Requirements from the AU Course Catalog and Course Sequence
 - a. [MEd in Foundations of Education with Educational Leadership & Administration Concentration \(NH Principal Certification\)](#)
 - b. [Post-Master's Certificate in Educational Leadership & Administration](#)
7. Staff, Faculty Resumes

Name of Program: Library Media Specialist
Program Number: Ed 614.11 (507.21) M.Ed. Licensure
Recommendation for Program Approval: Conditional
Reviewer Name: Alexis Baker MLS, M.Ed.

Summary of Findings:

The Library Media Specialist (LMS) M.Ed. and licensure-only PEPP at Antioch University of New England (AUNE) are competency based, post-baccalaureate, and Master's level programs for learners who wish to gain further knowledge, experience, or a second licensure. AUNE provides a strong program for their learners with multiple opportunities to meet the standards necessary for licensure as an LMS. The combination of learning face-to-face and online courses cultivates supportive learning experiences in a program intentionally designed to be small. The information presented during this review included the self-assessment matrix, course syllabi, interviews, and student work samples that meet the standards for Ed 614.11. The Ed 614.11 standards are woven into the course assignments and rubrics. This program is designed for those who already hold teacher licensure and takes an average of 5 semesters to complete. AUNE is focused heavily on personal relationships with their candidates; faculty regularly check in with and evaluate learners to ensure progress and provide support. It was difficult to get a full accounting of the program impact with no students having fully matriculated to completion. However, the evidence provided indicates candidates completing this program receive the necessary skills to be a LMS.

1. Candidate Assessment System

AUNE assesses candidates with a combination of methods. The first part of candidate assessment is admission to the Library Media Specialist program. Admission requires the submission and review of transcripts, an essay, recommendations, a resume, background check, 3 years of teaching experience, and an interview with faculty. Candidates must hold a current teacher license. Relationships are an important part of the culture at AUNE and the admission process reflects this. Candidates are examined to ensure they are a good fit for the philosophy and methods at AUNE.

Once a candidate has been accepted into the program they will meet with their advisor to create a plan for their program. Candidates will continue to meet regularly with faculty and the program advisor to examine progress and their continued completion of the matrix and portfolio. The system is designed to be a blend of observations by faculty and advisers and reflections by students centered on project based learning. Students must maintain acceptable or satisfactory progress to continue in the program. The evaluation and feedback on coursework, activities, and reflections are specific to the rubrics and matrices. AUNE is not a traditionally graded institution, courses are competency based with competencies directly aligned to state standard. AUNE takes time to develop real relationships with their students and are subsequently able to offer personalization of their education. The AUNE faculty, instructors, and supervisors make a special effort to get to know the strengths and weaknesses, interests and goals of each student in the LMS program. Forming personal relationships with candidates allows for continuous support and progress monitoring. Courses have specific standards candidates are expected to meet, but the way those standards are addressed is catered to growing the candidates strengths while directly addressing and improving areas of weakness. Candidates are encouraged to mold the program to meet their needs. As candidates complete assignments they are reflecting and creating artifacts for their portfolio demonstrating mastery of competencies and the state standards essential to the library media program. Each course in the program is designed to have multiple standards embedded. The rubrics for each assignment, and the course syllabi, clearly demonstrate alignment to the state standards and course competency. Enrollment in the program is limited and there has not been a need to address candidates whose work does not meet standards. However, AUNE has in place the understanding that if a candidate does not meet a standard, they are to be given the specific feedback and support needed to complete the work again in a satisfactory manner. Those who would be unable to continue to make progress would be given the opportunity to continue understanding it would not lead to licensure.

There are two internships required for completion of both MEd and the certificate programs. The two internships must be at least 45 hours and maintain a journal of their activities, connections, and reflections. Candidates check in with their AUNE Instructor regularly and when requested by the candidate. Meetings with the cooperating teacher are ongoing as part of the internship. AUNE assesses the candidate's compliance with the 614.11 standards through the use of a matrix and portfolio of student work. When the internship is completed candidates submit their portfolio

and matrix to be reviewed again by their advisor and the AUNE licensure officer to ensure all professional licensure expectations have been met before a candidate is recommended for licensure to the Department of Education.

2. Program Assessment System

AUNE assesses their program using input from stakeholders such as the students, faculty, and advisors on a monthly, semester, or annual basis. For students, program assessment includes meetings on their advisory plan and continued satisfactory progress toward completion of their program. Students fill in their matrix to show evidence of their progression. Students evaluate their classes at the end of each semester providing feedback by answering open-ended questions. Annually students are asked to fill out a survey (mid-program and end of year). Upon graduation there is also an exit survey that brings information back for consideration. The AUNE adjunct faculty meet monthly as part of an on-going check in process to evaluate classes, syllabi, materials, and student progress. Recent changes based on feedback and data include the move towards using single point rubrics and away from traditional trade analytic rubrics in some classes and adding a new course to support skills students felt they needed when in person learning wasn't available.

AUNE takes reflection seriously and the instructors engage this practice as well. Instructors reflect on projects produced by their students and determine whether changes might be needed. Faculty also participate in program meetings, directors meetings, and department meetings. During the interviews with candidates, faculty, and supervisors felt personal relationships formed during the program were extremely helpful in successful completion of courses and the ability to update materials based on feedback. AUNE periodically (3 years) conducts graduate and employer surveys.

3. Clinical Partnerships and Practice

The AUNE library media specialist degree and licensure require candidates to complete two 45 hour minimum internships, one at the K-6 level, the second at levels 7-12, thus meeting the standard for 614.11 B. Embedded in the coursework through the certificate and degree programs are activities and assignments requiring candidates to observe, discover, and reflect on the associated school setting. This is done with the instructor for each class acting as supervisor and meets the professional experience requirement of Ed 604.05. According to the NH administrative rule definition (y) "Field experience" means an internship, practicum, or other professional experience, when arranged as part of a PEPP. At AUNE other professional experience includes discovery, observation, and then reflection based on course assignments. The reflection is followed by discussion at the course level with classmates and instructors providing feedback.

Prior to the first internship candidates must demonstrate all prerequisite coursework has been completed and they must fill out the strengths and needs assessment. This assessment is discussed with the internship supervisor at AUNE as a way to guide internship work and ensure state standards are met. All internship documentation and forms must be completed and a criminal records check done (if not already working in a school district). The internship handbook clearly lays out for candidates the process and expectations. It is the responsibility of the candidate to find placements for their internships. AUNE does have a system in place to help students if a placement does not work successfully.

The 45 hour internship is designed to provide the candidate with the opportunity to work on the areas of need as noted in their assessment in addition to meeting the standards for licensure. An interview with the head of the LMS program informed us that this 45 hours is considered a minimum and candidates are encouraged to spend as long as needed in their internship to complete requirements needed for the plan developed based on their self-assessment. Candidates meet daily with their cooperating teacher and meet regularly with their internship supervisor. Candidates are expected to keep a journal of their experiences, activities, learning, and reflections throughout the internship. Projects are completed, lessons implemented, and administrative activities observed, learned, and compiled. A journal is completed in a Google™ file that is shared with the supervisor so feedback can be provided regularly in a consistent manner. Successful completion of the first practicum is required for commencement of the second.

4. Commendations:

N/A

5. Recommendations that Require Responsive Action:

Improve the program data system for “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)].

6. Program/Certification Rating (*refer to Appendix*):

Needs Improvement- 2

(This reviewer notes that once the above requirements are met, the rating would otherwise be- Effective - 3)

7. Evidence Supporting the Rating Includes:

AUNE assesses the candidate’s compliance with the Ed 614.11 and Ed 507.21 standards through the use of a matrix and portfolio of student work.

Evidence for this rating and assessment was collated from:

- AUNE self-assessment matrix
- Candidates Assessment System
- Syllabi for all courses included in the program- assignments and rubrics
- Course based student work
- Internship Handbook
- Interviews with program coordinators, current students, and faculty
- LMS Faculty CVs

Candidates enter the LMS licensure or M.Ed. programs already holding a teaching credential and Bachelor’s degree. Acceptance into the program is based on the admissions criteria including an interview to ensure that the candidate is a “good fit” for the AUNE philosophy and program.

A review of the syllabi for the LMS program shows candidates are provided with repeated opportunities to meet the requirements for the 614.11 standards for LMS k-12 licensure. Coursework embeds many general education and technology requirements.

Recommendation for Program Approval

A. The review team recommends the following programs for conditional approval through 02/27/2023:

602.06(2) Conditional approval for up to and not to exceed 7 years with the following:

- a. Submission 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;*

Ed 500	Ed 600	Professional Educator Preparation Program(s)	Level(s)	Proposed Recommendation	Proposed Expiration
507.18	612.03	Early Childhood Education Teacher <i>(birth through grade 3)</i>	M.Ed.	Conditional	2/27/2023
507.11	612.04	Elementary Education Teacher <i>(grades K-6) (grades K-8)</i>	M.Ed.	Conditional	2/27/2023
507.40	612.07	Special Education Teacher <i>(from age 5 up to 21)</i>	M.Ed.	Conditional	2/27/2023
508.08	612.19	Digital Learning Specialist	M.Ed. Licensure	Conditional	2/27/2023
507.29	612.22	Science Teacher for Grades 5-8	MS	Conditional	2/27/2023
507.32	612.25	Life Sciences Teacher for Grades 7-12	MS	Conditional	2/27/2023
506.04	614.04	Principal Instructional Leader	M.Ed. Licensure	Conditional	2/27/2023
508.09	614.11	Library Media Specialist	M.Ed. Licensure	Conditional	2/27/2023

B. Council for Teacher Education Reactors: (602.10)

"Reactor" means a member of the NHCTE who reviews the final report for recommendations under options 1-4 and gives their feedback.

- Dr. Laura Wasielewski, Saint Anselm College
- Dr. Kathryn McCurdy, University of New Hampshire

Appendix A: Program Performance Levels

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 partner's 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.

Wednesday, March 24th**8:30 AM**

Welcome and Introductions *Location: Main Zoom Meeting Room <https://antioch.zoom.us/j/2748078495>*
Shawn Fitzgerald, Provost, Antioch University New England

An Introduction to the mission and vision for Education Programs at AUNE
AUNE Faculty

Site Visit Schedule Overview
AUNE Faculty

9:15-10:00

Review Team Organizing Meeting *Location: Review Team Room <https://antioch.zoom.us/j/6137699786>*

10:15--12:00

Content Reviewers meet with Program Directors or Concentration Coordinators

Environmental Studies--Gopal Krishnamurthy, Jimmy Karlan, Peter Palmiotto *Location: ES Room <https://antioch.zoom.us/j/4382923347>*

Integrated Learning Overview Tom Julius, Alison Henry, Paul Bocko, Marisa Duncan-Holley, Julie Biddle, Ellen Doris

Location: IL/SpEd/ECE Room

<https://antioch.zoom.us/j/4293581903>

Principal Certification--Susan Dreyer Leon *Location: Principal's Cert Room*

<https://antioch.zoom.us/j/6324088620>

Library Media Specialist and Digital Learning Specialist Laura Thomas *Location: LMS/DLS Room*

<https://antioch.zoom.us/j/6239147703>

10:15--11:00

Co-Chairs Meet with AUNE Campus Leadership until 11:00 (605 Review) *Location: Main Zoom Meeting Room: <https://antioch.zoom.us/j/2748078495>*

Provost Shawn Fitzgerald, Assistant Provost, Linda Drake Gobo

11:15-12:00

Co-Chairs meet with AUNE Library, Writing Center & Office of Disability Services, Linda Drake Gobo, Pippin McDonald, John Dunham, & Fran Ziperstein *Location: Main Zoom Meeting Room: <https://antioch.zoom.us/j/2748078495>*

1:00-3:00 PM

Content Reviewers Continue their review, faculty available as needed

Environmental Studies--Gopal Krishnamurthy *Location: ES Room <https://antioch.zoom.us/j/4382923347>*

Elementary, Early Childhood, & Special Education--Tom Julius *Location: IL/SpEd Room*

<https://antioch.zoom.us/j/4293581903>

Principal Certification--Susan Dreyer Leon *Location: Principal's Cert Room*

<https://antioch.zoom.us/j/6324088620>

Library Media Specialist and Digital Learning Specialist -- Laura Thomas *Location: LMS/DLS Room*

<https://antioch.zoom.us/j/6239147703>

1:00-2:00 PM

Co-Chairs Meet with Certification Officer-- Stephanie Tickner, Susan Dreyer Leon, Paul Bocko, Tom Julius, and Gopal Krishnamurthy Location: *Main Zoom Meeting Room* <https://antioch.zoom.us/j/2748078495>

2:15-3:30 PM

Co-Chairs Meet with Integrated Learning Program--Tom Julius, Paul Bocko, & Maria Duncan Holley Location: *IL/SpEd Room*: <https://antioch.zoom.us/j/2748078495>

4:00-5:00 PM

Meeting with Current Students by Program

Environmental Studies--Gopal Krishnamurthy Location: *ES Room* <https://antioch.zoom.us/j/4382923347>

Elementary, Early Childhood, & Special Education--Tom Julius & IL Faculty Location: *IL/SpEd Room*
<https://antioch.zoom.us/j/4293581903>

Principal Certification & DLS/LMA Combined--Susan Dreyer Leon & Laura Thomas Location: *Principal's Cert Room*
New Link: <https://antioch.zoom.us/j/6324088620>

5:00-6:00 PM

Meeting between Review Team and Adjunct Faculty as a whole group Location: *Main Zoom Meeting Room*:
<https://antioch.zoom.us/j/2748078495>

Thursday, March 25

8:30-9:30 AM

Review Team Debrief Time (AUNE Faculty Available) Location: *Review Team Room*
<https://antioch.zoom.us/j/6137699786>

8:30-10:30 AM

Ken Darsney conducts on-site visit at AUNE Location: Meeting in the AUNE Lobby at 40 Avon St., Keene

9:30-4:00 PM

Review Teamwork time, AUNE team available as needed Location: *Review Team Room*
<https://antioch.zoom.us/j/6137699786>

1:00-2:15 PM

Co-Chairs Meet with Experienced Educators Program --Laura Thomas & Susan Dreyer Leon

Library Media Specialist, Digital Learning Specialist & Principal Licensure Programs Location: *Principal's Cert Room*
<https://antioch.zoom.us/j/6324088620>

2:30-3:30 PM

Co-Chairs Meet with Environmental Studies --Gopal Krishnamurthy & Jimmy Karlan

Middle Level Science and Life Science Location: *ES Room* <https://antioch.zoom.us/j/4382923347>

4:00 PM

Meeting with Cooperating Teachers & Supervisors

Environmental Studies Location: ES Room <https://antioch.zoom.us/j/4382923347>

Education Location: IL/SpEd Room <https://antioch.zoom.us/j/2748078495>

5:00 PM

Meeting with Alumni of all Programs Location: Main Zoom Meeting Room: <https://antioch.zoom.us/j/2748078495>

Friday, March 26

8:30-9:00 AM

Review Team Check-In Location: Review Team Room <https://antioch.zoom.us/j/6137699786>

9:00-11:00 AM

Review Teamwork Time Location: Review Team Room <https://antioch.zoom.us/j/6137699786>

AUNE Faculty Available as Needed

11:00 AM-12:00 PM

Exit Interview Location: Main Zoom Meeting Room: <https://antioch.zoom.us/j/2748078495>

Full AUNE Faculty and Review Team

Memorandum of Understanding
Antioch University of New England, the NH Council for Teacher Education
& The New Hampshire Department of Education

I. PURPOSE OF THE MEMORANDUM:

This memorandum will specify expectations for the institutional program review process for the Antioch University of New England's (AUNE) professional educator preparation programs. In 2011, an on-site review occurred for Early Childhood Education, Elementary Education, Life Sciences (K-12), Middle Level Science (5-9), General Science and School Principal programs. In 2013, General Special Education was an added program. Subsequently, in 2014 Digital Learning Specialist (Ed Tech Integrator) and the Library Media Specialist programs were additionally added as new offered programs.

This review will be conducted under the guidelines of Ed 602.06, Option I:

Option 1 The review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s).

II. IMPORTANT DATES:

- a. **January 21, 2021- 3:30-5:30pm:** Reviewer training will occur at the NH Department of Education:
 - i. AUNE to provide the review team (Co-chairs, NH Department of Education (DOE), and reviewers, etc.) with a tentative outline of the March 24-26, 2021 on-site visit schedule
 - ii. Reviewer trainings will be comprised of:
 - Orientation by the DOE on the program review process;
 - Orientation by AUNE on the institution's systems for candidate assessment, program assessment, and clinical partnerships and practice;
- b. **By the scheduled training date:** Availability of electronic materials
- c. **March 24, 25, and 26, 2021:** On-Site Program Review Visit

III. PROGRAMS TO BE REVIEWED:

- a. AUNE will utilize the existing ED 600 standards for the eight (8) programs: AUNE will provide a description of the assessment system used to provide evidence and data to inform continuous improvement for the following content areas:

- **Option 1: Full Site Review**

- Ed 612.03 Early Childhood Education (M.ED)
- Ed 612.04 Elementary Education (K-8) (K-6) (M.ED)
- Ed 612.07 General Special Education (M.ED)
- Ed 612.22 Middle Level Science for Grades 5-8 (MS)
- Ed 612.19 Digital Learning Specialist (M.ED, License)
- Ed 612.25 Life Sciences for Grades 7-12 (MS)
- Ed 614.04 School Principal (M.ED, License)
- Ed 614.11 Library Media Specialist (M.ED, License)

The review will examine the preparedness of the institution to continue to offer the above referenced programs and program alignment to state standards, which would extend AUNE's existing approval by no more than seven years.

- b. The review and subsequent report will prioritize the educator preparation programs and institution's demonstration of:
 - i. To what degree does the program prepare candidates for state certification in the content and pedagogy standards (Ed 610 and 612)? What evidence exists demonstrating candidate preparation?
 - ii. To what degree does the program demonstrate institutional and programmatic alignment to the state's candidate and program assessment standards? What evidence exists demonstrating program and institutional alignment?
 - iii. To what degree does the program demonstrate institutional and programmatic alignment to clinical partnership and practice standards?

Memorandum of Understanding
Antioch University of New England, the NH Council for Teacher Education
& The New Hampshire Department of Education

IV. SPECIFICATIONS:

- a. The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a DOE representative, and reviewers for each of the proposed programs. Where appropriate, one reviewer may review more than one program. The DOE is responsible for identifying appropriate reviewers (Ed. 602 06) 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 NHDOE will provide to AUNE and the review team a copy of:
 - Program Review Report Format
 - DOE Reviewer Training Material
- c. AUNE will provide electronically, in advance of the visit:
 - Most recent on-site review report(s), with description of how the institution addressed recommendations and areas for growth
 - Syllabi for all courses
 - Curriculum Vitae of faculty members involved in programs
 - Plans of Study
 - Link to College Catalogue (or pdf version)
 - Educator Preparation Handbook and Guidelines
 - Admissions criteria and processes for all programs
 - Candidate Assessment Description(s), plans, evidence of implementation and data: program and overall
 - Program Assessment Description(s), plans, evidence of implementation and data: program and overall
 - Clinical Partnerships and clinical experience frameworks
 - Completed Self-Assessment Matrices by the institution for programs with curriculum alignment and sources of evidence
 - Hard copies will be available upon request
- d. Additional evidence to be scheduled and collected for day of visit:
 - Interviews with faculty, candidates, cooperating practitioners, clinical supervisors, administrators, Provost/Chief Academic Officer, Dean of School of Education, coordinator of Clinical Placements, Librarian and/or others who are agreed upon by the institution, team co-chairs and the DOE representative
 - Candidates for interviews are selected at random (to the best extent possible) and will be scheduled by the institution; video-conferencing offered for those candidates "out-of-region" for interviews
 - Reviewers will be notified of the option of observations of course(s). Course/class observations shall be requested at least one week in advance (as a courtesy to notify the class Professor)
- e. Details of the review visit
 - A representative of AUNE will orient the team to the building and to the overall institution's approach and philosophy
 - The Review Team will have allotted meeting time to organize work plans and schedules
 - To allow time for the reviewers 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 with faculty, candidates, cooperating practitioners, clinical supervisors, administrators and program graduates
 - The team will have working lunches to discuss information gathered; develop questions for AUNE for ongoing discussion, etc.
 - The exit meeting will be held before departure. The co-chairs and NHDOE will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once completed
 - Accommodations will be arranged for a group of (8 reviewers, 2 co-chairs, and 1 DOE representative)
 - A printer will be available to the team

Memorandum of Understanding
*Antioch University of New England, the NH Council for Teacher Education
& The New Hampshire Department of Education*

V. Points of Contact

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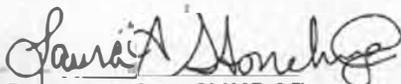
Representative of AUNE
Professional Educator Preparation Program



Representative of Council for Teacher Education
Professional Educator Preparation Program



Representative of Council for Teacher Education
Professional Educator Preparation Program



Representative of NHDOE
Administrator, Bureau of Educator Preparation & Higher Education

May 7, 2020

Date

May 7, 2020

Date

May 7, 2020

Date

05/07/2020

Date

Memorandum of Understanding: Addendum

Antioch University New England, the NH Council for Teacher Education

I. PURPOSE OF THE MOU ADDENDUM & The New Hampshire Department of Education

- II. This addendum to the memorandum of understanding (MOU) specifies expectations for the institutional program review and approval process for Antioch University New England's (AUNE) professional educator preparation programs. Due to current circumstances around the COVID-19 pandemic that resulted in distance learning, our institution addressed current needs through remote learning environments and campus closers. After careful consideration from AUNE constituents, CTE Membership and the NHDOE, the AUNE Review Team has opted to move forward with the upcoming review in a Virtual/Remote fashion. Pursuant to the original signed MOU (05/07/2020), the parties agree to the modifications of the MOU contained herein.

This review will be conducted under the guidelines of Ed 602.06, Option I:

Option 1 – The review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s).

III. IMPORTANT DATES- REVISED:

- a. **February 1, 2021- 3:30-5:30pm:** Reviewer training will occur via video-conference:
- i. AUNE to provide the review team (Co-chairs, NH Department of Education (NHDOE), and reviewers, etc.) with a tentative outline of the March 24-26, 2021 virtual/remote review schedule
 - ii. Reviewer training will be comprised of:
 - Orientation by the NHDOE and CTE on the program review process;
 - Orientation by AUNE on the institution's systems for candidate assessment, program assessment, and clinical partnerships and practice;
- b. **By the scheduled training date:** Availability of electronic materials
- c. **The recorded reviewer training, will be made available upon request.**
- d. **March 24, 25, and 26, 2021: Virtual/Remote Program Review**
- e. **By Thursday, April 15th, 2021: the Co-Chairs will forward the draft report to the NHDOE (Ed. 602.10 (b)(1))**
- f. **By Thursday, April 29th, 2021: the NHDOE will send the final review to the IHE for an assessment on accuracy of content (Ed. 602.10 (b)(2))**
- g. **The IHE will return the team report to the chairs and NHDOE within two-weeks of receipt (Ed. 602.10 (b)(3))**

IV. PROGRAMS TO BE REVIEWED:

- a. AUNE will utilize the existing Ed 600 standards for the eight (8) programs: AUNE will provide a description of the assessment system used to provide evidence and data to inform continuous improvement for the following content areas:
- **Option 1: Full Site Review**
 - Ed 612.03 Early Childhood Education (M.ED)
 - Ed 612.04 Elementary Education (K-8) (K-6) (M.ED)
 - Ed 612.07 General Special Education (M.ED)
 - Ed 612.22 Middle Level Science for Grades 5-8 (MS)
 - Ed 612.19 Digital Learning Specialist (M.ED, Licensure)
 - Ed 612.25 Life Sciences for Grades 7-12 (MS)
 - Ed 614.04 School Principal (M.ED, License)
 - Ed 614.11 Library Media Specialist (M.ED, Licensure)

The review will examine the preparedness of the institution to continue to offer the above referenced programs and program alignment to state standards, which would extend AUNE's existing approval by no more than seven years.

- b. The review and subsequent report will prioritize the educator preparation programs and institution's demonstration of:
- i. To what degree does the program prepare candidates for state certification in the content and pedagogy standards (Ed 610 and 612)? What evidence exists demonstrating candidate preparation?
 - ii. To what degree does the program demonstrate institutional and programmatic alignment to the state's candidate and program assessment standards? What evidence exists demonstrating program and institutional alignment?
 - iii. To what degree does the program demonstrate institutional and programmatic alignment to clinical partnership and practice standards?

Memorandum of Understanding: Addendum
Antioch University New England, the NH Council for Teacher Education
& The New Hampshire Department of Education

V. SPECIFICATIONS:

- a. The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a NHDOE representative, and reviewers for each of the proposed programs. Where appropriate, one reviewer may review more than one program. The NHDOE is responsible for identifying appropriate reviewers (Ed. 602.06) 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 NHDOE will provide to AUNE and the review team a copy of:

- Program Review Report Format
- NHDOE Reviewer Training Material

- c. AUNE will provide electronically, in advance of the visit:

- Most recent on-site review report(s), with description of how the institution addressed recommendations and areas for growth
- Syllabi for all courses
- Curriculum Vitae of faculty members involved in programs
- Plans of Study
- Link to College Catalogue (or pdf version)
- Educator Preparation Handbook and Guidelines
- Admissions criteria and processes for all programs
- Candidate Assessment Description(s), plans, evidence of implementation and data: program and overall
- Program Assessment Description(s), plans, evidence of implementation and data: program and overall
- Clinical Partnerships and clinical experience frameworks
- Completed Self-Assessment Matrices by the institution for programs with curriculum alignment and sources of evidence
- Hard copies will be available upon request

- d. Additional evidence to be scheduled and collected **virtual/remote review:**

- Interviews with faculty, candidates, cooperating practitioners, clinical supervisors, administrators, Provost/Chief Academic Officer, Dean of School of Education, coordinator of Clinical Placements, Librarian and/or others who are agreed upon by the institution, team co-chairs and the NHDOE representative
- Candidates for interviews are selected at random (to the best extent possible) and will be scheduled by the institution; video-conferencing offered for those candidates “out-of-region” for interviews
- Reviewers will be notified of the option of observations of course(s). **Remote** course/class observations shall be requested at least one week in advance (as a courtesy to notify the class Professor)

- e. Details of the **virtual/remote review:**

- A representative of AUNE will **virtually** orient the team to the building (**Facilities Ed 605.03**) and to the overall institution's approach and philosophy
- The Review Team will have allotted meeting time to organize work plans and schedules
- To allow time for the reviewers to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the **review dates** with faculty, candidates, cooperating practitioners, clinical supervisors, administrators and program graduates
- The team will have working lunches/**breaks** to discuss information gathered; develop questions for AUNE for ongoing discussion, etc.
- The **video-conference** exit meeting will be held before ‘departure’ **on/about Friday, March 26th, at 11:00 pm**. The co-chairs and NHDOE will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once completed

Memorandum of Understanding: Addendum
*Antioch University New England, the NH Council for Teacher Education
& The New Hampshire Department of Education*

VI. Points of Contact

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Professional Educator Preparation Program

Date

Kelly Dunn

Representative of Council for Teacher Education
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Date

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Date

Laura A. Stoneking

Representative of NHDOE
Administrator, Bureau of Educator Preparation & Higher Education

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Signature: 
[Kenneth R. Darsney \(Jan 29, 2021 08:22 EST\)](#)
Email: kdarsney@gm.sau18.org

Signature: 
Email: kdunn@ccsnh.edu

Appendix E: Suggestions

**Note: These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's (or Ed. 500s) that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Principal Instructional Leader Program:

The key assignments require students to consult and meet with licensed pk-12 school-based support, however, it is not clear the level of support given from the partner school administrators. Consider adding processes to track a student's access to licensed pk-12 school-based support and to identify who is providing the support. For example, could key artifacts note the licensed educator that supported the student with their work?

Early Childhood Education (N-3) Teacher Program:

- Consider utilizing course content in each of the fifteen courses to meet the 612.03 NHDOE state standards; currently, ten out of fifteen courses are documented, however, when reviewing multiple syllabi from courses not listed- the content could be addressed.
- Review the Early Childhood Education ePortfolio documentation with a comparison to the content listed in the 612.03 Self-Assessment Matrix. Determine if additional items need to be added to the Self-Assessment Matrix and/or the ePortfolio to ensure key evidence is represented to meet each of the NHDOE 612.03 Early Childhood Education Standards.
- In relation to NHDOE 612.03(b)1a-b Standards related to *Child Development and Learning*, consider including content from the EDC 5020 Leading Inclusion: Building Bridges and EDT 5270 Human Development. Further, in NH DOE 612.03(b)1c, consider the addition of videos of early learning environments [*in interview with Director Tom Julius, Ellen Doris, & Julie Biddle it was noted that observations – evidence listed in the Self-Assessment- was unable to be performed due to COVID-19 restrictions*].
- In relation to NHDOE 612.03(b)2b1c-d Standards related to *Family and Community Relationships*, consider including content from EDC 5291 Place-based Social Studies (focused on people, places, neighborhoods...), as well as EDT 5020 Leading Inclusion: Building Bridges, EDC 5270 Human Development, and EDC 5320 Conceptual Development.
- In relation to NHDOE 612.03(b)3a-e Standards related to *Observing, Documenting, and Assessing*, consider including a course learning objective in EDC 6480 (or another course) related to teaching content about the different types/forms of assessment and assessment systems. Further, consider adding specific assessment tools to be added to/ utilized in the Child Study, as outlined in the Internship Handbook in ED 6920 Early Childhood Internship.
- In relation to NHDOE 612.03(b)4a-c Standards related to *Teaching and Learning*, consider including content from EDC 5510 Integrated Learning: Theory into Practice, EDP 5900 teaching Exceptional Children, and EDT 5320 Conceptual Development. Additionally, in NH DOE 612.03(b)4g, consider the addition of a course learning objective in any number of courses to address (teach the content) the standard related to *technology as an instructional tool*.
- In relationship to NHDOE 612.03(b)5a-f Standards related to *Early Childhood Content ...Curriculum for birth through grade 3*, consider including content that addresses equal importance of each content area [*heavy emphasis preschool to grade 3*] for all age ranges (infants, toddlers, preschoolers, and early elementary) for language arts, the arts, mathematics, health and physical activity, science, and social studies. Also, NH DOE 612.03(b)5c, ensures TCAP is addressing each of the six standards identified. Lastly, NHDOE 612.03(b)5f consider explicit teaching of the National Council for the Social Studies ten themes and identify which ones need to be addressed [*aligned with the five indicted - 612.03(b)5f2-6*] in the EDC 5291 Place-based Social Studies Final Project Paper.
- In relationship to NHDOE 612.03(b)6b Standards related to Professionalism, in addition to the understanding of the NH Early Learning Standards in EDC 6480, consider including the NH Child Care Licensing Rules 2017-2027

Elementary Education (k-6, k-8) Teacher Program:

- Align content in syllabi directly to the 612.04 Standards to ensure that all content required for licensure is being covered (not just in readings). Additionally, assignments and rubrics should be connected to assess candidates' mastery of the 612.04 Standards.
- ED 612.04 2A: EDC 5630 While the content is covered, there is limited evidence reflected in the syllabi that content other than the TCAP is covered in class or due to demonstrate mastery of the math content standards.
- ED 612.04 2C: EDC 5291 While the performance assessment that students are required to complete in EDC 5291 requires them to demonstrate the mastery of the 5 strands of Social Studies, there are concerns about the ability to meet all the 10 themes of social studies through this project. There are also concerns about the textbook, "Teaching History with Museums: Strategies for K-12 Social Studies", being used as the only textbook, aside from the standards, after reviewing the table of contents. Supplemental resources should be explored to fill in any gaps.
- Current students noted that the ED 5980 School Law course should be earlier in their program, as when they entered their internships they did not know what an IEP was and that they really needed that knowledge, as well as the knowledge from their School and the Law course prior to beginning their internship. Possible solutions include providing online modules with basic special education content to prepare students prior to entering their internships, or adjusting the course sequence.
- Improve preparation of students to teach English Language Learners. The alumni interviews revealed that graduates did not feel prepared to teach English Language Learners. Faculty should consider how to better prepare candidates to meet the needs of English Language Learners.
- Provide more in-depth teaching of the NGSS so that candidates can better understand the NGSS standards, as well as the 3 dimensions. While EDC 5770 Problem Solving Science has required texts that cover the Next Generation Science Standards, and it is clear that the inquiry based model that the Next Generation Science Standards promote is highly valued at Antioch, alumni and candidates reported that they needed more instruction in the Next Generation Science Standards and as well as the 3 dimensions.

Special Education Teacher Program:

- Enhance the general special education experience to assist students beyond coursework with field based exposure in different levels of education. NH state licensure protects students age 5 through 21, therefore it is critical that teachers have experience developing and implementing special education programming that meets the full age range that the standards require, most notably absent from evidence are transition services and career development [Ed 612.07 3 (g), 6 (c, d), 9 (b)].
- The overall timeline to accomplish both elementary education and general special education standards in 15 months, if candidates are seeking employment for the following school year, it appears to be challenging to effectively provide clinical experience (demonstration of skills) for all standards required in licensure for ED 612.07. The original timeline (2012) gets closer to the goal if students begin fall semester and end after the following fall semester. This would allow another opportunity for field experiences within a middle/secondary level, for example, and perhaps provide more robust special education coursework given the 4 additional required courses for this certification are either 1 credit (3 courses: EDC 6750, 6731, 6732) or 2 credits (1 course - EDP 6700). This would also allow AUNE to analyze the course sequence to ensure students are not placed in clinical internships without the prerequisite knowledge base [e.g. a student commented that they began their internship without knowing what an IEP was].
- Consideration should be given to include related service providers such as speech and language pathologists and/or occupational therapists in special education coursework and/or field experiences. These knowledgeable professionals could help the IL/Dual Certification program enhance both the full, clinical application of standards and Ed 604.05.

Library Media Specialist Program:

- Early field experiences can be satisfied with the course work qualifying as professional experiences, but documentation of this tying specifically to the Ed 604.05 requirements would strengthen the program.
- Opportunities to observe LMS teachers in a different school setting earlier in the progression. No two schools are the same and candidates would benefit from seeing the difference between their current settings and how a LMS works in a flexible vs. fixed schedule, rural vs urban settings, or Title 1.
- In the candidates interviews it was mentioned that a little more training on teaching databases and some additional familiarity with common library management software programs. Asking a training representative to do a demo for students, which could be done virtually, for programs like Follett Destiny, Millennium ILS, Alexandria, SirsiDynix, etc. would be one way this might be done.

Middle Level Science (5-8) Teacher Program:

These suggestions are provided to help better prepare candidates within the program, who are planning to teach 5-8 Middle School Science, for any of the wide range of content in the 5-8 NGSS and similar content standards used by various Middle Schools across New Hampshire. These additions would help ensure that the full range of Middle School Science content is not just covered, but that students feel confident with any of the material they may be asked to teach when they enter the field so candidates feel as prepared as possible for anything in 5-8 Science.

- The extensive amount of courses that cover designing, implementing, reflecting, and revising lessons and curriculum around 5-8 Middle School Science content is fantastic as opposed to the one typical Science Methods courses at most IHE's. One suggestion, however, would be to create an additional course of this design geared solely towards Physical Science concepts of the 5-8 NGSS that Middle School Science candidates and Dual Certification Middle School & Life Science candidates are required to take. This could perhaps make the original course for all Science teacher candidates geared only towards Earth-Space Science and Life Science, which it seems to already primarily be, but then allows for more in-depth and additional experiences with Physics and Chemistry topics that make up a large chunk of the Middle Grades Science 5-8 standards for those wishing to attain a Middle School licensure.
- With the extensive amount of Earth-Science content taught in the courses available at AUNE and the fantastic methods courses, it may be worth looking into to see if you can have a path that leads to secondary Earth-Science licensure instead of or in addition to the secondary Life Science licensure path. Earth Science seems to be the primary focus of the courses offered and most of the Earth-Science standards are already met with the main exception of space related content.
- From talking with Alumni that are now out in the field, although students feel that they have all the tools necessary to design engaging and hands-on, inquiry based lessons due to the many ongoing opportunities they received, it was noted that more in-depth looks at the NGSS standards, breaking them down and understanding them in one of their courses would have been helpful as they are used in many areas or state standards are only slightly altered from the NGSS.

Life Science Teacher Program (7-12):

To help better prepare candidates within the Life Sciences 7-12 Program, for any of the wide range of Life Science courses that can be offered in high schools across NH and for the range of content covered in the Life Science standards. Additional courses with AUNE's philosophy are recommended for the program, such as:

- ❖ General Biology with Lab
- ❖ Botany
- ❖ Vertebrate/Invertebrate Morphology & Physiology
- ❖ Human Anatomy & Physiology
- ❖ Basic Chemistry with units of Basic Organic Chemistry

These additions would ensure that a greater range of common Life Sciences standards, content and skills are familiar to students when they enter the field. These courses could adopt the nuances of AUNE by incorporating the core science with best practice methods.

(end of report)



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July 5, 2021

Laura A. Stoneking, Administrator
New Hampshire Department of Education
Division of Educator Support & Higher Education

Members of the State Board of Education:

Thank you for your questions of June 30, 2021. We offer our responses here for your consideration. We have organized our responses by Board query as shown below. Please also note the three appendices.

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- APPENDIX A: UNH Curriculum Map for B.A.
- APPENDIX B: Crosswalk of coursework and culminating experiences
- APPENDIX C: UNH approvals of the new major

We look forward to meeting with the board on July 8, 2021. Please do not hesitate to contact me if you should have any additional questions.

Thank you for your service to the state of New Hampshire.

Sincerely,

Judy Sharkey, Ph.D.,
John & H. Irene Peters Professor & Chair,
Education Department
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**UNH Response to NH State Board of Education Queries
July 5, 2021**

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Introduction

UNH is requesting a substantive change to add undergraduate pathways to three areas of certification: Elementary Education, ESOL, and General Special Education (GSE), currently available only through one of our graduate degree programs. The first two areas, Elementary Ed and ESOL, received full approval through 8/30/2027 (see SBoE 2/11/21 vote), and the GSE received conditional approval through 8/20/22 (progress report due to SBoE in October 2021).

Under the new pathways, students will complete a B.A. in Educational Studies: Equity, Diversity, and Inclusion. Students choose one of two options with the degree:

- A. Elementary Education + Special Education or
- B. Elementary Education + English to Speakers of Other Languages (ESOL)

See APPENDIX A: UNH Curriculum Map for B.A. for example program content and sequence

Our request for a substantive change follows a process similar to that of our colleagues in the Theatre and Dance Department last summer. Their request to make certification available through their undergraduate degree programs was approved by the CTE (see CTE vote 6/18/20) and the State Board of Education (see SBoE vote 7/9/20). Given that all of the required content courses for Elementary Education and ESOL and the majority of GSE are available at the undergraduate level, we see our request as very similar to that of Theatre and Dance.

See APPENDIX B: Crosswalk of coursework and culminating experiences to compare graduate vs. undergraduate courses

Our proposal also addresses calls from the state for university educator preparation programs to be more innovative and creative in meeting the needs and identified gaps in critical shortage areas of the state and future teachers.

In the **February 13, 2020** meeting, the board noted that requiring advanced degrees for teachers escalates costs for teachers and school districts “to the point that they will not be able to find teachers to fill those jobs.... which is a real problem for the state” (p.4825). In a follow up comment Ms. Stoneking shared that the Council of Teacher Education was looking for ways to address the over-supply of elementary education teachers: “there are not enough positions for them, while there are shortages in other areas” (p. 4825). Adding a 4-year pathway to Elementary Education that requires teachers to also fulfill requirements for a critical shortage area addresses the concerns raised by the Board in 2020. Special Education and ESOL remain critical shortage areas for the state, the region and the nation. In fact, a recent settlement between the Office of Civil Rights (OCR) and the Nashua School district directed the district to recruit teachers who have ESOL certification in addition to a mainstream content area and provide PD opportunities for existing teachers to add the certification to their credentials (<https://www.justice.gov/crt/case-document/file/1397156/download>)

Undergraduate pathways to certification are not new to UNH and the Education Department already offers strong undergraduate programming through minors, a dual major, and newly approved B.A. (See Exhibit 1 on p. 2).

EXHIBIT 1: UNH Undergraduate Certification Pathways & Programs in Education

7 Existing Undergraduate Pathways to Certification at UNH

<u>Certification Area</u>	<u>Degree</u>
• Early Childhood (birth to grade 3)	B.S. in Human Development & Family Studies
• Music	B. Music: Music Education
• Math grades 5-8	B.S. Math Education: Elem/Middle School Option
• Math grades 7-12	B.S. Math Education: Secondary Education Option
• Theater	B.A in Theatre: Secondary Theatre Ed. Option
• Health & Physical Education	B.S. in Health & Physical Education
• Dance	B.A. Theatre: Dance Option. [APPROVED: 7/20]

Existing Undergraduate Programs in the Education Department

- Education Minor (20 credits)
- Special Education Minor (20 credits)
- Educational Studies Dual Major* (32 credits)
- B.A. in Educational Studies: Equity, Diversity, and Inclusion (EDI). [APPROVED: 4/21]

A minor in TESOL is offered through the English Departments in Durham and Manchester.

* The ESDM was created in 2017 with first set of graduates in 2019. Currently 60 students are enrolled. Sixteen graduated in May 2021.

RESPONSES TO THE STATE BOARD OF EDUCATION QUESTIONS OF 6/30/21

We have organized our responses so that the questions regarding all three pathways are addressed first. Responses to the questions regarding the General Special Ed program are listed in Query 6 (pp. 16-21).

QUERY 1

The board seeks assurance that all three of the licensure pathways offer sufficient faculty, field placements(s), and field experience(s).

RESPONSE

We point to the full approval that our Elementary Education and ESOL programs received in the November 2020 accreditation reports. However, we expand upon these areas here and include the General Special Education program.

Re. Faculty

In numbers and expertise, we have more than sufficient faculty to deliver high quality undergraduate pathways to certification in Elementary Ed, Special Ed, and ESOL.

26 of the 28 courses listed across the three areas of certification and in the Educational Studies major are regularly **taught by full-time faculty:** tenure-track, clinical, lecturer, and/or research professor. In addition to Education Department Faculty (<https://cola.unh.edu/education/faculty-staff-directory>), fulltime faculty in the English and Math Departments teach courses required for ESOL certification (ENGL 715; ENGL 716; ENGL 791; ENGL 719; LING 405) and elementary education (MATH 601; MATH 703). The Department had a successful search for a new assistant professor in inclusive elementary education/special education. Our new colleague will join us in January 2022. A new affiliate faculty member from UNH's Institute on Disability was approved in May 2021.

Re. Field Placements & Experiences

UNH has a well-established and respected record of community engagement, school and community partnerships, and providing education students with rich clinical experiences. Strong partnerships with our K-12 schools is part of President James Dean's strategic priority, "Embrace NH."

In their recent approval of our programs, including the Elementary Education and ESOL programs, the NH DOE accreditation team commended the Educator Preparation Program for our partnerships and placement process. Excerpt from the report:

Commendations:

- *The School University Collaborative is a model for developing mutually beneficial partnerships with K-12 schools. This collaborative encourages shared decision making.*
- *Pairing process effectively matches interns with the school site and cooperating teacher.*

We survey our interns and cooperating teachers each year as a critical component of our self-assessment and commitment to preparing high quality educators. Between 2017 and 2021, out of 166 interns returning surveys 88% rated their cooperating teachers as excellent or very good.

More details

The Office of Field Placement in the Department of Education is staffed by a full-time coordinator who is supported by a graduate assistant (20 hours a week). The Coordinator and the GA are part of the Education Preparation team and work closely with both the Director of Educator Prep and the Certification and Accreditation Officer. The Office oversees placements of students in early and culminating field experiences, EDUC 500 Exploring Teaching and Learning and EDUC 694: Student Teaching and EDUC 900/901 Internship and Seminar in Teaching.

In the **20-21 school year**, the Office oversaw the **placement of 517 UNH Education students** in more than **36 schools and youth programs** in over **26 towns and cities** for a total of 110,168 hours of community outreach and engagement. **Over the past five years, the office has placed 2,769 Education Students in more than 49 cities and towns for a total of 682,825 hours.**

During the 20-21 school year our resources were stretched because of the retirement of our Academic Program Advisor and our Senior Administrative Assistant accepting a new position in a different college (at UNH). However, **2 new full-time staff hires were approved.** The positions were posted on June 10, 2021, and interviews are being scheduled for the week of July 12, 2021.

Beginning Fall 2021, the Office is being re-named as the Office of Community and School Field Placements to better capture our mission to expand the types of field experiences that prospective educators will complete during their programs. In addition, **two doctoral students** with interest in the role of field experiences in teacher development have been assigned to support this office and invited to join the Educator Prep Team.

Field Placements and Experiences Connected with Coursework

In addition to initial (EDUC 500) and culminating field experiences (EDUC 694; EDUC 900/901), the B.A. in Educational Studies makes use of two existing community outreach offices and corresponding courses to increase the amount of field experiences in our 4-year pathways.

1. **Seacoast Reads** (<https://cola.unh.edu/education/community-engagement/seacoast-reads>), is a UNH implementation of America Reads. Directed by a full-time faculty member and supported by a Graduate Assistant (20 hours a week), Seacoast Reads places UNH Undergraduate volunteers at more than a dozen local schools, libraries and after-school programs to support elementary and middle school students with their reading and writing skills. Seacoast Reads volunteers come from all colleges and majors across UNH. Volunteers can enroll in **EDUC 506: Literacy Tutoring at the Elementary Level**, a 2-credit course that focuses on student-tutor relationships, student engagement, mentoring, literacy best-practices, and lesson-planning. Includes a weekly tutoring commitment through Seacoast Reads. Students complete approximately 20 hours of tutoring each semester they are enrolled. The course may be repeated up to 3 times (6 credits). **All B.A. in Educational Studies students will enroll in EDUC 506 at least once.**
2. **UNH4U** is housed in UNH's Institute on Disability. (<https://iod.unh.edu/projects/unh-4u>). It will provide a 2- year day and/or residential Community Transition Program (CTP), a federally recognized program at a higher education institution that offers

inclusive education for individuals with intellectual disabilities that leads to credential attainment. Following the Seacoast Reads model, UNH undergraduates can volunteer to be part of UNH4U and also enroll in **EDUC 556: Peer to Peer Mentoring**, a 2-credit course open to UNH undergraduates with and without intellectual disabilities to a mentoring experience. **Students pursuing the Special Education strand through the B.A. must enroll in EDUC 556 at least once** but can repeat the course for up to 12 credits. Students complete at least 30 hours of mentoring each semester they are enrolled. They will be paired with a UNH4U student and help the student successfully navigate campus life experiences including taking courses, participating in extra-curricular activities, residential life, and on campus employment. **EDUC 556 provides Elem Ed/Special ed B.A. students with high quality experiences with special needs population up to age 21.**

3. **EDUC 507: Mentoring Adolescents** has not been offered in recent years, but we are reviving it in order to give B.A. students another option for field experiences. The 2-credit course pairs UNH students with middle or high school students for weekly one-on-one or small-group meetings. UNH students meet with their mentees for 15-18 hours over the course of a semester, and they attend a bi-weekly seminar led by a UNH instructor. Students in the Elementary/ESOL strand will be partnered with a multilingual learner. Sites include area middle/high schools in the Seacoast and Manchester areas.

Additional Resources: Expanding Opportunities and Forming New Partnerships

Starting in 2018, with the addition of the Educational Studies Dual Major, we began developing an expanded vision of field placements to go beyond the existing placements in EDUC 500 and student teaching/internships. Examples include but are not limited to:

1. **Semester in the City** is a partnership between UNH and the College for Innovation (in Boston) that allows UNH students to complete a semester in Boston where they complete a 30-hour-a-week internship with a mentor/organization working for social change. <https://www.unh.edu/sustainability/changemaker-collaborative/programs/semester-city>. In 2019, the Dual Major in Educational Studies signed an agreement with SiTC that would allow ES students to earn up to 12 credits if completing an internship at Education-related site. Examples include Youth Build (<https://youthbuild.org>); Write Boston (<https://www.writeboston.org>); and 826 Boston (<https://826boston.org>)
2. **Community Literacy Center (CLC)**, housed in the Education Department at UNH was established in 2017. It is directed by a full-time faculty member and provides numerous literacy activities for area youth and professional development opportunities for educators. UNH students can volunteer as tutors, and faculty have partnered with the CLC to integrate service-learning opportunities into their courses. The CLC serves elementary, middle, and high school students in the seacoast region. In the 21-22 school year, the CLC is launching a multilingual book club project with the Dover Public Library. UNH students enrolled in EDUC 712: Teaching Multilingual Learners will work with immigrant and refugee parents and their children as part of their coursework.
3. **UNH Extension & the Leitzel Center** UNH Education faculty have a long tradition of collaborating with colleagues in Extension and the Leitzel Center, particularly on

professional development projects and after school/summer opportunities for our students. In Fall 2019 we began looking to establish more formal partnerships and exploring how our elementary methods classes might be connected to projects like Schoolyard Sites and the UNH STEM camp. In Fall 2020, we created the Open Air Fellow Opportunity. This allows education students to gain field experiences in STEM-related K-12 extracurricular programs and earn up to 8 credits in EDUC 610 Field Experiences. <https://cola.unh.edu/education/opportunities/become-open-air-teaching-fellow>

4. **UNH STEM Discovery Lab.** A STEM Lab at UNH Manchester supported by Extension Faculty, the Discovery Lab runs programs that support the professional development of practicing teachers as well as K-12 students. The Discovery Lab runs programs throughout the school year and summer and has a history of hiring fully licensed teachers. The Lab also supports programming for English Learners at the secondary and post-secondary level.
5. **Center for Academic Enrichment (CAE)** at UNH Manchester. Among the host of services it offers, the CAE trains undergraduates to work as tutors for their peers but some tutors are assigned to Manchester high schools. In recent years and based on requests from the high schools, the UNHM tutors have worked with the multilingual student population. The Multilingual Learner Support Coordinator, a former ESOL instructor in K-12 schools and adult learning centers, has offered to partner with the Ed department in order to inform our students of the opportunities to work within the CAE and gain more experiences with multilingual adolescents.

This list is not exhaustive. It is just a sampling of the ways we expanding students field experiences during their Educator Prep program at UNH.

Ensuring Special Ed and ESOL Students Have K-12 (to age 21) Field Experiences

Special Ed and ESOL are K-12 certification areas, and thus UNH is required to ensure the B.A. candidates have numerous and rich field experiences with secondary students (up to age 21). We have in place numerous partnerships with secondary schools and community organizations that serve these populations. B.A. students will complete these in both early and culminating field experiences. UNH4U and the accompanying course EDUC 556: Peer to Peer Mentoring is one example for students pursuing certification in Special Ed. EDUC 610: Field Experiences in Educational Studies (1-4 credits per semester) allows students to co-design with their advisor guided field experiences in a site and topic particular to their specific degree pathway (Special Education, ESOL).

Recording and Monitoring Student Field Experiences over the Course of their B.A.

The Education Department is expanding our use of *Taskstream* (now called Watermark) and UNH services such as Wildcat Link and Handshake to help students develop rich a rich multi-year portfolio of their field experiences. Students can log volunteer hours and add supervisor verification on these accounts. In addition to logging hours, students will be asked to provide reflections and examine their experiences of these opportunities with regards to pedagogies of working with and teaching different age groups. This will be one of the ways the students'

Education advisors can check to see if Special Ed and ESOL students are obtaining enough experiences with secondary students (up to age 21).

Culminating Field Experience: The 4th year of the B.A.

Students will complete a full-year internship. They will spend 2.5-3 days a week in their placement school in the fall and 5 days a week in the spring.

The placement process for graduate interns begins in September of the year prior to their internship with final placements confirmed by late April to mid-May. This timeline will be the same for EDI students. Careful planning is required to ensure students will be placed in schools where they can successfully complete the qualifications for both Elementary Education and either Special Education or ESOL.

The current placement process for graduate interns assumes a one-to-one match (intern to Cooperating teacher (CT)); for the B.A., where candidates have to meet requirements for two areas of certification, we will be working with district/school partners so that placement schools have pairs of teachers who already collaborate, meet the requirements for cooperating practitioners as defined by the state, and agree to work as a pair for two interns. For example: *Ms. R, 3rd grade & Mr. W, general special educator, agree to be the CT pair for Kristin and Mihaela, two UNH students pursuing Elementary Ed/Special Education. This team of four educators works together over the course of the year.*

Following our current cluster site model and the capacity of our partner schools, we aim to place three to five pairs of interns in each cluster site school and with one UNH supervisor.

We will also emphasize our district partnerships so that students have access to secondary classrooms and schools in the same district of their elementary placement. This will ensure that B.A. students during their culminating year have experiences in secondary classrooms (middle and high school)

QUERY 2

The board seeks an explanation of how the undergraduate course content differs in substance from the graduate-level course content. Which courses have been altered, and in what ways to bring them down from a graduate to an undergraduate course?

RESPONSE

We point the Board back to the approval of the subsequent change to the dance and theatre programs that added undergraduate pathways to certification (CTE approved in June 2020; SBoE approved in July 2020) but also provide additional information here.

Understanding UNH Course Numbering

- 400 – 799 indicate undergraduate classes
 - 700 level classes are upper-level courses and open only to juniors and seniors
- 800 –999 indicate graduate level classes
- 700/800 courses have upper-level undergraduates and graduate students in the same class.
 - These are common across multiple departments: Business, English, History, Justice Studies, Psychology, etc.
- 900 level courses are typically advanced graduate level courses and not open to any undergraduates.

Accelerated Master’s Program Allows Students to be Enrolled in 700/800 courses

The majority of our M.Ed students are in the accelerated master’s program. During their senior year these students can take up to 12 credits that double count towards their undergraduate and graduate degrees. The M.Ed in Elementary Education is 32 credits so being in the accelerated master’s program saves the student a considerable amount of tuition costs. For example, a student pursuing certification in elementary education may be a psychology major and during her senior year takes EDUC 701/801: Human Development and Learning. She earns 4 credits toward her B.A. in Psychology (through EDUC 701) and 4 credits toward her M.Ed. in Elementary Education (through 801).

All of the Content Level Courses in the Fully Approved Elementary Education and ESOL Certification Programs at UNH are Offered at the Undergraduate Level

It is possible for an M.Ed. in Elementary Education student to complete all of the required certification coursework at the undergraduate level and then take graduate courses in other areas of expertise (e.g., educational technology, children’s literature, special ed, etc). (See APPENDIX B: Crosswalk of Coursework and Culminating Experiences for comparison.)

How does the undergraduate course content differ in substance from the graduate-level course content?

Point 1: Content and competencies are the same

Courses that are required for certification do not differ in content when offered at the undergraduate and graduate levels because they are designed to ensure students meet specific competencies.

Point 2: The difference is in the rigor and depth

Individual faculty explain the differing expectations for 800- vs. 700-level courses. For example, a professor may require an additional research component for an assignment or require a more extensive bibliography for a curriculum unit project. Students in the accelerated master's program have to fulfill the 800-level requirements set out by the instructor to earn graduate credits.

Point 3: Grade of B- or above

A standard practice across universities in the US is that graduate students must receive a minimum of a B- to earn credit for a course. This applies to all courses, not just those required for certification. The policy of the Educator Preparation Program at UNH is that undergraduates enrolled in courses for certification must also earn a minimum of a B- for the course to be counted towards their certification.

Which courses have been altered, and in what ways to bring them down from a graduate to an undergraduate course?

Two 700/800 level courses have been changed in that the 700-level section was eliminated and replaced by a 600-level version. This means that the 800-level course is restricted to graduate students and the 600 level is for undergraduates. Those two examples are:

**EDUC 756/856: Supporting Families of Individuals with Exceptionalities
→ EDUC 656 and EDUC 856**

Two changes:

a. New name: Advocating for Diverse and Inclusive Family-School-Community Partnerships

b. Separate sections for undergraduate (EDUC 656) and graduate (EDUC 856) students. EDUC 656 is scheduled for Fall 2021 and EDUC 856 is scheduled for Spring 2022. Readings and analyses of activities/topics at 856 will reflect expectations of graduate level work. For example, more articles from academic/research journals than practitioner journals or Education textbooks. EDUC 656 has fewer readings/films in order to allow more time for in-depth discussions with and among students. Both courses address special education laws and have expectations related to individual education plan development and implementation, especially related to the role of families, and both address K-12 settings and issues.

EDUC 750/850: Introduction to Exceptionality → EDUC 650 and EDUC 850

Two changes:

a. New name: Introduction to Disability in Inclusive Schools and Communities

b. Separate sections for undergraduate (EDUC 650) and graduate (EDUC 850) students. EDUC 850 is scheduled for Fall 2021. It is offered online and is compressed into 8 weeks. This course serves as a popular elective for students in our M.Ed. in Educational Studies program, which can be completed entirely online. Readings and analyses of activities/topics in EDUC 850 reflect expectations of graduate level work. For example, there are more articles from academic/research journals than practitioner journals or education textbooks. The M.Ed. in Educational Studies degree does not lead to certification. EDUC 650 is scheduled for spring 2022. It meets in person and over the full 15-week semester. While both courses teach students

the principles of accessible and universal design, EDUC 650 has fewer readings and allows for opportunities to learn and practice the skills through in-class participation during projects and in-depth discussion. Additionally, EDUC 650 provides more in-depth information related to the history of and governing laws of special education while EDUC 850 addresses specific research driving the implementation of special education policy to practice in schools. Both courses focus on the development and implementation of individual education plans K-12 and address transition planning from school to adult life for students with disabilities.

New Undergraduate Versions EDUC 939 & EDUC 940 → EDUC 739 and EDUC 740

- **EDUC 939:** Equitable Assessment and Individualized Educational Planning: Building Access and Agency, part I is taken concurrently with EDUC 900, the special education fall internship
- **EDUC 940:** Advanced Methods for Inclusive Curricular Design and Teaching: Building Access and Agency, part II is taken concurrently with EDUC 901, the special education spring internship

New versions of these courses, 739 and 740, respectively will be taken by B.A. students pursuing the Special Education strand of the B.A. These two courses and their undergraduate and graduate versions, broadly, share a focus on the exploration, development, and application of research-validated practices, called the high leverage practices (HLPs) in special education:

- a) Assessment; b) Collaboration; c) Social/emotional/behavioral support; and d) Instruction

EDUC 739 and EDUC 740 will not be offered before academic year (AY) '23-'24. It is possible that current rising sophomores (UNH class of 2024) might join the major beginning Fall 2021. If this is the case, they would be on track to do their full year internship in '23-'24. The M.Ed. in Elem Ed or M.Ed. in Secondary Ed may be in the same course sections, following our 700/800 level enrollment practices. Expectations for graduate vs undergraduate assignments will be clearly articulated in the syllabi.

How will the culminating field experience be the same/different?

In their recent approval of our programs, including the Elementary Education and ESOL programs, the NH DOE accreditation team commended the Educator Preparation Program for two aspects of the culminating experience in the M.Ed./M.A.T. internships. Excerpt from the report:

Commendations:

- a. The Year-Long internship model provides an excellent clinical experience opportunity.*
- b. The Inquiry Project is a hallmark of the UNH teacher preparation program, showing candidates the value of research-based practice in their school setting.*

Our new 4-year pathway mirrors these excellent practices but at the undergraduate level. (See Exhibit 2 on p. 11.)

EXHIBIT 2. YEAR-LONG INTERNSHIP AND INQUIRY PROJECT BY DEGREE PROGRAM

M.Ed. path to certification	B.A. path to certification
<ul style="list-style-type: none"> • Year long internship: 5 days a week fall and spring • Inquiry project: completed within EDUC 901 and presented at school site. 	<ul style="list-style-type: none"> • Year-long internship: 2.5-3 days a week in fall; 5 days a week in spring • Inquiry project: Completed within EDUC 784: Educators as Community-Engaged Researchers and presented at Undergraduate Research Conference (URC).

QUERY 3

The board would like to understand how the change from a five-year to a four-year degree program affects candidates' time spent on core content and how the reduction in internship hours affects candidate preparedness.

RESPONSE

For clarification, the M.Ed. in Elementary Education is not a five-year program. Students cannot take the first required course (EDUC 500 Exploring Teaching) before their sophomore year. Then, they take the majority of their Education course work as juniors and seniors.

The query regarding the impact of an undergraduate vs. graduate pathway to certification is more relevant for students pursuing teaching in a secondary content area (e.g., English, Social Studies, Chemistry, etc). Secondary teachers typically complete a major in their content area. For example, Secondary Math teachers complete a B.S. in Mathematics Education: Secondary Option. If a student has not completed a major in the content area, he/she must take the content courses required for the particular area of certification. The content requirements for secondary content areas can be found at: <https://cola.unh.edu/education/academics/graduate-programs/division-educator-preparation/secondary-education-subject-field-preparation>

As stated earlier all of the Elementary Ed and ESOL content courses in the approved certification programs exist at the undergraduate level. Therefore, there is no loss of content. All certification students are required to complete an undergraduate degree. Students in our M.Ed in Elementary Education program typically have majors in psychology or human development and family studies, but they can have a major in any content area: Women's & Gender Studies, Communication, Economics, Geology, Nutrition Science.

ESOL certification students typically have majors in English, English Teaching or Linguistics but could have a major in any area. Elementary Ed students in the proposed undergraduate pathway will earn a B.A. in Educational Studies and therefore have more content in Education than students with majors in Psychology, Communication, etc. This includes coursework in classroom management, teaching writing, action research, and inclusive curriculum. And, these Elementary Ed students will also have completed the equivalent of a minor in TESOL or Special Education.

As required per Ed 604.05 Early Field Experiences, students in the Master's of Elementary Education and Bachelor of Arts are required to participate in Early Field Experiences, prior to the culminating experience. Students in the Master's of Elementary Education complete approximately 80 hours of early field experiences through Exploring Teaching and methods courses. Students in the Master's of Elementary Education complete approximately 1,100 hours as part of the year-long internship/culminating experience. Students in the Bachelor of Arts in Educational Studies complete approximately 200 hours of early field experiences through coursework work and/or other credit bearing experiences (e.g., completing EDUC 610: Field Experiences while working in a 21st Century afterschool program). Students in the Bachelor of Arts in Educational Studies complete approximately 870 hours as part of the year-long internship/culminating experience. Students in the B.A. and students in the M.Ed. will complete approximately the same number of hours across their education program although the distribution of those hours differs. In the M.Ed., the bulk of the field hours comes from the year-

long internship. In the B.A., while there is still a significant culminating field experience component in terms of hours, the required early field experience hours span across the first 3 years of the program. For students who lack the financial resources to do our M.Ed. in Elementary Education, the new 4-year path is still a high value preparation program.

QUERY 4

The board would like a more detailed explanation of why the licensure pathways are blended into the B.A. in Educational Studies: Equity, Diversity, and Inclusion and how this expands rather than limits, opportunities for undergraduate students seeking licensure in these fields.

RESPONSE

Currently UNH does not offer undergraduate pathways to certification in Elementary Ed, ESOL, or General Special Ed. [Note: there is a 4-year pathway to certification in early childhood which covers birth to grade 3, license pathway PK-3.] *Adding 3 new pathways expands existing opportunities* for our students. The Education Department is interested in creating more 4-year pathways, but at the moment we have the resources to offer high quality pathways in these three areas. Except for two math courses, the curriculum for the Elementary Ed certification is offered entirely within the Education Department. The curriculum for the Minor in Special Education as well as the M.Ed. in Special Education are also in our department. We oversee the ESOL certification area, and Dr. Sharkey works closely with colleagues in the English Departments in Durham and Manchester on the TESOL minor. Because of our ownership of these three areas, the Education Department was able to create these 3 pathways within a major in our department.

We were very supportive of our colleagues in the Theatre and Dance Department in their successful pursuit of adding a 4-year pathway to certification (approved by the State Board of Education in July 2020). We look forward to supporting colleagues in other departments who are interested in adding 4-year pathways to certification for their majors. We are currently in conversations with colleagues at UNH Manchester to explore and develop 4-year pathways to certification in several areas at the secondary level. *These pathways would not be required to be within the B.A in Educational Studies or within the EDI option.*

During the June 10, 2021 State Board of Education meeting the board had questions about the colon and the specialization. We stated that it is not unusual for departments to offer specializations within a major. We point the board to examples in the Math Department and Dance and Theatre Department. (See Exhibit 3 below).

EXHIBIT 3. EXAMPLES OF SPECIALIZATIONS WITHIN A MAJOR

Math https://ceps.unh.edu/mathematics-statistics/academics	Theatre and Dance https://cola.unh.edu/theatre-dance/academics
Applied Mathematics: Dynamics and Control Option (B.S.) Applied Mathematics: Economics Option Applied Mathematics: Computation Option Mathematics Education: Elem/Middle School Option Mathematics Education: Secondary Ed Option	Theatre: Youth Drama Option (B.A.) Theatre: Acting and Directing Option (B.A.) Theatre: Secondary Theatre Ed (B.A.) Theatre: Musical Theatre (B.A.)

Having an option within a B.A. in Educational Studies gives us structure that will allow future options. For example,

B.A. in Educational Studies: Education Law and Policy

B.A. in Educational Studies: Comparative & International Education

Why Elementary + Special Ed or ESOL and Not a Stand-alone Pathway to Elementary Ed? The Department of Human Development and Family Studies (HDFS) already offers a pathway to students interested in teaching in the lower elementary grades. And Elementary Education by itself is *not* a critical shortage area. As noted in the 2/13/20 SBoE meeting minutes, Ms. Stoneking expressed concern over the abundance of elementary education programs while critical shortage areas remain.

Requiring students to become eligible for licensure in an additional area, and one that meets a critical shortage area, serves state and national needs while making our students stand out as candidates. Both areas-- Special Ed and ESOL are committed to inclusive, diverse classrooms and communities. By law and training, Special Education and ESOL teachers are required to make mainstream content accessible to their students. We believe that having expertise in a mainstream content area leads to more highly qualified Special Ed/ESOL teachers and it makes our graduates more competitive on the job market. We note that the current NH Teacher of the Year, Danielle Boutin is a graduate of our program and completed both Elementary Ed and ESOL certification. The recent settlement between the US Office of Civil Rights and Nashua School District (May 24, 2021) directs the district to recruit teachers who are certified in a content area and ESOL and to provide professional development (PD) that leads in-service educators to add an ESOL endorsement so that they can better serve the needs of their multilingual population.

Several universities are developing or have developed similar degrees in inclusive education in light of the changing demographics and increased demand and commitments to providing children of all abilities access to a quality education. Examples include Syracuse University, Rowan University, and University of Colorado: Colorado Springs. University of Vermont and UMass Lowell are regional examples of IHEs that offer 4-year degrees that lead to eligibility for licensure in two areas. St. Anselm College offers a minor in ESOL that can lead to certification.

QUERY 5

The board would like to see the documentation used for the UNH internal proceedings and approval for the three additional programs and the new degree

RESPONSE

The University does not consider making our 4-year pathways to ESOL, Elementary Ed, and General Special Education certification as three additional programs because the courses have been in place for decades. The process for proposing a new major can be found at:

<https://www.unh.edu/provost/review-and-approval-process-add-new-degree-programs-and-majors>

Our B.A. major is new but it grows out of the dual major in Educational Studies (approved in 2017) which is about to enter its fifth year. The Education Department began exploring the development of a new B.A. in the fall of 2018. After two years, a proposal was fully developed and approved at the department level. In the spring of 2021 it was approved by the College of Liberal Arts and then by President James Dean. Specific dates for the approvals:

1. **February 5, 2021:** J. Sharkey, Chair of Education Department to M.Dillon, Dean of the College of Liberal Arts. *Department approval of the major.*
2. **March 11, 2021:** M. Dillon to K. Ziemer, Senior Vice Provost for Academic Affairs. *College of Liberal Arts approval of the major.*
3. **April 15, 2021:** W. Jones, Jr. Provost and Vice President for Academic Affairs to the Educational Excellence Committee of the USNH Board of Trustees: Informing the EEC of the addition of new programs and deletions of others.

See APPENDIX C: UNH approvals of the new major for internal documentation

QUERY 6

The board would like an update on where the General Special Education program stands regarding the previous concerns of unmet standards and the deficient areas in the following:

- Preparing students to understand special education law
- Preparing students to write an IEP
- Providing quality field experience
- Supporting students who have behavioral challenges
- Having sufficient faculty
- Having a research-based, responsive & timely curriculum to improve learning opportunities and achievement for K-12 learners
- Having the facilities, technology and curricular materials necessary to ensure that candidates can meet their competencies and licensure standards.

RESPONSE

We are responding specifically to the highlighted bullets because we understood from the October 2020 Board minutes, that the Board was satisfied by the progress made in the other areas. Our responses here do not represent the full progress report. We have collected additional data from students (through anonymous course evaluations and surveys to graduates and cooperating teachers) indicating that we have met the standards. Analysis of that data is in progress and a summary will be in the October, 2021 report.

A timeline might be helpful for members who were not on the Board when the General Special Ed (GSE) program was reviewed.

January 16, 2020: CTE approves two-year conditional approval of UNH'S GSE and the recommendations listed. UNH was asked to address the unmet standards and submit a report to the Council of Teacher Education in summer 2020.

September 17, 2020: CTE approves the changes and recommends to the State Board of Education that the **GSE program be moved from conditional to full approval**, stating: "remaining reviews have occurred, and previously unmet standards have been met."

October 20, 2020: State Board of Ed does not accept the recommendation.

Member Honorow and Chairman Cline requested more evidence showing changes and improvements in students' understanding of **special education law, writing IEPs and intern satisfaction**. The Board voted to grant the GSE program two-year conditional approval with a progress report due in October of 2021.

***Re: Preparing students to understand special education law and
Preparing students to write an IEP***

Progress

The following additions to course syllabi and aspects of coursework have been implemented. Aspects below that have always been a part of course syllabi coursework are indicated with an asterisk (*). These are mentioned as part of the larger October, 2021 progress report, but these additions are not intended to be construed as the entirety of our October, 2021 progress report.

Course: EDUC 650 and 850 *Introduction to Disability in Inclusive Schools and Communities (formerly EDUC 750/850: Introduction to Exceptionality)*

Additions/Enhancements:

- **Semester long case study “What’s important to know?” and final presentation/paper.** This activity has students identify and research for understanding specific disabilities and develop goals and objectives related to participation in the general education curriculum and creation of meaningful relationships. Students are expected to identify individual supports needed for success and how those supports are delivered within typical school routines and environments. Cases involve diagnosis, assessment, development of IEPs or 504 plans, transition (both early childhood and post-secondary). Students interview individuals with disabilities and family members for this project.

Course: EDUC 751/851 *Inclusive Elementary Education: Literacies and Learning for Diverse Learners (formerly: 751/85: Educating Exceptional Learners)*

Additions/Enhancements:

- **Targeted class discussions, readings:** Students are engaged in problem solving in special education law, using case studies.
- **New assignment:** A graded take home short-answer exam on IDEA provides students “an opportunity to respond to and integrate the implications of history, law, assessment and evaluation, and aspects of ability and disability on your practice as educators” (Wright & Darr, 2019).

Course: EDUC 656 and EDUC 856 *Advocating for Diverse and Inclusive Family-School-Community Partnerships (formerly called Supporting Families of Individuals with Exceptionalities)*

Additions/Enhancements:

- **Readings:** To help build students’ understanding of the special education laws and process so that they can support families of children with special needs, reading materials on the federal law, state law, local policies and the links to the special education laws such as the *New Hampshire Standards for the Education of Children with Disabilities*

in Ed 1100 are provided. The information is utilized to create a **family resource packet** and to engage in a **family advocacy project**.

- **New assignment: Family Resource Packet.** Students are required to create a Family Resource Packet containing information on **special education laws, special education process, family rights (in IEP, IFSP, and transition)**, and community resources.
- **Enhanced existing assignment: Family Advocacy Project.** Students identify culturally and linguistically diverse families of children with special needs who may benefit from the advocacy project. Students listen to their concerns, **research related laws and policies, inform family rights**, and provide tools and strategies to support their **advocacy** efforts.

Course: EDUC 939: *Equitable Assessment and Individualized Educational Planning: Building Access and Agency, Part I*

Additions/Enhancements: Assignments

- **Mock Determination Meeting**
Students review a case that includes the results of assessments conducted on a hypothetical student. Given class topic of collaboration, assessment, and case management, students prepare for and conduct a mock meeting in class with a “parent or guardian of that hypothetical student”. Students role-play different roles of special educator, parent/guardian, and school administrator, among others.
- **Draft IEP Goal Writing (written assignment)**
Students develop a series of anonymous, developmentally-rich IEP goals, initially based upon a representative student in the internship setting. Students receive a letter grade of A to C- for content (2/3 of grade) and a grade for the quality/accuracy of the written material (1/3 of grade).
- **QQTP Reflections-** Students, throughout the semester, complete “Quote, Question, Talking Points” reflections and summaries of readings assigned in class, (above).
- **Take-Home IDEA Quiz**
Quiz covers: basic principles of the Individuals with Disabilities Education Act (IDEA) and the 2004 regulations, Section 504, and basic Supreme Court cases.
Students receive a letter grade of A to C- for content (2/3 of grade) and a writing grade for the quality/accuracy of the written material (1/3 of grade).
- **Law Casebook Presentations**
Students prepare a legal brief (summary) on an area of interest in special education law. The class attempts to decide the case based upon IDEA’s provisions. The student’s presentation then describes how the mock “case” should be decided, and presents the cases in a casebook that support the decision.
Students receive a letter grade of A to C- for content (2/3 of grade) and professional

presentation (1/3 of grade).

Courses: Both EDUC 939 and EDUC 940: *Advanced Methods for Inclusive Curricular Design and Teaching: Building Access and Agency, Part II*

Undergraduate versions, numbered 739 and 740 will be offered starting fall 2023 at the earliest.

Additions/enhancements

- ***Draft of “eVALUEation” Case Study*:** Students begin to develop a descriptive case study, in portfolio format, of a student within their internship site. Students analyze and present collections of K-12 student work samples which document the student's changes as a learner across the year and compare and contrast with information from other assessment data including the results of standardized tests. While students are eVALUEating a K-12 student who has learning difficulties, the emphasis is on collecting evidence on what that K-12 student is able to do and how s/he goes about doing that in the academic area(s) in question. The eVALUEation format is described in class and the draft is graded as Acceptable or Requiring Revision. Students also present the eVALUEation in class.
- ***Final Draft of “eVALUEation” Case Study*:** (see above)
Students complete the final eVALUEation case study and classroom presentation. Students receive a letter grade of A to C- for content (2/3 of grade) and professional presentation (1/3 of grade).

EDUC 900/901: Internship in Special Education [EDUC 708 and 709 for B.A.]

IEP Development

Interns will facilitate the development of at least one IEP for at least one student on their shared caseload under the guidance of their mentor teacher. These are uploaded to the Taskstream portfolio.

Re. Having sufficient faculty

Progress

A new tenure-track faculty with expertise in inclusive Elementary Education/Special Ed is joining the Education Department in January, 2022. Two research faculty now regularly teach Special Education courses and we welcomed a new affiliate faculty member from the Institute on Disability into the Department.

Re. Having the facilities, technology and curricular materials necessary to ensure that candidates can meet their competencies and licensure standards

Progress

We now currently enjoy access to the state-of-the-art classrooms across campus, enhancing our ability to offer coursework in remote synchronous, hybrid, and combined formats. We have recently subscribed in 2020-21 to the database *The Teaching Channel* through the UNH Library

system, allowing us to stream over 1,400 videos of teachers teaching in classrooms nationally and internationally. Students also have been given the ability to stream these videos on-demand from home, a particular benefit when COVID forced all of our instruction online.

In our classes we have engaged students to work as a team to analyze, tag, and discuss classroom footage. The Channel's full-length "uncut" videos were also used in EDUC 751/851 in the Spring, 2021, for calibration exercises with rubrics created to gauge inter-rater reliability among viewers of classrooms of a teacher's repertoire, use, and proficiency of various strategies for instruction, motivation, and positive behavior support.

In the fall of 2020 and spring of 2021, the Department approved purchases of new, updated cognitive and academic formal assessments. These include new dyslexia screening measures to be used in EDUC 939/940 in order to ensure that students are proficient in early dyslexia screening, per NH regulation *200:59 Screening and Intervention for Dyslexia and Related Disorders*.

The pandemic halted the scheduled renovations of buildings on campus, and this included Morrill Hall, home of the Education Department. However, the renovation is back on schedule. This is a multi-year project but the process has begun. Approximately one-third of the Ed faculty have taken new offices in Hamilton-Smith, what many consider to be the crown jewel of the College of Liberal Arts. (<https://www.unh.edu/unhtoday/2017/10/transformation-hamilton-smith-hall>).

CLOSING STATEMENT

We thank the members of the State Board of Education for their careful consideration of our request for a substantial change to our pathways to certification in Elementary Education, ESOL, and General Special Education. We have attempted to answer all the queries fully. In closing, we summarize the rationale for our request in seven points:

1. The Elementary Ed and ESOL certification programs received full approval through 8/2027 after a November 2020 accreditation review.
2. All course requirements for certification in Elementary Ed and ESOL currently exist at the undergraduate level at UNH.
3. The only undergraduate addition needed for General Special Ed are the courses EDUC 939 and 940.
4. The B.A. pathway reflects areas of commendations received by our approved M.Ed. programs: partnerships, field placements, year-long internship, and an inquiry project.
5. Innovative approach that opens new pathways to teaching for UNH undergraduates.
6. Our request follows the same process and rationale of subsequent change for undergraduate pathway to Theatre and Dance.
7. It addresses state concerns about affordability and "overabundance of elementary ed graduates."
8. It addresses critical shortage areas of special education and ESOL.

APPENDIX A: UNH Curriculum Map for B.A. in Educational Studies

What does the B.A. road map look like to students?

B.A. in Educational Studies: Equity, Diversity and Inclusion (EDI)

Example Curriculum Map for EDI Pathway A: Elementary + Special Ed Cert

DISC=Discovery Course [There is flexibility. We provide these charts for illustrative purposes only]

FIRST YEAR			
Fall	Cr #	Spring	Cr #
ENGL 401: Composition	4	EDUC 402: Intro to Ed Studies: EDI in Local and Global Contexts	4
EDUC 444b: Public Issues, Democratic Schooling & Active Citizenship in a Global Context	4	EDUC 501 (20-25 hours in a school/community setting). Taken during the semester students enroll in EDUC 402	2
DISC: Quantitative Reasoning	4	EDUC 520: Ed, Poverty & Development (or EDUC 525: Teaching Race)	4
DISC: World Language [COLA majors need full year]	4	DISC: World Language [COLA majors need full year]	4
EDUC 400 Careers in Education	1	DISC: Bio/Phys science #1	4
Decision point: <i>Transcript check, students commit to Path A or B</i>			
Credits: 35			

SECOND YEAR			
Fall	Cr #	Spring	Cr #
EDUC 656: Advocating for Diverse and Inclusive Family-School-Community Partnerships	4	EDUC 605: Ed Perspectives in Critical Times	4
EDUC 650: Introduction to Disability in Inclusive Schools and Communities	4	PSYC 581: Child Development [or wait for EDUC 701]	4
DISC: Fine/Performing Arts	4	DISC: Historical Perspectives	4
MATH 601: Exploring Math for Teachers	4	ELECTIVE	4
EDUC 506, 507, 556* or 610 (Field experiences)	2	EDUC 506, 507, 556 or 610 (Field Exp)	2
Decision point: <i>Students apply to the program—applying for certification [transcript check, 3.0 GPA + letters of rec + documentation of early field experience hours, Praxis CORE, background check]</i>			
Credits: 32-36			

- Students pursuing Path A: Elementary Ed + Special Education must complete EDUC 556 at least once.

THIRD YEAR			
Fall	Cr #	Spring	Cr #
EDUC 703M: Elem social studies methods	4	MATH 703: Teaching Math in K-5	4
EDUC 706: Intro to Reading	4	EDUC 703F: Elem Science Methods	4
EDUC 751: Inclusive Elementary Education: Literacies and Learning for Diverse Learners	4	EDUC 733: Teaching Writing	4
DISC: Bio/Phys science #2	4	EDUC 703C: Culturally Responsive classroom management	4
Optional: EDUC 506, 507, 556 or 610 (Field experiences)	2	Optional: EDUC 506, 507, 556 or 610 (Field Exp)	2
Decision point: <i>Apply for student teaching/internship placement, transcript check, documentation of field experience hours</i>			
Credits 32-36			

FOURTH YEAR			
Fall	Cr #	Spring	Cr #
EDUC 708: Student teaching (2.5 days a week)	4	EDUC 709 Student teaching (5 days a week)	8
EDUC 739: Equitable Assessment and Individualized Educational Planning: Building Access and Agency, part I	4	EDUC 740: Advanced Methods for Inclusive Curricular Design and Teaching: Building Access and Agency, part II	4
EDUC 761: Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4	EDUC 784: Educators as Community-Engaged Researchers	4
Credits 28			
Total Credits: 128-135			
Verification of Completion: Degree completed, certification coursework and culminating experiences completed, state testing requirements completed.			

Example Curriculum Map for EDI Path B: Elementary + ESOL

FIRST YEAR			
Fall	Cr #	Spring	Cr #
ENGL 401	4	EDUC 402: Intro to Ed Studies: EDI in Local and Global Contexts	4
EDUC 444b: Public Issues, Democratic Schooling & Active Citizenship in a Global Context	4	EDUC 501 (20-25 hours in a school/community setting). Taken during the semester students enroll in EDUC 402	2
DISC: Quantitative Reasoning	4	EDUC 520: Ed, Poverty & Schooling (DISC: Social Sci) or EDUC 525: Teaching Race	4
DISC: World Language [COLA majors need full year]	4	DISC: World Language [COLA majors need full year]	4
EDUC 400 Careers in Education	1	DISC: Bio/Phys science #1	4

Decision point: *Transcript check, Students commit to Path A or B*

Total Credits: 35

SECOND YEAR			
Fall	Cr #	Spring	Cr #
EDUC 656: Advocating for Diverse and Inclusive Family-School-Community Partnerships	4	EDUC 605: Ed Perspectives in Critical Times	4
EDUC 550: Language and Linguistic Diversity in Schools	4	PSYC 581: Child Development <i>[or wait for EDUC 701]</i>	4
DISC: Fine/Performing Arts	4	DISC: Historical Perspectives	4
MATH 601: Exploring Math for Teachers	4	ENGL 405: Intro to Linguistics	4
EDUC 506, 507, 556 or 610 (Field Exp)	2	EDUC 506, 507, 556 or 610 (Field Exp)	2

Decision point: *Students apply to the program—applying for certification [transcript check, 3.0 GPA + letters of rec + documentation of 100 hours of working with youth in educational settings Praxis CORE, background check]*

Total Credits: 36

THIRD YEAR			
Fall	Cr #	Spring	Cr #
EDUC 703M: Elem social studies methods	4	MATH 703: Teaching Math in K-5	4
EDUC 706: Intro to Reading	4	EDUC 703F: Elem science methods	4
ENGL 715: TESOL theory & methods or EDUC 712: Teaching Multilingual Learners	4	ENGL 716: ESOL curriculum & assessment	4
DISC: Bio/Phys science #2	4	EDUC 751: Inclusive Elementary Education: Literacies and Learning for Diverse Learners	4
Optional: EDUC 506, 507, 556 or 610 (Field Exp)	2	Optional: EDUC 506, 507, 556 or 610 (Field Exp)	2

Decision point: *Apply for student teaching/internship placement [transcript check, documentation of 200 hours]*

Total Credits 32 – 36

FOURTH YEAR			
Fall	Cr #	Spring	Cr #
EDUC 708: student teaching (2.5 days a week)	4	EDUC 709 student teaching (5 days a week)	8
EDUC 761: Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4	EDUC 703C: Culturally Responsive classroom management	4
EDUC 733: Teaching Writing	4	EDUC 784: Educators as Community-Engaged Researchers	4

Credits 28

Total Credits: 131-135

Verification of Completion: Degree completed, certification coursework and culminating experiences completed, state testing requirements completed.

APPENDIX B: Crosswalk of coursework and culminating experiences

Pathways to Elementary Ed, ESOL, and General Special Education Certification: Coursework & Culminating Experience

NOTE: 400 – 700 level courses are Undergraduate designations

PURPOSE: To highlight how the undergraduate path

Through the M.Ed in Elementary Ed	Through the B.A. in Ed Studies: EDI*
Course work for Elementary Ed Certification	
EDUC 500/935: Exploring Teaching	√ EDUC 501 or 500
EDUC 605: Educational Perspectives in Critical Times OR EDUC 959: Issues in Education	√ EDUC 605
EDUC 701/801 Human Development and Learning	√ or PSYCH 581: Child Development
MATH 601: Exploring Mathematics for Teachers	√ 601
MATH 703/803: Teaching Mathematics in K-5	√ 703
EDUC 703f/803f Elementary Science Methods	√ 703f
EDUC 703m/803f Elem. Social Studies Methods	√ 703m
EDUC 706/806 Reading in the Elem. Classroom	√ 706
EDUC 751a/851a: Inclusive Elementary Education	√ 751a
Course work for Special Ed Certification (Option A in EDI)	
EDUC 650 or EDUC 850: Intro to Disability in Inclusive Schools and Communities	√ EDUC 650
EDUC 656 or EDUC 656: Adv Family-School-Cmty Partnerships	√ EDUC 656
EDUC 939: Equitable Ass't & IEP Planning	<i>EDUC 739 [adjusted version of 939]</i>
EDUC 940: Advanced Methods for Inclusive Curricular Design and Teaching planning	<i>EDUC 740 [adjusted version of 940]</i>
Course work for ESOL certification (Option B in EDI)	
EDUC 712/812: Teaching multilingual learners OR ENGL 715/815: TESOL theory & methods	√ EDUC 712 or ENGL 715
ENGL 791/891: English Grammar	√ or ENGL 405 intro to Linguistics
ENGL 719/819: Sociolinguistics	√ or EDUC 550: Language & Linguistic Diversity in Schools & Communities
ENGL 716/816: ESOL Curriculum & Assessment	√ ENGL 716
Culminating Field Experience (for all pathways)	
EDUC 900: Internship & Sem in Teaching (5 days a week)	<i>EDUC 708: (2.5-3 days a week in school) [adjusted version of 900]</i>
EDUC 901: Internship & Sem in Teaching (5 days a week)	<i>EDUC 709: (5 days a week in school) [adjusted version of 901]</i>

* Approved by the University of New Hampshire in April 2021



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February 5, 2021

Dear Michele,

Attached please find a proposal for a B.A. in Educational Studies: Equity, Diversity, and Inclusion (the EDI). This new degree will create a 4-year path to certification in Elementary Education + Special Education or English to Speakers of Other Languages. The program addresses two critical shortage areas in K-12 teaching while also creating a more affordable pathway to teaching for our students. The Education Faculty reviewed and provided feedback on various stages of the proposal (August, October, and December, 2020). The results of the vote on the full proposal (December 7, 2020) were 14 in favor, 0 opposed, and 1 abstention.

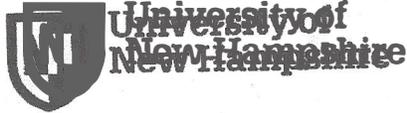
The proposed implementation date is Fall 2021.

Thank you and the Policies Committee for feedback and support.

Sincerely,

A handwritten signature in black ink, appearing to read 'Judy Sharkey'.

Judy Sharkey, Ph.D.,
John & H. Irene Peters Professor & Chair
Education Department
judy.sharkey@unh.edu



University of
New Hampshire

Katharina Zimmer
Approved
3/3/2021
Katharina.Zimmer@UNH.edu

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March 11, 2021

Kate Zimmer
Senior Vice Provost for Academic Affairs
Office of Academic Affairs
Thompson Hall

Dear SVP Zimmer:

Members of the College of Liberal Arts faculty met on Thursday, March 11, 2021. A proposal to add a new BA in Educational Studies: Equity, Diversity & Inclusion was presented to the faculty for review, discussion and formal vote. The College's Policies Committee had thoroughly reviewed and subsequently approved the proposal prior to the faculty meeting.

A quorum was present on March 11, and a formal vote was taken. The College faculty approved the proposal with a majority vote in favor (97% yes, 3% no). I too provide my approval at this time.

We request that this new BA be added to the undergraduate catalog and all websites and media platforms; BEGINNING with the 2021-2022 academic year.

Thank you very much for your consideration. I look forward to hearing from you.

Sincerely,

Michelle Dillon

Michelle Dillon
Dean

cc: A. Colby, Registrar
S. Dumais, COLA Dean's Office
P. Kingbird, COLA Dean's Office
A. Ouellette, COLA Dean's Office
J. Sharkey, Education Department
T. Schuler, Admissions
N. Falbot, Undergraduate Advising Center



**University of
New Hampshire**

Office of the Provost and
Vice President for Academic Affairs

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TTY 603-868-4741

To : Educational Excellence Committee

From : Wayne E. Jones, Jr. 
Provost and Vice President for Academic Affairs

Date : April 15, 2021

Subject: Informational Items

Copy : Andrew Colby, Registrar
Joel Carstens, Financial Aid
Pelema Ellis, Enrollment Management
Erika Mantz, Communications and Public Affairs
Kim DeRego, Admissions
Judy Muller, Business Services
Katherine Ziemer, Senior Vice Provost for Academic Affairs
Terri Winters, Assistant Vice Provost, Academic Technology
Anne Shattuck, Institutional Research and Assessment
Jackie Snow, Center for DATA
Cari Moorhead, Graduate School
Anthony Davis, College of Life Sciences and Agriculture
Michael Decelle, Manchester
Michele Dillon, College of Liberal Arts
Michael Ferrara, College of Health and Human Services
Cyndee Gruden, College of Engineering and Physical Sciences

The University of New Hampshire has approved the following - effective: Fall 2021

- Add Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Post Masters Certificate in Nursing - Graduate/CHHS
- Open current M.A. Psychology program to new admissions - Graduate/COLA
- Add M.S. Bioinformatics - COLSA
- Administrative move of PBACC Graduate Certificate in Data Science from UNH Graduate School to UNH Manchester - Manchester/Graduate
- Add new B.A. in Educational Studies: Equity, Diversity and Inclusion - COLA
- Delete French Studies Major - COLA
- Add new minor Arabic language - COLA
- New program in Occupational Therapy - Doctor of Occupational Therapy (OTD) - CHHS
- Add new minor Survey Research - COLA

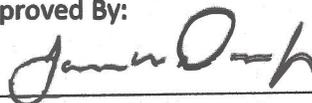
April 15, 2021

Page 2

- Add new Ecological Genomics Certificate—Graduate/COLSA
- Delete B.A. Earth Science Teaching degree program in Earth Sciences—CEPS
- Add new Interdisciplinary Graduate Certificate in Acoustics—Graduate/CEPS, EOS, COLSA
- Delete Master of Fine Arts Painting—Graduate/COIA
- Delete M.S. Resource Administration and Management in NRE—Graduate/COLSA
- Add BS in Applied Mathematics (no option)—CEPS
- Delete Mentoring Teachers Graduate Certificate in Education Department—Graduate/COLA
- Delete Technology Integration Graduate Certificate in Education Department—Graduate/COLA
- Delete Digital Language Arts Major - Manchester
 - Delete minors
 - Creative Writing Minor
 - Legal Advocacy Minor

These proposals have been approved at the appropriate levels within the University.

Approved By:



James W. Dean Jr, President



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

June 30, 2021

University of New Hampshire

Liz Arcieri, Coordinator of Accreditation and Licensure
Education Department
Morrill Hall
62 College Road
Durham, NH 03824
elizabeth.arcieri@unh.edu
603.862.2674

Dear University of New Hampshire, Education Department:

Below is a list of concerns the State Board of Education would like the University of New Hampshire (UNH) to address regarding the proposed substantive changes to Elementary Education Teacher, ESOL Teacher, and Special Education Teacher professional educator preparation programs (PEPPs):

- The Special Education Teacher program is currently conditionally approved and the board is awaiting a one-year progress report due in October. The board would like an update on where this program stands regarding the previous concerns of unmet standards and the deficient areas in the following:
 - Preparing students to understand special education law
 - Preparing students to write an IEP
 - Providing quality field experience
 - Supporting students who have behavioral challenges
 - Having sufficient faculty
 - Having a research-based, responsive & timely curriculum to improve learning opportunities and achievement for K-12 learners
 - Having the facilities, technology and curricular materials necessary to ensure that candidates can meet their competencies and licensure standards
- The board seeks assurance that all three of the licensure pathways offer sufficient faculty, field placement(s) and field experience(s).
- The board seeks an explanation of how the undergraduate course content differs in substance from the graduate-level course content. Which courses have been altered, and in what ways, to bring them down from a graduate to an undergraduate course?
- The board would like to understand how the change from a five-year to a four-year degree program affects candidates' time spent on core content and how the reduction in internship hours affects candidate preparedness.
- The board would like a more detailed explanation of why the licensure pathways are blended into the Bachelor of Arts (BA) Educational Studies: Equity, Diversity and Inclusion degree and how this expands, rather than limits, opportunities for undergraduate students seeking licensure in these fields.
- The board would like to see the documentation used for the UNH internal proceedings and approval for the three additional programs and the new degree.

- The board would like to see how candidates licensed in ESOL and Special Education are prepared to teach in middle and high school. Though this is a dual program for elementary educators, these credentials offer licensure for higher grades as well, and therefore the students must be prepared to teach at those higher grade levels.

Any documentation that you want shared with the State Board Members in response to these concerns, can be forwarded to me prior to the State Board meeting date.

Most sincerely,

Laura A. Stoneking

Laura A. Stoneking (Jun 30, 2021 13:29 EDT)

Laura A. Stoneking

Administrator

Bureau of Educator Preparation Program and Higher Education

CC: Judy Sharkey, Chair of the Department of Education judy.sharkey@unh.edu
Kathryn McCurdy, Clinical Assistant Professor kathryn.mccurdy@unh.edu
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Diane Monico, Co-Chair CTE dmonico@rivier.edu
Steve Appleby, Director- Division of Educator Support and Higher Education stephen.m.appleby@doe.nh.gov
Drew Cline, State Board of Education, Chair andrew.c.cline@doe.nh.gov

2021 SBE June 2021 follow up

Final Audit Report

2021-06-30

Created:	2021-06-30
By:	Laura Stoneking (laura.stoneking@doe.nh.gov)
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"2021 SBE June 2021 follow up" History

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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 June 10, 2021 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. The primary means of gaining educational licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

University of New Hampshire (UNH) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. Through a substantive change request (602.14(2)), **UNH** requests the following PEPPs, currently offered at the graduate level, also be available to undergraduates completing the Bachelor of Arts (BA) Educational Studies: Equity, Diversity and Inclusion (EDI) degree as formally approved within the UNH at the Department, College and Provost levels.

Upon completion of the Bachelor of Arts PEPP, the candidate would qualify for two separate educational licenses. Elementary Education (k-6 or k-8) and ESOL, or Elementary Education (k-6 or k-8) and Special Education (age 5-21).

Professional Educator Preparation Programs- Content Area(s)		Current Approval	Level	Proposed Change(s)		
612.04	Elementary Education Teacher (k-6, k-8)	M.Ed	Full	BA, M.Ed	8/30/2027	Full
612.06	English for Speakers of Other Languages (ESOL)	M.Ed, MAT, Licensure	Full	BA, M.Ed, MAT, Licensure	8/30/2027	Full
612.07	Special Education Teacher Program (ages 5-21)	M.Ed	Conditional	BA, M.Ed	8/30/2022	Conditional

B. RATIONALE FOR ACTIONS

The BA in Educational Studies: EDI creates an undergraduate pathway to teaching that is more affordable and accessible to students with fewer financial resources. Additionally, data from UNH admissions shows that during the 2019-2020 academic year, 440 students enrolled at UNH indicated an interest in an Education undergraduate program.

During the March 2021 Council for Teacher (CTE) meeting, a request was made for additional information regarding a ‘cross-walk’ to see what demonstrates the same requirements for the Master’s level program that is currently offered, versus the proposed Bachelor’s level leading to two educational licensures

At the May 2021 Council for Teacher Education (CTE), nine (9) members voted yes in favor of the substantive change request, with three (3) members abstaining.

C. EFFECTS OF THIS ACTION

University of New Hampshire states these “changes will not adversely affect the capacity for UNH to ensure candidates meet standards. In addition to coursework, early field experiences and the culminating experience currently required, students enrolled in the BA Educational Studies: EDI take additional courses that include content directed at cultivating cross-cultural communication and culturally responsive practices, an awareness of the intersection of language and educational policies, and opportunities to design inclusive educational communities that are reflective of our diverse and global society, both physically and culturally. This curriculum is committed to intentionally elevating the presence, contributions, voices, and perspectives of historically marginalized populations. Along with the enhanced curriculum, the College of Liberal Arts Dean approved additional resources:

- New Assistant Professor to start in January 2022
- Additional targeted undergraduate advising training for faculty and staff

All program requirements will remain unchanged for current students and the appropriate courses will continue to be offered with no adverse impacts. Students will be given the same experience and level of support as they’ve had since the beginning of the program. All new students for fall 2021 and beyond will be enrolled under the new program title, but will still earn the same license.”

Upon completion of each Bachelor of Arts program, candidates would be recommended for two separate educational licenses:

- Elementary Education Teacher grades k-6 and Special Education Teacher ages 5-21, or**
- Elementary Education Teacher grades k-8 and Special Education Teacher ages 5-21, or**
- Elementary Education Teacher grades k-6 and ESOL Teacher grades k-12, or**
- Elementary Education Teacher grades k-8 and ESOL Teacher grades k-12**

D. HISTORICAL BACKGROUND

- o August 2010: A site visit was conducted in October 2010. 27 programs received full approval and two programs received conditional approval.
- o March 2011: the Board granted full approval for (30) PEPPs through 8/31/2016; the Board conditionally approved Art Ed, and Program for Intellectual or Developmental Disabilities thru 8/31/2013 with a progress report for unmet standards
- o December 2013: the Board granted full approval to align Art Education and Intellectual or Developmental Disabilities through 8/31/2017; noted 27 programs received CTE recommendation for full approval and 2 conditional (see August 2014 SBE)
- o August 2014: a moratorium placed on program approval site visits during 2013-2014 academic year due to revision of Ed 600s; UNH extension granted thru August 31, 2017
- o May 2016: the Board approved fully Elementary Math Specialist as a new program thru 8/31/2017
- o January 2017: the Board approved all 14 institutions an extension [rationale is consistent with the rule detailed in 602.02(g)(3)]; UNH thru 05/30/2021
- o February 2020: the Board approved fully (ECE, Health, Math 5-8, Math 7-12, Super, Int Health/PE, EIEM Math Spec) thru 8/30/2027; **the board conditionally approved (Music, Gen SpEd, ECE SpEd, SpEd Admin, Princ) thru 8/30/2022**
- o April 2020: the Board approved a one-year extension for (23) programs due to State of Emergency (COVID-19) thru 5/30/2022
- o July 2020: The Board granted approval of the substantive change of Theatre (M.ED, MAT, & BA) and Dance Education (M.ED, MAT & BA), to offer the Bachelor’s in addition to the Master’s level through May 30, 2022.
- o October 2020: **the Board accepted the priority progress report for (5) conditionally approved programs;** granted full approval of ECSE (M.Ed); Music (BM) through 8/30/27;
 - **CONDITIONAL Approval thru 8/30/2022- Gen SpEd (M.Ed),** Principal (Ed.S. and Lic), and SpEd Admin (Lic)
 - *UNH to develop a secondary progress report due to SBE within 12 months (no later than 10/21)
- o November 2020: the Board approved the elimination of Ed 612.31 Comp Agricultural Education PEPP to expire 5/30/2021
- o February 2021: the review of UNH was conducted virtually; PEPPs reviewed were master’s level or higher; 20 PEPPs rec by CTE for full app. and aligns w/ remain PEPPs w/ full approval thru 08/2027; Two PEPPs had unmet standards and they were rec for cond. approval w/ priority progress report request for 6 months; the Board granted UNH’s PEPPs conditional approval for Music MEd, MAT and Sci 5-8 MEd, MAT thru 8/30/2022; the Board granted full approval for twenty UNH educator preparation programs as a slate:
 - **FULL Approval through 8/30/2027- (MEd, MAT): ESOL;** Vis Arts; ELA 5-12; French; German; Russian; Spanish; Latin; Math 5-8; Health Ed; PE; Math 7-12; Earth Space Sci 7-12; Life Sci 7-12; Chem 7-12; Physics 7-12; SS 5-12
 - **FULL Approval through 8/30/2027- (MEd): EI Ed (k-6, k-8)**
 - FULL Approval through 8/30/2027- (BA, MAT, MAT): Theatre; Dance
 - **CONDITIONAL Approval thru 8/30/2022- (M.Ed, MAT):** Music; Mid Sci 5-8
 - i. *UNH to develop a secondary progress report due to SBE within 12 months (no later than 10/21)

E. POSSIBLE MOTION

The State Board of Education moves to grant the addition of the Bachelor of Arts level to the following currently approved (full and conditional) PEPPs:

Professional Educator Preparation Programs- Content Area(s)				
612.04	Elementary Education Teacher (k-6, k-8)	BA, M.Ed	8/30/2027	Full
612.06	English for Speakers of Other Languages (ESOL)	BA, M.Ed, MAT, Licensure	8/30/2027	Full
612.07	Special Education Teacher Program (ages 5-21)	BA, M.Ed	8/30/2022	Conditional

(Ed 602.01; 602.12; 602.14)

Action by the State Board: Appeal

*Per 602.15(c)(1, 2, or 3)

- (1) Approval for up to and not to exceed 7 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 7 years with the following:
 - a. Submission 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 602.15(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.

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X. [RSA 21-N:II; Chapter 19; Chapter Ed 600; Chapter Ed 500]

New Hampshire Department of Education
Council for Teacher Education
Substantive Change Report

Changes in preparation programs are ordinarily addressed in the annual report. IHEs are encouraged to undertake programmatic changes in response to state priorities, institutional innovation, and/or program improvement needs based on assessment data.

A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed. (*Ed. 602.14(b)*) The IHE shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria (*Ed. 602.14(c)*):

- Changes in the PEPP’s delivery system to primarily on-line delivery;**
 - o Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.
- Changes beyond those indicated by the assessment system for continuous improvement;**
 - o Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.
- Elimination of a PEPP**
 - o Examples including but not limited to teach out, phase out, elimination, on hold, etc.

Substantive change requests are warranted when changes, modifications or an expansion of the IHE’s/PEPPs scope has the potential to impact candidates and/or licensure requirements.

CONTACT INFORMATION:

Institution: University of New Hampshire

**Street Address:
62 College Rd.**

Name of Contact: Liz Arcieri

**City/State:
Durham, NH**

Zip: 03824

Coordinator/Title: Cert. Coordinator

603-862-2674

Is the change at the (check either or both): at the unit level and/or at the program level(s)

If at the program level, indicate which program(s):

Ed. Rule(s)	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Example: Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full
612.04	Elementary Education (K-6 and K-8)	M.Ed.	2/2021	8/30/2027	Full
612.06	English for Speakers of Other Languages	M.Ed.	2/2021	8/30/2027	Full
612.07	Special Education Program	M.Ed.	2/2020	8/30/2022	Conditional
*	*				*
*	*				*
*	*				*
*	*				*
*	*				*
*	*				*

**Approved Levels: BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

Complete the following questions below and/or attach documentation that addresses the below information (1-5).

1. Please describe the substantive change request:

UNH is requesting the following educator preparation programs, currently offered at the graduate level, be available to undergraduates completing the BA Educational Studies: Equity, Diversity and Inclusion (EDI) degree as formally approved within UNH at the Department, College and Provost levels;
Elementary Education (K-6), (K-8)
English for Speakers of Other Languages (ESOL)
Special Education
Students completing the BA Educational Studies: (EDI) would be eligible for dual certification only:
Elementary Education and ESOL **OR** Elementary Education and Special Education.

2. What aspects of the substantive change may affect the capacity of the unit and/or program(s) to ensure that candidates successfully meet standards for educational licensure?

There are no aspects of the substantive change that will negatively affect the capacity of the unit and/or programs to ensure the candidates successfully meet standards for certification. The substantive change request will increase the capacity of UNH to prepare candidates in Elementary Education and the critical shortage areas of ESOL and Special Education. With the BA in Education Studies: EDI degree and hiring of education faculty and administrative staff, more students will seek certification through an undergraduate pathway, saving students time and money.

3. Explain the rationale for the change.

The demographics of our public schools have changed dramatically in the 21st century. The BA in Educational Studies: EDI and dual certification in Elementary and Special Education or Elementary and ESOL reflects our commitment to preparing educators who are committed to academic excellence and opportunities for all students and who are ready to teach in wide variety of contexts locally, regionally, nationally, and internationally. Preparing educators for the world promises to attract a wider demographic of students to UNH and to Education.
Evidence of student demand for an undergraduate Education program can not be ignored. Data from UNH admissions shows that during the 2019-2020 academic year, 440 students enrolled at UNH indicated an interest in an Education undergraduate program.
UNH must be responsive to the cost of higher education. The BA in Educational Studies: EDI creates an undergraduate pathway to teaching that is more affordable and accessible to students with fewer financial resources.

4. What steps have been taken or are planned to ensure that the change will not adversely affect the capacity to ensure that candidates successfully meet standards for educational licensure?

Attach a transition plan if phasing out/ending a program including anticipated end date of last program completer.

These changes will not adversely affect the capacity for UNH to ensure candidates meet standards. In addition to coursework, early field experiences and the culminating experience currently required, students enrolled in the BA Educational Studies: EDI take additional courses that include content directed at cultivating cross-cultural communication and culturally responsive practices, an awareness of the intersection of language and educational policies, and opportunities to design inclusive educational communities that are reflective of our diverse and global society, both physically and culturally. This curriculum is committed to intentionally elevating the presence, contributions, voices, and perspectives of historically marginalized populations.

Along with the enhanced curriculum, the College of Liberal Arts Dean approved additional resources:

- New Assistant Professor to start in January 2022
- Additional targeted undergraduate advising training for faculty and staff

4. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that the changes affect the terms or conditions of the current approval of the program because the current approval would no longer be applicable to the revised program? yes no not sure

X additional documentation included to support substantive change(s)
Please see plan of study

****If the NHDOE and NHCTE determine that the substantive changes affect the terms or conditions of the current approval of the program(s), the NHDOE shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in a recommendation to the NH State Board of Education (Ed. 602.14(d)).****

Return the completed form to Laura.Stoneking@doe.nh.gov or mail to the New Hampshire Department of Education, Bureau of Educator Preparation & Higher Education, 101 Pleasant Street, Concord, NH, 03301. Questions, contact the Bureau of Educator Preparation & Higher Education at 603.271.4196.

Ed 602.14 Substantive Program Changes during the Approval Period.

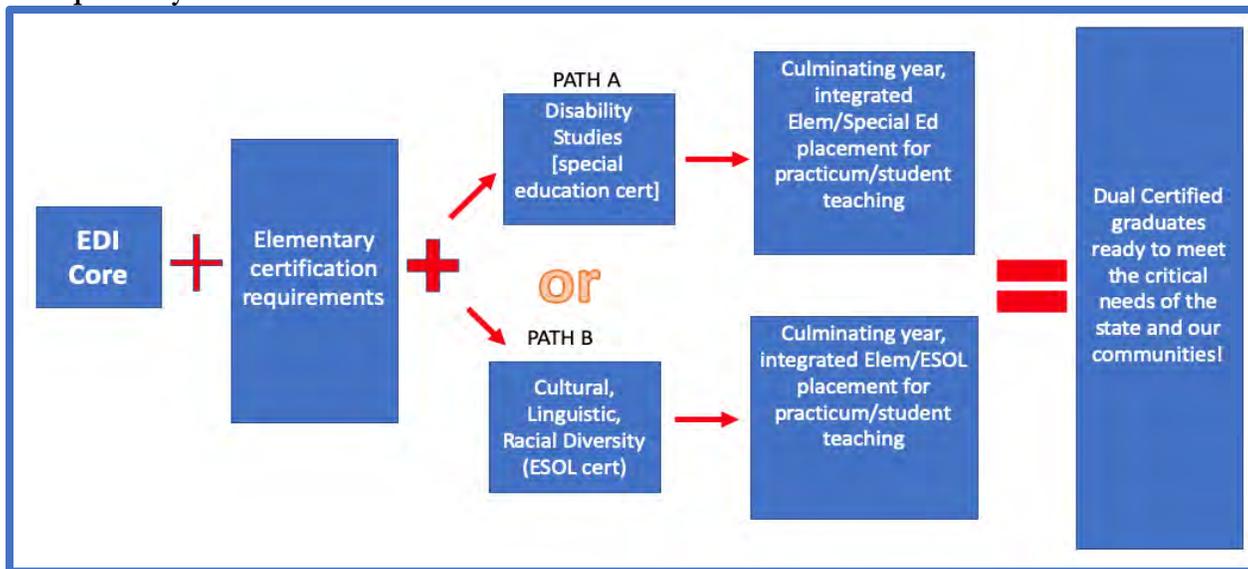
- (a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.
- (b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed.
- (c) An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria:
- (1) Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
 - (2) Changes beyond those indicated by the assessment system for continuous improvement; or
 - (3) Elimination of a PEPP.
- (d) If the department and NHCTE determine that the changes affect the terms or conditions of the original approval of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in one of the following:
- (1) Retain approval through the existing expiration date; or
 - (2) Use the process for PEPP approval under Option 1, 2 or 3.

Date Received by NHDOE:

Plan of Study

B.A. in Educational Studies: Equity, Diversity and Inclusion (EDI)

EDI pathways



Example Curriculum Map for EDI Pathway A: Elementary + Disability Studies [Special Ed Cert]
 DISC=Discovery Course [There is flexibility. We provide these charts for illustrative purposes]

FIRST YEAR			
Fall	Cr #	Spring	Cr #
ENGL 401: Composition	4	EDUC 402: Intro to Ed Studies: EDI in Local and Global Contexts	4
EDUC 444b: Public Issues, Democratic Schooling & Active Citizenship in a Global Context	4	EDUC 501 (20-25 hours in a school/community setting). Taken during the semester students enroll in EDUC 402	2
DISC: Quantitative Reasoning	4	EDUC 520: Ed, Poverty & Development (DISC: Social Sci) or EDUC 525: Teaching Race	4
DISC: World Language [COLA majors need full year]	4	DISC: World Language [COLA majors need full year]	4
EDUC 400 Careers in Education (1 credit)	1	DISC: Bio/Phys science #1	4
Decision point: <i>Transcript check, students commit to Path A or B</i>			
Credits: 35			

SECOND YEAR			
Fall	Cr #	Spring	Cr #
EDUC 656: Advocating for Diverse and Inclusive Family-School-Community Partnerships	4	EDUC 605: Ed Perspectives in Critical Times	4
EDUC 650: Introduction to Disability in Inclusive Schools and Communities	4	PSYC 581: Child Development [or wait for EDUC 701]	4
DISC: Fine/Performing Arts	4	DISC: Historical Perspectives	4

MATH 601: Exploring Math for Teachers	4	EDUC: ELECTIVE	4
EDUC 506, 507, 556 or 610	2	EDUC 506, 507, 556 or 610	2
Decision point: <i>Students apply to the program—applying for certification [transcript check, 3.0 GPA + letters of rec + documentation of 100 hours of working with youth in educational settings, Praxis CORE, background check]</i>			
Credits: 36			

THIRD YEAR			
Fall	Cr #	Spring	Cr #
EDUC 703M: Elem social studies methods	4	MATH 703: Teaching Math in K-5	4
EDUC 706: Intro to Reading	4	EDUC 703F: Elem science methods	4
EDUC 751: Inclusive Elementary Education: Literacies and Learning for Diverse Learners	4	EDUC 733: Teaching Writing	4
DISC: Bio/Phys science #2	4	EDUC 703C: Culturally Responsive classroom management	4
EDUC 506, 507, 556 or 610	2	EDUC 506, 507, 556 or 610	2
Decision point: <i>Apply for student teaching/internship placement [transcript check, documentation of 200 hours] of working with youth in educational settings.</i>			
Credits 36			

FOURTH YEAR			
Fall	Cr #	Spring	Cr #
EDUC 70X: students teaching (2.5 days a week)	4	EDUC 70X student teaching (5 days a week)	8
EDUC 739: Equitable Assessment and Individualized Educational Planning: Building Access and Agency, part I (preK-6)	4	EDUC 740: Advanced Methods for Inclusive Curricular Design and Teaching: Building Access and Agency, part II (preK-6)	4
EDUC 761: Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4	EDUC 784: Educators as Community-Engaged Researchers	4
Credits 28			
Total Credits: 135			
Verification of Completion: Degree completed, certification coursework and culminating experiences completed, state testing requirements completed.			

Example Curriculum Map for EDI Path B: Elementary + Cultural, Linguistic, & Racial Diversity

FIRST YEAR			
Fall	Cr #	Spring	Cr #
ENGL 401	4	EDUC 402: Intro to Ed Studies: EDI in Local and Global Contexts	4
EDUC 444b: Public Issues, Democratic Schooling & Active Citizenship in a Global Context	4	EDUC 501 (20-25 hours in a school/community setting). Taken during the semester students enroll in EDUC 402	2
DISC: Quantitative Reasoning	4	EDUC 520: Ed, Poverty & Schooling (DISC: Social Sci) or EDUC 525: Teaching Race	4
DISC: World Language [COLA majors need full year]	4	DISC: World Language [COLA majors need full year]	4
EDUC 400 Careers in Education	1	DISC: Bio/Phys science #1	4
Decision point: <i>Transcript check, Students commit to Path A or B</i>			
Total Credits: 35			
SECOND YEAR			
Fall	Cr #	Spring	Cr #
EDUC 656: Advocating for Diverse and Inclusive Family-School-Community Partnerships	4	EDUC 605: Ed Perspectives in Critical Times	4
EDUC 550: Language and Linguistic Diversity in Schools	4	PSYC 581: Child Development <i>[or wait for EDUC 701]</i>	4
DISC: Fine/Performing Arts	4	DISC: Historical Perspectives	4
MATH 601: Exploring Math for Teachers	4	ENGL 405: Intro to Linguistics	4
EDUC 506, 507, 556 or 610	2	EDUC 506, 507, 556 or 610	2
Decision point: <i>Students apply to the program—applying for certification [transcript check, 3.0 GPA + letters of rec + documentation of 100 hours of working with youth in educational settings, Praxis CORE, background check]</i>			
Total Credits: 36			

THIRD YEAR			
Fall	Cr #	Spring	Cr #
EDUC 703M: Elem social studies methods	4	MATH 703: Teaching Math in K-5	4
EDUC 706: Intro to Reading	4	EDUC 703F: Elem science methods	4
ENGL 715: TESOL theory & methods	4	ENGL 716: ESOL curriculum & assessment	4
DISC: Bio/Phys science #2	4	EDUC 751: Inclusive Elementary Education: Literacies and Learning for Diverse Learners	4
EDUC 506, 507, 556 or 610	2	EDUC 506, 507, 556 or 610	2

Decision point: *Apply for student teaching/internship placement [transcript check, documentation of 200 hours] of working with youth in educational settings*

Total Credits 36

FOURTH YEAR

Fall	Cr #	Spring	Cr #
EDUC 70X: students teaching (2.5 days a week)	4	EDUC 70X student teaching (5 days a week)	8
EDUC 761: Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4	EDUC 703C: Culturally Responsive classroom management	4
EDUC 733: Teaching Writing	4	EDUC 784: Educators as Community-Engaged Researchers	4
Credits 28			

Total Credits: 135

Verification of Completion: Degree completed, certification coursework and culminating experiences completed, state testing requirements completed.

UNH Crosswalk Elementary, ESOL and Special Education

All students complete the B.A. in Educational Studies and the Elementary Education certification plan of study. Students choose to also complete the ESOL plan of study OR the Special Education plan of study. Students completing the BA Educational Studies: (EDI) would be eligible for dual certification only: Elementary Education and ESOL **OR** Elementary Education and Special Education.

Crosswalk Key: √=same in both pathways; **EDUC**=course renumbered for undergraduate level;
EDUC=course change

Certification in Elementary Education	
Through the M.Ed (approved)	Through the B.A. in Ed Studies
Admission Requirements	
Bachelor's Degree	
GPA minimum 3.0	√
Education Coursework B- or better	√
Praxis Core	√
Early Field Experience Recommendation	√
Criminal Background Check	√
Required Courses	
EDUC 500/935: Exploring Teaching	EDUC 501: Exploring Teaching and Learning in Diverse Settings
EDUC 605: Ed. Perspectives in Critical Times or 959: Issues in Education	√
EDUC 7/801: Human Develop.& Learning	√ or PSYCH 581: Child Development
MATH 6/801: Exploring Math for Teachers	√
MATH 703: Teaching of Mathematics	√
EDUC 7/803f: Teaching Elem. Science	√
EDUC 7/803m: Teaching Elem. Social St.	√
EDUC 7/806: Intro. to Reading Instruction	√
EDUC 7/851a: Educating Exceptional Learners (Inclusive Elementary Education: Literacies and Learning for Diverse Learners)	√
EDUC: Literacy Courses (EDUC 808 and 809 or 812 and ENGL 816)	EDUC 733: Teaching Writing
Additional course work for the degree	
	EDUC 402: Introduction to Educational Studies: Social Change and Education in Local and Global Contexts
	EDUC 656: Advocating for Diverse and Inclusive Family-School-Community Partnerships
	EDUC 520: Education, Poverty, & Development or EDUC 525: Teaching Race
	EDUC 703c: Culturally responsive classroom management
	EDUC 761: Designing Curriculum for Inclusive, Equitable Settings for Young Children
	EDUC 784: Educators as Community-Engaged Researchers

UNH Crosswalk Elementary, ESOL and Special Education

Additional field experiences (above the current required) prior to culminating experience	
	EDUC 506: Literacy Tutoring at the Elementary School Level
	EDUC 610: Field Experience in Ed. Studies
	100 hours by year 2, 200 hours by year 3
Culminating Experience	
EDUC 900a Internship (5 days a week)	EDUC 7xx (2.5-3 days a week in school)
EDUC 901a Internship (5 days a week)	√ EDUC 7xx (5 days a week in school)
Candidate Assessment	
GPA minimum 3.0	√
Education Coursework B- or better	√
Praxis II Subject Content	√
Course Based Assessments	√
NHTCAP	√
Inquiry Research Project	√
Recommendation of CT & Supervisor	√

UNH Crosswalk Elementary, ESOL and Special Education

Certification in ESOL	
Through the M.Ed (approved)	Through the B.A. in Ed Studies
Admission Requirements	
Bachelor's Degree	
GPA minimum 3.0	√
Education Coursework B- or better	√
Praxis Core	√
Early Field Experience Recommendation	√
Criminal Background Check	√
Required Courses	
EDUC 500/935: Exploring Teaching	√ or EDUC 501: Exploring Teaching and Learning in Diverse Settings
EDUC 605: Ed. Perspectives in Critical Times or 959: Issues in Education	√
EDUC 7/801: Human Develop.& Learning	√ or PSYCH 581: Child Development
EDUC 7/806: Intro. to Reading Instruction	√
EDUC 7/851a: Educating Exceptional Learners	√
EDUC 7/812 or ENGL 7/815:Teaching Multilingual Learners	√
ENGL 7/816: Curriculum, Materials and Assessment in ESOL	√
ENGL 7/819: Sociolinguistics Survey	√ or EDUC 550: Language & Linguistic Diversity in Schools & Communities
ENGL 7/891: English Grammar	√ or ENGL 405: Intro. to Linguistics
Two Semesters of Second Language	√
Additional course work for the degree	
	See Elementary Sheet
Additional field experiences (above the current required) prior to culminating experience	
	See Elementary Sheet
	100 hours by year 2, 200 hours by year 3
Culminating Experience	
EDUC 900a Internship (5 days a week)	EDUC 7xx (2.5-3 days a week in school)
EDUC 901a Internship (5 days a week)	√ EDUC 7xx (5 days a week in school)
Candidate Assessment	
GPA minimum 3.0	√
Education Coursework B- or better	√
Course Based Assessments	√
NHTCAP	√
Inquiry Research Project	√
Recommendation of CT & Supervisor	√

UNH Crosswalk Elementary, ESOL and Special Education

Certification in Special Education	
Through the M.Ed (conditionally approved)	Through the B.A. in Ed Studies
Admission Requirements	
Bachelor's Degree	
GPA minimum 3.0	√
Education Coursework B- or better	√
Praxis Core	√
Early Field Experience Recommendation	√
Criminal Background Check	√
Required Courses	
MATH 6/801: Exploring Math for Teachers	√
EDUC 7/806: Intro. to Reading	√
EDUC 7/850: Intro. to Exceptionality	EDUC 650 : Introduction to Disability in Inclusive Schools and Communities
EDUC 7/851a: Educating Exceptional Learners	√
EDUC 856: Supporting Families of Students with Exceptionalities	EDUC 656 : Advocating for Diverse and Inclusive Family-School-Community Partnerships
EDUC 939: Assessment of Students with Learning Difficulties	EDUC 739 : Equitable Assessment and Individualized Educational Planning
EDUC 940: Teaching Students with Learning Difficulties	EDUC 740 : Advanced Methods for Inclusive Curricular Design and Teaching
Additional course work for the degree	
	See Elementary Sheet
Additional field experiences (above the current required) prior to culminating experience	
	See Elementary Sheet PLUS
	EDUC 556: Mentoring Adolescents with Disabilities in the Transition to Work
	100 hours by year 2, 200 hours by year 3
Culminating Experience	
EDUC 900c Internship (5 days a week)	EDUC 7xx (2.5-3 days a week in school)
EDUC 901c Internship (5 days a week)	√ EDUC 7xx (5 days a week in school)
Candidate Assessment	
Cumulative GPA 3.0	√
Education Coursework B- or better	√
Course Based Assessments	√
NHTCAP	√
Inquiry Research Project	√
Recommendation of CT & Supervisor	√

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 July 8, 2021 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. The primary means of gaining educational licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

Keene State College (KSC) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board grant a change in the expiration date and approval timeline decreasing the current approval dates for two (2) of the three (3) PEPPs that are in process of being discontinued at the Institution.

Professional Educator Preparation Programs- Content Area(s)			Current Approval		Proposed Recommendation for Approval(s)	
612.14	Modern Language Teacher – French	BS, BA, Licensure	Full	8/30/2022	elimination- change in expiry (-1 year)	7/30/2021
614.03	School Counselor	M.Ed., Licensure	Full	8/30/2022	elimination- change in expiry (-1 year)	7/30/2021
612.32	Dance Teacher	BS, Licensure	Full	8/30/2022	elimination	8/30/2022

B. RATIONALE FOR ACTION

Keene State College is eliminating three (3) low/no enrolled PEPPs and does not have the faculty capacity and/or resources or in response to high credit requirement barriers are they able to continue these programs. As such, KSC requests the elimination at the end of this current academic year for two PEPPs and retain approval through the existing expiration for Dance Teacher program. KSC will ensure that currently-enrolled candidates will be afforded the opportunity to meet all standards for educational licensure.

C. EFFECTS OF THIS ACTION

Keene State College is not seeking re-approval at this time for these three programs, nor will any additional students be admitted to these PEPPs. The requested expiry date(s) decreasing their current approval by one year (see list directly above for specific timeframe). The requested expiry dates (decrease) reflect the completed internal KSC transition process for program closure.

D. HISTORICAL BACKGROUND

- February 2011: complete site visit program review.
- April 2011: the Board granted full 5 year approval through 8/31/2016 for ECE, Math 5-8, EEd (K-8), Math 7-12 Education, ELA (5-12), Music, Special Ed (Undergrad), PE, Special Ed (Graduate), Middle Level Science (5-9), French, Earth Space Science (7-12), Spanish, Life Sciences (7-12), Chemistry (7-12), Physics (7-12), Social Studies (5-12), Dance, School Counselor, Principal
- August 2014: new Ed 600s approved March 2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; KSC extended thru August 31, 2021; *SBE to revisit this date contingent upon approval granted in 2014
- January 2017: the Board under Ed 602.02 supports the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering educator preparation programs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3)
- June 2017: School counseling program “on hold” per CTE minutes.
- November 2017: the Board under Ed 602.02 supports the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering educator preparation programs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3); KSC through **August 31, 2021**
- October 2019: the Board granted a one-year extension of KSC education preparation programs from 8/31/2021 to **8/31/2022**
- November 2020: Substantive Change Request - KSC is looking to make adjustments to the Science for Middle School courses. The college is changing the "General Science for Middle School" to "STEM for Middle School educators". This will include changes to the education courses to realign existing courses with the Next Generation Science Standards (NGSS), add courses in STEM education, and add additional engineering and math courses. No action required at this time.
- The CTE majority recommends the request for this substantive change in the elimination of three PEPPs.

E. POSSIBLE MOTION

The State Board of Education moves to approve the decrease/elimination of the following PEPPs. (Ed 602.01; 602.12; 602.14)

Professional Educator Preparation Programs- Content Area(s)				Current Approval	
507.38	612.14	Modern Languages Teacher- French	BS, BA, Licensure	decrease/ elimination	7/30/2021
507.07	614.03	School Counselor	M.Ed., Licensure	decrease/ elimination	7/30/2021

Keene State College will address the elimination progress/updates in their annual report submission to the NHDOE through the Council for Teacher Education.

Action by the State Board: Appeal

*Per 602.15(c)(1, 2, or 3)

- (1) Approval for up to and not to exceed 7 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 7 years with the following:
 - a. Submission 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 602.15(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.

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X. [RSA 21-N:II; Chapter 19; Chapter Ed 600; Chapter Ed 500]

Complete the following questions below and/or attach documentation that addresses the below information (1-5).

1. Please describe the substantive change request:

2. What aspects of the substantive change may affect the capacity of the unit and/or program(s) to ensure that candidates successfully meet standards for educational licensure?

3. Explain the rationale for the change.

4. What steps have been taken or are planned to ensure that the change will not adversely affect the capacity to ensure that candidates successfully meet standards for educational licensure?
Attach a transition plan if phasing out/ending a program including anticipated end date of last program completer.

5. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that the changes affect the terms or conditions of the current approval of the program because the current approval would no longer be applicable to the revised program? yes no not sure

additional documentation included to support substantive change(s)

****If the NHDOE and NHCTE determine that the substantive changes affect the terms or conditions of the current approval of the program(s), the NHDOE shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in a recommendation to the NH State Board of Education (Ed. 602.14(d)).****

Return the completed form to Laura.Stoneking@doe.nh.gov or mail to the New Hampshire Department of Education, Bureau of Educator Preparation & Higher Education, 101 Pleasant Street, Concord, NH, 03301. Questions, contact the Bureau of Educator Preparation & Higher Education at 603.271.4196.

Ed 602.14 Substantive Program Changes during the Approval Period.

- (a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.
- (b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed.
- (c) An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria:
 - (1) Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
 - (2) Changes beyond those indicated by the assessment system for continuous improvement; or
 - (3) Elimination of a PEPP.
- (d) If the department and NHCTE determine that the changes affect the terms or conditions of the original approval of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in one of the following:
 - (1) Retain approval through the existing expiration date; or
 - (2) Use the process for PEPP approval under Option 1, 2 or 3.

Date Received by NHDOE:

New Hampshire Department of Education
Council for Teacher Education
Substantive Change Report

Keene State College

Elimination of a PEPP

- School Counselor
- Dance Education
- Modern languages: French

1. Please describe the substantive change request:

- School Counselor:
- Dance Education:
Hold this spring (email Cynthia to change two first years from cert program to non cert program) – no students in program – ask Cynthia/Kristin to submit paperwork to close certification program next year. Over last two years, zero students in certification program. There is a program for elementary ed/ early childhood program majors have an option to choose Dance as a second major as a non-certification Dance Ed related major.
- Modern languages: French:
French major was on hold (look up date) and this spring it went to the curriculum process to be eliminated this spring. Without the major, we cannot keep the secondary education option for French. Student seeking secondary modern language can continue to do so with Spanish.

2. What aspects of the substantive change may affect the capacity of the unit and/or program(s) to ensure that candidates successfully meet standards for educational licensure?

- School Counselor:
- Dance Education:
The last candidate to complete the program was Spring 2020. There are no candidates in the pipeline. Students majoring in ELED/EC have the option to major in Dance with a non-cert route for their second major.

- Modern languages: French:
The last candidate to complete the program was Summer 2018. There are no candidates in the pipeline.

3. Explain the rationale for the change.

- School Counselor:

- Dance Education:
Due to the low number of candidates and high credit majors hindering graduating in four years, the program has not had a candidate complete the program in Spring 2020 number of years. Currently we do not have faculty resources to sustain the program.

- Modern languages: French:
Currently we do not have faculty resources to sustain the program since the retirement of the FTTT whose focus was in content in Spring 2019 and the position was not replaced. In Spring 2019, the program was put on hold and the program was eliminated Spring 2021. The last time the program graduated the candidate was Summer 2018. Students cannot get the content to support the certification of candidates.

4. What steps have been taken or are planned to ensure that the change will not adversely affect the capacity to ensure that candidates successfully meet standards for educational licensure? Attach a transition plan if phasing out/ending a program including anticipated end date of last program completion.

- School Counselor:
Program eliminated and no current candidates in the pipeline.

- Dance Education:
The program was put on hold Spring 2021 and no current candidates are in the pipeline. The last candidate graduated in Spring 2020. Students majoring in Elementary Education and Early Childhood can still choose the Dance Education Specialization (non-certification) as their liberal arts major.

- Modern languages: French:
The program was put on hold Spring 2019 and was eliminated Spring 2021. There are no current candidates in the pipeline. The last candidate graduated in Summer 2018.

Students interested in Secondary Education, Modern Languages can complete the licensure program with Spanish.

July 8, 2021

EXECUTIVE SUMMARY

Status Change for The Founders Academy Public Charter School

A. ACTION NEEDED

A vote is needed from the State Board of Education to add grade 5 to the approved 6th through 12th grade program at *The Founders Academy Public Charter School*.

B. RATIONALE FOR ACTION

The process of the amendment request is required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, XI
- Ed 318.11(e)

The Department of Education received a request for the addition of grade 5 to the approved 6th through 12th grade program at *The Founders Academy Public Charter School*. This request is due to 1) stakeholder requests, 2) the availability of two extra classrooms in the newly opened 6th grade wing of the school, and 3) the opportunity to start building students' foundational skills earlier, as the school's performance data shows that the longer students are exposed to *The Founders Academy* curriculum, the more likely they are to succeed.

C. EFFECTS OF THIS ACTION

The Founders Academy Public Charter School will be able to meet the needs of the students and families in the community, by adding grade 5 to their 6th through 12th grade program.

D. POSSIBLE MOTION

Pursuant to RSA 194-B:3, XI, I move that the State Board of Education authorizes *The Founders Academy Public Charter School* to add grade 5 to the approved 6th through 12th grade program.

OR:

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



THE FOUNDERS ACADEMY

May 20, 2021

New Hampshire State Board of Education
101 Pleasant Street
Concord, NH 03310-3860

The Founders Academy Public Charter School
5 Perimeter Road
Manchester, NH 03103

Dear Chairman Cline,

We are requesting a hearing on the State Board of Education June agenda. Our Board of Trustees and Administration has reviewed our charter due to a number of requests from a group of stakeholders. After careful consideration we are requesting the addition of a fifth grade. The school is currently approved for grades 6-12. Our request has been delayed due to the delay in the charter grant process. Due to the timing we are asking for a June hearing. If we are approved our plan is to open fifth grade in September, 2021 to accommodate our parents.

Founders recently completed a large construction project. We added a total of seven new classrooms. Four of these classrooms are located in a dedicated sixth grade wing. We have two additional classrooms in this location to accommodate fifth grade students. Our plan is to provide a dedicated administrative assistant and entrance if we are approved.

The Founders Academy mission statement states, "The Academy recognizes the importance of balance in the development of the whole person, and respects each student's journey." Students who follow our curriculum from grades 6-12 are able to learn basic skills at the middle school level and can succeed in our high school. Additionally, students come from several surrounding districts which all have their own curriculum. It takes time to get students all on the same level academically. If students were able to start at Founders in 5th grade, it would allow us the opportunity to start building those foundational skills earlier and begin the development of the whole person. The Founders Academy typically has about 30-50% of middle school students proficient on the ELA and Math standardized tests. Traditionally, 60-90% of students are proficient on the SAT and PSAT standardized tests. This shows the longer students are exposed to the Founders curriculum, the more likely they are to succeed.

We appreciate your time and consideration. If the State Board of Education needs additional information please let us know.

Cassie Hayes, Dean of School

Robert Best, Chairman of the Board of Trustees



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
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

July 2021
State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary
New School Applications

A. Action Needed

A vote is needed to accept and approve the recommended designations for a NH non-public school(s). **Two new schools seek an approval status for attendance purposes only (AA 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 (3 years or 5 years) – a school seeking continued approval meets all of the applicable requirements of Ed 403 or 404.

Preliminary Approved (1 year) – a school which has not been previously approved when the following conditions have been met: (1) The department has received documentation of health and safety inspections conducted by the local authorities having jurisdiction and all health and safety violations have been corrected; (2) All licenses and permits required by state and local authorities have been received; (3) There are some standards, other than those in (1) and (2) above, which the school is unable to meet prior to opening and which do not prevent the school from adequately meeting the needs of its students; and (4) A site visit has been conducted by representatives of the department.

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 two new schools to operate for a period of time specified by the State Board of Education and in accordance with Ed 401.02.

D. Rationale for Possible Motions

Greater Community Terramor Academy and Busche Academy have one or more items of concern identified during the DOE site visit by Marjorie Schoonmaker of the NH DOE Bureau of Facility Safety and Management. Both schools have indicated the intention to address those items prior to July 8, 2021. In the event that one or both of the schools do not address those items prior to July 8, 2021, an alternate motion has been provided by the Office of Nonpublic Schools, in agreement with the Bureau of Facility Safety and Management, and in accordance with Ed 401.02.

E. Possible Motions

Greater Community Terramor Academy

Scenario A

Greater Community Terramor Academy meets all applicable requirements of Ed 403 or Ed 404. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of July 9, 2021 through June 30, 2024.

Scenario B

Under the stipulation that the items of concern as outlined at the NH DOE site visit (June 23, 2021) are addressed prior to the start of the academic school year 2021-2022, I move that the State Board accept and provide a preliminary approval to the following school for the period between July 9, 2021 and prior to the start of the 2021-2022 academic year: Greater Community Terramor Academy.

Busche Academy

Scenario A

Busche Academy meets all applicable requirements of Ed 403 or Ed 404. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of July 9, 2021 through June 30, 2024.

Scenario B

Under the stipulation that the items of concern as outlined at the NH DOE site visit (May 5, 2021) are addressed prior to the start of the academic school year 2021-2022, I move that the State Board accept and provide a preliminary approval to the following school for the period between July 9, 2021 and prior to the start of the 2021-2022 academic year: Busche Academy.

Nonpublic School Approvals

Materials for State Board Meeting, July 2021

NONPUBLIC SCHOOL APPROVALS REPORT

Recommended designation pending completion status of facility safety requirements as reported on July 8, 2021.

Scenario A – Schools have addressed all items of concern, identified during DOE site visit, prior to July 8.

Town	Name of School	Current		Pending	
		Approval Status	Expiration Date	Approval Status	Expiration Date
Lee	Greater Community Terramor Academy	N/A	N/A	AA	6/30/2024
Chester	Busche Academy	N/A	N/A	AA	6/30/2024

Scenario B – Schools intend to address all items of concern, identified during DOE site visit, after July 8 but prior to the start of the school year.

Town	Name of School	Current		Pending	
		Approval Status	Expiration Date	Approval Status	Effective Dates
Lee	Greater Community Terramor Academy	N/A	N/A	Preliminary Approval	Between July 9, 2021 and prior to the start of the 21-22 school year
Chester	Busche Academy	N/A	N/A	Preliminary Approval	Between July 9, 2021 and prior to the start of the 21-22 school year

Greater Community Terramor Academy

New School Application Contents

NH DOE Checklist

School Letter of Corrective Actions

NH DOE Application

Parent/Student Handbook & Academic Year Calendar

School Year Student Contract

Curriculum K-6

Staff Policies

1. Staff Conduct with Students
2. Staff Ethics/Employee Conflict of Interest
3. Work Rules for Staff
4. Use of Child Restraint and Seclusion

Organization Chart

Secretary of State

Budget

Facilities

1. Zoning Verification
2. Occupancy Permit
3. Fire and Life Safety Report
4. Health Inspection

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

Reviewed By: Shireen Meskoob

School Name: Greater Community Terramor Academy	Phone Number: 603 659-5047	Application Type**: AA
<p>About the School: Terramor Academy is a nature-based school that offers an interdisciplinary education emphasizing student-driven project-based themes. The campus has several multipurpose outdoor classrooms, a woodland play space, a garden, fields and open space. The school is also directly adjacent to acres of farm land with miles of trails, as well as many local forests, farms and community resources for students to have field experiences in. Field notebooks are used for nature journaling as a tool for students to track observations while outdoors. They allow students to zoom in on details about plants, animals, and the environment, through prompts that integrate art, science, and language arts. The meaningful integration and interconnectivity of science, technology, engineering and math with arts and design gives the arts an essential and generative place in the curriculum.</p>		
Principal Address: 114 Mast Rd Lee NH 03861		
Mailing Address: Same.		
Head of School: Sarah Miner Med, Principal	Email: sarah@terramoracademy.org Phone Number: 603 659-5047	
Authorized to Represent School: Johanna Booth-Miner, Owner	Email: livlrn2@comcast.net Phone Number: 603 659-5047	
Date Application Received: Johanna Booth-Miner, Owner	Expiration Date: NA	
Grade Levels: GrK-6	Anticipated Total Enrollment: 24	
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 Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with Secretary of State	5.18.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	12.1.2020	Included.
<input checked="" type="checkbox"/>	School calendar	12.1.2020	Included the anticipated upcoming academic year, includes federal holidays, professional development, and early release.
<input checked="" type="checkbox"/>	School hours survey	12.1.2020	First day of classes 8.30.2021, last day of classes 6.30.2022. Total number of instructional hours 1470 for GrK-6 including 30 hours of overage. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	Philosophy and objectives	5.4.2021	p.1 of <i>Curriculum K-6</i> . To apply academic concepts taught in the classroom to the natural world, giving students the desire to explore and continue their own learning while understanding its purpose and utility in the present and future.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	5.4.2021	Will comply.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	12.1.2020	Will comply.
<input checked="" type="checkbox"/>	Program of studies <input checked="" type="checkbox"/> Academic content	5.4.2021	p.2-10 of <i>Curriculum K-6</i> , emphasis on integration of science, technology, engineering and math with arts and

			design. Emphasis on Common Core Standards, on math, reading, writing, technology, speaking and listening.
	<input checked="" type="checkbox"/> Assessment	12.1.2020	p.10 of <i>Student Handbook</i> and p.1-2 of <i>Curriculum K-6</i> .
	<input checked="" type="checkbox"/> Promotion requirements		p.2 of <i>Curriculum K-6</i> , includes student evaluations, portfolio assessments.
	<input checked="" type="checkbox"/> Graduation requirements	NA	NA
<input checked="" type="checkbox"/>	Student handbook	6.21.2020	Submitted. Includes calendar, hours, attendance, progress reports, student records, student behavior, and curriculum.
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	12.1.2020	p.12 in <i>Student Handbook</i> , defines bullying and disciplinary actions.
	<input checked="" type="checkbox"/> Teacher misconduct	12.1.2021	pg.1-4 of staff ethics policy code, <i>NEA Code of Ethics of the Education Profession</i> and p.1-2 of <i>Staff Conduct with Student</i> .
	<input checked="" type="checkbox"/> Tuition repayment (refund)		p.5 of tuition contract, parents to pay full year, no exceptions.
	<input checked="" type="checkbox"/> Restraint and seclusion	12.1.2021	p.1-7 policy code: r/s procedures, references RSA 126-U, used to ensure immediate physical safety of persons.
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)	12.1.2020	Employees will be first aid and CPR trained. Transportation services for field trips. No food services. Use of local library and state lending library.
<input checked="" type="checkbox"/>	Anticipated budget	12.1.2020	Included and indicates a net surplus.
	<input checked="" type="checkbox"/> Expenses (e.g. facility, salaries)	12.1.2020	Employee salaries, building maintenance, transportation, curriculum.
	<input checked="" type="checkbox"/> Revenue	12.1.2020	Annual tuition collected.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	New facility report		
	<input checked="" type="checkbox"/> Zoning verification	5.18.2021	Submitted by Caren Rossi of the Town of Lee on 5.13.2021.
	<input checked="" type="checkbox"/> Certificate of Occupancy	5.18.2021	Submitted by the Town of Lee on 2.9.2021 and signed by the building inspector, fire chief, police chief, and zoning administrator. CO is permanent.
	<input checked="" type="checkbox"/> Fire and Life Safety Report	6.8.2021	Inspected by Assistant Chief Jeffrey Leporto of Lee Fire and Rescue on 5.18.2021. Building name: Live and Learn Building #2. Corrections were required and completed on 6.8.2021. School has now passed inspection.
	<input checked="" type="checkbox"/> Health Inspection	5.18.2021	Inspected by Caren Rossi of Town of Lee on 5.13.2021. Schools passed the inspection.
	<input checked="" type="checkbox"/> DOE visit	6.24.2021	Items of concern were identified by Marjorie Schoonmaker of NH DOE Facility Safety Management. The school has provided a timeline of corrections. If all items of concern

			are completed no later than July 8, 2021, the Office will recommend a standard approval.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year	12.1.2020	Will comply.
<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year	12.1.2020	Will comply.
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year	12.1.2020	Will comply.
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year	12.1.2020	Has an Emergency Preparedness Plan. Will contact HSEM school readiness coordinator upon receiving state approval.
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE***	6.24.2021	<p>The Office of Nonpublic Schools determines that if Greater Community Terramor Academy has complied with the minimum requirements set forth in Ed 400 relative to an initial approval for attendance purposes only, by July 8, 2021, then our office, with the approval of the State Board, will provide a letter to the school indicating approval good through June 30, 2024.</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. It may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p> <p>The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parent community.</p> <p>The Office of Nonpublic Schools determines that if Greater Community Terramor Academy does not meet some of the standards of Ed 400 relative to an initial approval for attendance purposes only, and has identified a timetable to address concerns by July 8, 2021, then our office, with the approval of the State Board, will provide a letter to the school indicating a preliminary approval between July 9, 2021 and prior to the start of the school year.</p>

*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.

Greater Community Terramor Academy

Statement of Intent Relative to DOE Site Visit ~Items of Concern



6/24/2021

Greater Community Terramor Academy
114 Mast Road
Lee, NH 03861

Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Esteemed Board

On June 23, 2021 Marjorie Schoonmaker AND Shireen Meskoob came and visited our building that is going to be used for our school. There were a few items we needed to fix. Here is the timeline for what we were asked to fix.

[Timeline to fixing Terramor Academy photos on following page](#)

on doors done 6/23

Entrance stairs – remove dangerous rocks add bark mulch done driveway gravel added to secure steps done 6/23/2021

Rugs & couch removed 6/23/2021

Weeds removed at rock edge & bark mulch added done 6/23/2021

Fire extinguishers monthly inspection done 6/23/2021

Siding on the building and entry rail at outside rock staircase will be complete by July 7th – pictures to follow

Sincerely,

Two handwritten signatures in black ink. The first signature is "Sarah Miner" and the second is "Johanna Booth-Miner".

Greater Community Terramor Academy
Sarah Miner MEd , Principal
Johanna Booth-Miner Director
114 Mast Road



Greater Community Terramor Academy

NH DOE Main Application



Nonpublic School Application for Initial Approval Status

INTRODUCTION

This Initial Application is hereby made to the Department of Education (Department), Office of Nonpublic Schools (ONPS) for nonpublic schools who seek **initial approval status** as set forth in the [Code of Administrative Rules, Ed 400](#). In order to receive approval, the school must file this application with the Department and receive approval from the State Board of Education (Board). Therefore, applications must be submitted prior to the Board meeting that precedes the school in advertising, promoting, or offering programs/courses to students. Board meeting dates are listed at: www.education.nh.gov/state_board/meetings/index.htm.

In order to ensure that a complete application be presented to the Board for approval, the Department strongly advises that schools submit their applications **no later than 120 days prior** to the school advertising, promoting, or offering programs/courses to students. For example, schools that seek to launch a website on July 1 are strongly advised to submit their materials by March 1. This will allow school administrators and the ONPS to address any concerns that may surface before applications are presented to the Board.

Reference materials can be found at the end of this document.

Applications will be accepted only as an **electronic document(s)**. Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in [Ed 403.03](#). These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in [RSA 189:64](#), a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@dos.nh.gov.

SECRETARY OF STATE

The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporate@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with [Ed 403](#) and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with [Ed 404](#) and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in [Ed 400](#).

- Attendance Purposes Only (AA) Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school:	_____
Primary street address of school:	_____
Primary mailing address of school:	_____
Name and address of each additional site:	_____

If applicable, a member of an association:	_____
Upcoming academic year:	_____
Anticipated grade levels to be offered:	_____
Anticipated enrollment per grade:	_____
Enrollment caps for each grade level:	_____
Boarding school:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Co-Educational:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Nonprofit:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Tax exempt:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Approved to offer Special Ed programs:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No Date of recent approval: _____

SECTION C: HEAD OF SCHOOL

Name: _____
 Title: _____
 E-mail: _____
 Phone number: _____

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: _____
 Title: _____
 E-mail: _____
 Phone number: _____

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input type="checkbox"/> Yes	_____ _____ _____
2. Fire and Health Safety Inspection report. <i>(Be sure the inspection includes all buildings occupied by students).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____
3. Health Inspection. <i>(Be sure the inspection includes all buildings occupied by students).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____
4. Certificate of Occupancy. <i>(Be sure to include one for each of the buildings occupied by students).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____
5. Zoning Verification Form. <i>(Be sure the form includes all buildings occupied by students).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____
6. School calendar for upcoming year. <i>(Include first and last day of school, and full and partial days off).</i>	<input checked="" type="checkbox"/> Yes	_____ _____ _____ _____
7. Education philosophy, purpose, and objectives.	<input type="checkbox"/> Yes	_____ _____ _____ _____

8. Evaluation of achievement of objectives.	<input type="checkbox"/> Yes	_____
9. Program of studies. <i>(To include academic content, assessment, promotion requirements for each grade level and high school diploma requirements, if applicable).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____
10. Student handbook.	<input checked="" type="checkbox"/> Yes	_____
11. Supporting services. <i>(Include health, guidance, library, food, referral, and transportation).</i>	<input checked="" type="checkbox"/> Yes	_____ _____ _____
12. Grievance policy. <i>(To include bullying, teacher misconduct, tuition refund, and use of child restraint practices. See RSA 126-U. Please include <u>location</u> of grievance policy in student handbook).</i>	<input checked="" type="checkbox"/> Yes	_____ _____ _____ _____ _____ _____
13. Organization chart.	<input checked="" type="checkbox"/> Yes	_____
14. Budget for upcoming academic year. <i>(To include anticipated expenses, e.g. facility acquisition, maintenance and operations, insurance, salaries, benefits, equipment, and supplies, and sources of revenue, e.g. income from tuition).</i>	<input checked="" type="checkbox"/> Yes	_____ _____ _____ _____ _____ _____ _____

SECTION F: SCHOOL SCHEDULE SURVEY

Please use [Ed 401.03](#) and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and
- (3) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year: _____ through _____

First scheduled day of classes: _____

Last scheduled day of classes: _____

Last day of grade 12 classes, if applicable: _____

Please complete the following chart for the upcoming calendar year.

	A	B	C	D	E	F	G
Grade Level	# of Instructional Hours in a Partial Day	# of Partial Days	Total # of Instructional Hours for Partial Days (A*B)	# of Instructional Hours in a Full Day	# of Full Days	Total # of Instructional Hours for Full Days (D*E)	Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten	_____	_____	_____	_____	_____	_____	_____
Grades 1 - 6	_____	_____	_____	_____	_____	_____	_____
Grades 7 - 8	_____	_____	_____	_____	_____	_____	_____
Grades 9 - 12	_____	_____	_____	_____	_____	_____	_____

SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

SECTION H: STATUTORY COMPLIANCE

Please initial in the appropriate spaces below.

_____ Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, [RSA 189:11](#).

_____ Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in [RSA 189:17](#).

_____ Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in [RSA 189:19](#).

_____ Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in [RSA 189:21](#).

_____ Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in [RSA 189:20](#).

_____ Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in [RSA 193:1-a](#).

_____ Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in [RSA 126-U](#).

_____ Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, [RSA 141-C:20-a](#).

_____ Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in [RSA 485:17-a](#).

_____ Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in [RSA 155-A](#).

_____ Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in [Ed 403.01\(c\)](#).

_____ Our school understands that in accordance with [RSA 189:64](#), a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

_____	I certify that I understand that my initial application will not be fully processed for approval until the application is complete.	
_____	I certify that our school will not advertise, promote, or offer programs/courses to students until we are issued an approval from the NH State Board of Education.	
_____	I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to advertising, promoting, or implementing these changes.	
_____	I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.	
x _____		
Signature of Head of School	Print Name	Date

REFERENCE MATERIALS

- Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html
- Statutory Authority: <http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XV.htm>
- Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>
- Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>
- Health Inspection: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/health-inspection.pdf>
- Zoning Verification: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/zoningform2012.pdf>
- Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hsem/school-readiness.html>

Thank You.

Greater Community Terramor Academy

Family/Student Handbook & Academic Year Calendar

Greater Community
Terramor Academy

FAMILY/STUDENT HANDBOOK

2021-2022

114 Mast Road Lee, NH
03861
603-519-8262 (phone)
603-659-7908(fax)

www.terramoracademy.org



GREATER COMMUNITY
TERRAMOR
ACADEMY



Mission:

To respect, honor and educate students and families for who they are and the strengths they already possess while growing and gaining new strengths and skills through the love of the world around them as a community. We will do so through an environment that empowers them to learn, discover and continue to be all of our best selves.

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Live & Learn, Rising Hawk & Terramor 2021-2022 Academic Year Calendar

September 21						
Su	M	Tu	W	Th	F	Sa
Aug	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 21						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Federal Holidays: Live & Learn is CLOSED

Sept. 6, 2021 Labor Day
 Oct. 11, 2021 Columbus Day
 Nov. 11, 2021 Veteran's Day
 Nov. 25-26, 2021 Thanksgiving Break
 Dec. 24-25, 2021 Christmas Eve & Christmas Day
 Jan. 1, 2022 New Year's Day
 Jan. 17, 2022 Martin Luther King Jr. Day Observed
 May 30, 2022 Memorial Day Observed
 July 4, 2022 Independence Day

December 21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 22						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Live & Learn is CLOSED for Professional Development or Cleaning & Training

Dec. 23, 2021 - Jan. 1, 2022 Winter Break
 June 20-24, 2022 Cleaning & Training Week
 August week is dependant on public school start
 Aug. 22-26, 2022 Cleaning & Training Days

March 22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 22						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Live & Learn Closes Early

November 24, 2021 Closing at 3pm

OR vac weeks Feb & April Terramor vac week March Centerwide Family Events & Staff Meetings

July 20, 2021 Summer staff mtg
 August 18, 2021 5-6:30pm End of Summer Carnival
 September 14, 2021 Staff Meeting
 October 28, 2021 5-6:30pm Halloween Extravaganza
 November 2, 2021 Staff Meeting
 December 22, 2021 3:30-5pm Holiday Stay & Play
 January 4, 2022 Staff Meeting
 March 1, 2022 Staff Meeting
 April 21, 2022 5-6:30pm Annual Art Show
 May 3, 2022 Staff Meeting
 June 16, 2022 5-6:30pm End of School Year & Graduation
 July 19, 2022 Summer Staff Meeting

Staff Meeting Days Live & Learn Rising Hawk close at 5:00pm

This is the **anticipated** 2021-2022 academic year schedule. This is subject to change based on Covid closures, natural disasters, mandatory shut downs, snow days and Conference dates

Terramor's school days

First Day of school August 30, 2021

Last Day of School June 17, 2022



Dear Parents and Guardians,

We are so excited to begin our year together at Terramor Academy! We are Ms. Karen, Ms. Kate, and Mr. Chris and we will be your teachers this year! Though we have multi-grade classrooms, we are dedicated to meeting each and every student where they are, learning where they need to grow, and bringing them to the next level and beyond. As a school, we will work together to build strong relationships and to bring out the best in one another.

Ms. Karen has been working in various grades (including K, 2nd, 3rd, and 4th) for the last 10 years in public school education and lead our school for the year 2020-2021. Ms. Kate has taught at Terramor for school year 2020-2021 coming from years as a speech and language pathologist. Mr. Chris has taught multiple grade in science and math, as well as spent the last school year in Administration. We can't wait to continue to merge our educational experiences together to continue to build this school together!

Getting down to the business of learning, we will be using project based learning to apply new skills the students learn throughout the year as well as to hone skills learned in previous grades. We are going to strengthen critical thinking through projects that incorporate student's personal interests. Students will be given chances to practice their own questioning skills through reading, science experiments, projects and observations of the natural world around us. We are excited to introduce these topics all while having students take a role in their learning choices.

2020 and 2021 has been a very different year than any of us have yet to experience in our lives. We are confident that we have an amazing year of learning, bonding and growing ahead of us! We are so excited to be a part of this great team and to launch into the first year of Terramor Academy!

Sincerely, Karen O'Brien, Kate Glennon and
Chris Asbell

Director/Principal Bio:



Sarah E. Miner, mother of two, attended Live & Learn as a child and returned to work in the classroom in June of 1995. In 2020 Sarah has accepted the role of Director and Principal of Greater Community Terramor Academy. Sarah received her Master's in Early Childhood and Elementary Education from the University of New Hampshire in 2005. Sarah is presently working on her doctorate in educational leadership. She is credentialed in the State of NH as an Early Childhood and Afterschool Master Professional Workshop Trainer, Faculty, Individual Mentor and Program Consultant. Sarah is also credentialed as an Early Childhood Master Teacher Level 3 and holds current CPR and first aid certification. Sarah is a member of NAEYC and NACCP. In 2005, she was selected in the top 10 for the Tylenol Award, received the Henry Morgan Award, and was selected as a fellow for NAEYC's Strengthening Families program by the Doris Duke Foundation in 2006.

Teacher Bios:



Karen O'Brien

I grew up in the woods of Western Massachusetts, an avid Girl Scout and camper. One of the few things I love more than being in nature is experiencing it with children. I graduated from Keene State College in 2006, with a dual degree in elementary education and general sciences. I have a highly qualified K-8 teaching certification. After graduating, I taught a combine pre-K/ Kindergarten for 3 years at the University of Pennsylvania's child development center in Philadelphia. Recently, I have been a 2nd and 3rd grade teacher in Rochester for the last 9 years. Science and math are my passions, and I

cannot wait to build students critical thinking and inquiry skills at Terramor Academy!

Kate Glennon



I am born raised Seacoast NH girl. I love this area and have a passion for serving this community. I have been a pediatric speech language pathologist for 10 years. My passions include social emotional communication, executive function training, early intervention, speech and language disorders, and community engagement. I love educating both nationally and locally on the importance of communication skills across the age span. I've spent the greater part of my life working with children in an outpatient clinic. I earned my Bachelors of

Science Degree, in Communication Sciences and Disorders, from the University of New Hampshire. After some time working as a speech and language assist in a local elementary school I pursued my Masters Of Science Degree, in Speech Language Pathology, at Worcester State University. My path to date has led me on a journey which had landed me at Terramor and Live and Learn. Integrating families, academics, and community into an educational model is a dream come true. I'm so excited to develop these programs and services at both centers. In my free time I'm with my two kids, husband, and cat Ollie. We love being outdoors, exploring, hiking, and playing.

Main Office

If you have any questions throughout the school day, please contact our main office at **659-5047**. We have two Administrative Assistants, **Rebekah Lombardo** and **Aimee Young**. During the school day, teachers are busy working with students and may not be available to family members. All staff members have email addresses and teachers will let parents know their preferred mode of communication at the beginning of the school year. If you should have a need to pass along information to your child, please contact the main office and we will be glad to assist.

Visiting Terramor during School Hours

We are pleased to welcome parent volunteers into our school and appreciate your support. It is essential that all visitors must sign in at the office and wear a visitor's badge at all times. It is greatly appreciated that volunteers only travel to the class where they plan to assist and avoid wandering through the other classrooms indoors and out unescorted.

School Day Hours

Grades K – 6

7:30 am – 4:30 pm

Our school day begins promptly at 8:45 AM. Students arrive anytime between 7:30am and 8:30 am. **We do have adult supervision before this time in the building or on the outdoor classroom. Students should not arrive prior to 7:30 AM.**

Children should be in school every day except in cases of illness or emergency. Absences and tardiness can have an adverse effect on a child's progress in school. Students may be excused for illness, emergencies, or religious holidays. Unexcused absences may be considered truancy.

Student Attendance, cont.

We ask that parents call the school as soon as possible to report a child's absence. If calling before the beginning of the school day, parents may leave a message on the school's voice mail, **659-5047**.

Students will be considered tardy if they arrive at school after 9:00 AM. Tardy students must be brought to the office by their parents to sign in and notify the Administrative Assistant of their arrival. They will then be given a late pass for admittance into their classroom. This allows the Office to correct their attendance if needed.

Parent Pick-up

In the event that parents need to pick up students at the end of school, all vehicles must be parked in the side parking lot and parents need to come into the school to pick up students. To assist us with this very busy time of the day, we ask that you tell us if you have a specific change to be made.

Please keep your child in school for a full day. Early dismissal from school should be requested only when absolutely necessary.

Attendance Request

We respectfully request that you allow your children to stay in school until the end of the school day. It is important to us that children have the opportunity to collaborate with their peers to process and reflect upon their full day of learning and to review any homework for the upcoming evening.

Field Studies/Lessons

As part of the educational program of the school, occasional field trips to various points of interest are taken to enrich the curriculum. Such trips are carefully planned and supervised by teachers with the assistance of parents.

A permission slip will be sent home in advance describing the purpose, destination and cost of the trip to be completed, signed, and returned to school before the day of the trip. All bus rules as stated above apply to field trips as well.

Delayed Openings, School Cancellations, Emergencies

In the event of school closures, delayed openings, early dismissals, or emergencies, families will be contacted via phone and email through the School Messenger system. Please be certain that we have your correct contact information and contact preferences. Please contact the Office with any changes for School Messenger that may occur during the school year.

You may also access school and Academy message alerts from WMUR, www.wmur.com and/or www.terramoracademy.org. Also the listings below:

Call Letters	Frequency
WOKQ	FM 97.5
WTSN	AM 1270
WHEB	FM 103.3
WMUR	TV 9

In the event an off-site emergency dismissal is needed, our school will utilize the Lee Congregational Church under the direction of the Lee Police Department.

In the case of an emergency, **parents are advised NOT to call the school** in order to leave our phone lines open to communicate with emergency personnel.

Progress Reporting Schedule

Teachers at Greater Community Terramor Academy report individual student progress throughout the school year in a variety of formal and informal formats. Formal communications with parents during the year include:

- Initial assessment conference held by mid-November. Notes from the conference are recorded, filed, and a copy is provided for parents.
- Mid-year formal written progress report and optional conference completed and provided for parents to review.
- Final written progress report provided for parent review on the last day of school in June.
- Other conferences arranged as parents and/or teachers request.

Student Records & Records Request

The Greater Community Terramor Academy complies with all federal and state laws concerning confidentiality of student records

It is the practice of the Greater Community Terramor Academy to obtain parental authorization for the release and exchange of information so that parents and/or guardians of our students are aware of the sharing of information regarding their child. However, as per FERPA (34 CFR 99.31), schools are allowed to disclose educational records of a student without written consent of the parents, guardian, or student when the disclosure is to other schools and school officials within the educational institution or legal educational agency who have been determined by the agency or institution to have legitimate educational interest.

Special Education Services

Greater Community Terramor Academy provides special education services at additional costs to students who qualify through the Individuals with Disabilities Education Improvement Act (IDEIA). If you have concerns about your child's learning, please contact your child's teacher.

English for Speakers of Other Languages - ESOL

English for Speakers of Other Languages (ESOL) services are provided by the local Academy to help students with multi-language backgrounds learn and/or master all four aspects of the English language - listening, speaking, reading and writing - as well as to give support in the content areas - writing, reading, math, science, etc. The ESOL teacher works in collaboration with the classroom teacher and other specialists as is necessary to ensure the academic success of the ESOL student and their transition into the mainstream classroom.

Textbooks and other School Property

Students are responsible for proper care and the return of books and other school property issued to them for their use. Students are liable for the repair/ replacement cost of items issued to them that are damaged or lost

Guidelines for Student Behavior

The following considerations are guidelines for students' behavior at school.

Safety Considerations

- Students must listen to and follow the directions of adults in the variety of roles (paraprofessionals, teachers, unified arts, etc.) who supervise them and are responsible for maintaining a safe environment.
- Students should walk in the corridors and on the outside walkways around the school building.
- When tardy, students should call the office before reporting to their classroom.

Playground/ Free Play behavior

1. Respectful language and behavior is expected at all times.
2. Students must not leave the designated play spaces for any reason without getting permission from an adult.
3. Please be respectful of other children's creations.
4. Be respectful of our learning community and play away from the building.
5. Practice good sportsmanship.

Smoking and Tobacco Use

In accordance with NH State Law, smoking is not allowed in any school building or on school property.

Drugs and Alcohol

The academy has adopted a comprehensive policy prohibiting anyone from consuming, possessing, furnishing, selling, receiving, buying, manufacturing or being under the influence of drugs, alcohol, and other prohibited substances (see Academy Policy JICH). Violations of this policy will result in referral to law enforcement authorities as well as discipline including suspension or expulsion.

Weapons, Threats and Violence

The Academy believes that students and staff are entitled to learn and work in a school environment free of weapons, violence, threats (including bomb threats), and other disruptive and illegal behavior. Students are expected to conduct themselves with respect for others and in accordance with Academy policies, school rules, reasonable unwritten behavior expectations and applicable state and federal laws. Students who engage in prohibited conduct are subject to discipline up to and including expulsion from school. The Academy will also report violations to law enforcement authorities in accordance with applicable state laws.

Harassment/Sexual Harassment

Harassment of students because of age, sex, race, creed, color, national origin, sexual orientation, or physical or mental disability is prohibited and may constitute illegal discrimination under state and federal laws. Any student who believes he/she may have been harassed is encouraged to discuss the matter with the building principal and may file a complaint which will be fully investigated. Students who engage in harassment or retaliation for reports of harassment are subject to disciplinary action up to and including expulsion.

Bullying

The Academy has adopted a Pupil Safety and Violence Prevention policy. It is the policy of the Greater Community Terramor Academy that its students have an educational setting that is safe, secure, peaceful, and free from student harassment, also known as bullying or cyberbullying. The School Academy will not tolerate unlawful harassment of any type and conduct that constitutes bullying or cyberbullying as defined herein is prohibited. Retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying is prohibited. All students are protected regardless of their status under the law. Any person violating this Policy may be subject to disciplinary action up to and including expulsion. Each building Principal is responsible for the implementation of this Policy. JBC which prohibits bullying (defined as insults, taunts, or challenges whether verbal or physical in nature, which are likely to intimidate a violent or disorderly response from the student being treated in this manner). Any student who believes he/she has been a victim of bullying should report it to the building principal for a full investigation. Students

who engage in bullying behavior are subject to disciplinary action up to and including expulsion.

Student Dress

Students are expected to adhere to standards of cleanliness and dress that are compatible with a safe and respectful school learning environment. School administrators have the authority to impose restrictions when, in their judgment, a student's dress disrupts the educational process or poses a threat to health or safety. In the winter, gloves and hats are important, as well as snow pants and boots, and it is helpful if outer clothing is labeled so it can be returned to the appropriate owner if lost.

Student Computer and Internet Use

The Academy has adopted a comprehensive policy and rules concerning the use of school computers and the Internet). Students are required to follow the policy and school rules at all times and have no expectation of privacy in their use of school computers. Teachers will review the "Acceptable Use Policy" with all students so that they understand the terms of it in age appropriate language. Students who violate the policy and rules are liable to disciplinary action and suspension of computer privileges.

Response to Inappropriate Behavior

In response to inappropriate behavior, staff members will determine the severity of the offense and will determine an appropriate consequence. In the vast majority of cases this will mean loss of a privilege, an apology to the person offended if appropriate, a logical consequence or possibly a "time out". Staff members will always try to use the situation as a learning opportunity for the student and will guide the student through a process of determining a different choice that could be made in future situations. If a teacher or staff member sees a pattern of inappropriate behavior then the principal will become involved and parents will be contacted for help and support.

The intervention and disciplinary procedures in this handbook are intended as guidelines only. The administration reserves the discretion to impose consequences up to and including a recommendation for expulsion for violations of Academy policies and school rules. In determining the level of discipline, the administration may consider any relevant facts and circumstances, including but not limited to the nature of the violation, the student's grade level, the student's behavior accompanying the violation, the student's willingness to cooperate with the investigation, and the student's prior disciplinary record.

Legal Custody Issues

On occasion, parents request that the school not let a child be released to a particular person for various reasons. Given the serious nature of this situation, we urge parents to provide the school office with a copy of any court order/legal documentation specifying the limitations of child custody, so that we can meet our responsibilities under the law while protecting the individual child in our care. Unless we have legal documentation indicating specific rights and limitations, school personnel may have no recourse but to release the child to either parent or guardian.

Media Information

As part of its yearly curriculum, the Greater Community Terramor Academy conducts activities which attract the attention of local print and broadcast media. This may also feature students, their photographs, voices, or work for promotional and educational reasons, such as in publications, posters, brochures and newsletters; on the Academy web site, radio station or cable TV channel; or at community fairs or special Academy events. The Academy understands there may well be circumstances in the lives of some children and/or families which preclude having a child's picture, image, or name from being published or broadcasted. A "Media Release Form" is filled out when you do the online registration for your child, if you decide to change your option at any time, please let the Office know.

Health Services

Our school serves as reference for your child's health related needs. Screenings of height, weight, vision and hearing are conducted in accordance with the State of New Hampshire, Department of Education, and School Health Services, thorough your own physician. The teachers will also attend to injuries and illnesses that occur at school. The Administration keeps health records and emergency information.

1. To start school, each student must have completed immunizations and a recent physical exam from the United States on file. A form for religious exemption from immunization may be notarized and filed with the nurse. Medical exemptions require the signature of the child's physician.
2. All students must have a thoroughly completed yearly emergency form returned to school within the first week of school or has been done as part of your on-line registration packet.
3. An adult must transport any medication that is to be taken at school. Medication can only be administered by the teacher if it is in the original container or its labeled prescription bottle, and accompanied by written permission from a parent or guardian. Children may not transport or self-administer any medication on school grounds.
4. Children with any symptoms of communicable illness such as fever, vomiting, diarrhea, purulent discharge from eyes, etc. must be **symptom free for 24 hours before returning to school**. Please inform the teachers of any communicable illness.
5. If head lice are detected at school, the child will be referred to parents for treatment. Head lice detected at home should be treated at home and reported to the school. Many times, treated nits hatch and cause re-infestation. Mass screenings are not recommended, but close contacts should be monitored (NH Department of Health and Human Services).

GREATER COMMUNITY TERRAMOR ACADEMY WELLNESS POLICY

Greater Community Terramor Academy is committed to the health and safety of all students emotionally and physically. The state and federal governments have initiated mandates on policies related to physical activity and nutrition in school. Our Academy has always been concerned with these areas, and these mandates and new Academy wellness policy as related to physical activity and nutrition, solidify our beliefs and efforts toward supporting the wellness of our students.

PATRIOTIC EXERCISES

- 1) There will be regular observance of the Pledge of Allegiance. Principals shall determine the times and places of the observances.
- 2) Persons choosing not to participate in full or in part may be excused by whatever process the principal establishes. Those not participating in the exercise may be included in any ensuing discussion.
- 3) Parents will be notified annually that the Pledge of Allegiance is practiced in our schools and that they may contact the principal and/or classroom teacher to request that their son or daughter be excluded. Such notification shall be through parent and or student handbooks or through general information or newsletters provided parents re school operations at the beginning of each year.
- 4) High school students will be informed of the practice regarding the pledge and their right to be excluded through the annual student handbook.
- 5) Teachers will be informed of the practice regarding the pledge and their right to be excluded through the annual teacher handbook.
- 6) Persons exercising the right of exclusion need to be accommodated in as sensitive and discreet a manner as possible. Those choosing exclusion may remain silent or absent themselves during the exercise. Those choosing the latter will need to be accommodated in an alternative space approved by the principal.
- 7) In accordance with New Hampshire law 189:18, exercises of a patriotic nature will include, at minimum, a reminder of the purpose for which these days are set aside and an opportunity for reflection on their importance and meaning.
- 8) Periodic review of the pledge and other documents of historical importance is encouraged to foster an understanding of the values upon which this nation was founded.

Legal Reference: RSA 194:15-c - NH School Patriots Act

Cross Reference: IMDA - Patriotic Expression

Greater Community Terramor Academy

School Year Student Contract



GREATER COMMUNITY
TERRAMOR
ACADEMY

School Year Contract 2021-2022

Registration Checklist	Submission Instructions
<p><u>Required for All Registrants:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> 2021/2022 Enrollment Contract<input type="checkbox"/> Registration and Emergency Information Form<input type="checkbox"/> Health and Immunization Form completed by Child's physician from at least 5 year old physical or last physical<input type="checkbox"/> Child Reunification Release Form<input type="checkbox"/> Evacuation and Relocation Permission Form<input type="checkbox"/> Initial Payment<ul style="list-style-type: none">- Registration Fee of \$100.00- \$500 tuition deposit<input type="checkbox"/> Zero Balance	<p>Deliver all required forms and initial payment to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Drop off during Program hours Monday – Friday 7:30-4:30 PM OR<input type="checkbox"/> Mail/Email to: terramoracademy@gmail.com Attn: Greater Community Terramor Academy 114 Mast Rd Lee, NH 03861 Program Cell Phone 603 519-8262

PLEASE NOTE: Terramor Academy at Live and Learn Early Learning Center has a strict 48-hour processing policy. You must give GCT Academy Administration 48 hours (2 days) to process your paperwork before your child's first day.



Welcome to Greater Community Terramor Academy

Dear Families and students,

Welcome to Greater Community Terramor Academy!

At Terramor Academy your child will have the opportunity to receive a well rounded education, participate in enriching activities, and learn through hands on experiences and authentic engagement in learning materials with other peers and staff. We pride ourselves in being a part of the Live and Learn Community as well as the greater community around us. We treasure the use of our outside space as an extension to the growth and learning that happens inside in the classroom. Greater Community Terramor Academy's curriculum focuses on the whole child and encourages students to develop core competencies including social skills, reading, writing, science, technology, engineering, arts, math, social studies and physical fitness.

Our Academy will allow children to thrive in their natural environment and flourish socially, emotionally and academically with peers. We feel fortunate to have 26 acres to learn in and be able to follow the interests and passions of the students and then infuse the content and curriculum into those areas. Live and Learn is a program that has been a staple of the Oyster River community for decades and we are thrilled to be enhancing our offering for the older students. Terramor Academy fosters an open and accepting environment where differences are celebrated and friendships are nurtured. Children are encouraged to be independent, autonomous learners, as well as work collaboratively with peers to strengthen and enhance their learning experiences.

During the school year Terramor provides learning engagement from 8:30-3:30, with early drop off starting at 7:30 am and pick up until 4:30pm Monday through Friday.

We look forward to working with students and families. This learning journey will be second to none and we promise a partnership that will leave all our members feeling supported and furthering their love of learning.



2021/2022 Greater Community Teramor Academy

Child's Name: _____ Start Date: _____

Child's Birth Date: __/__/____ Age Today: _____ Grade for 2021/22 year: _____

Step 1: Understanding of Tuition policy:

Step 2: Choose your monthly tuition method of payment:

- Electronic Funds Transfer (EFT) (See Page 10 for EFT Authorization Form)
- Automatic Credit Card Payment (See Page 10 for EFT Authorization Form)
- 3 Quarterly Payments (3% discount off tuition: Sept-Dec, Jan-Mar, Apr-June)

Step 3: Make your initial payment:

\$100.00 Registration Fee + \$500 deposit *Please see Fee Schedule on page 8*

- Check or money order (Payable to Live and Learn 114 Mast Rd Lee NH 03861)
- Electronic Funds Transfer (EFT) (One Time Payment, See Page 10 for EFT Authorization Form)
- Credit Card Payment (please call main office at 603.659.5047 to process payment, One Time Payment, See Page 10 for EFT Authorization Form)

Parent/Guardian Signature: _____ Date: _____





PARENT/GUARDIAN INFORMATION

Name: _____

Name: _____

Relationship to Child: _____

Relationship to Child: _____

Home Address: _____

Home Address: _____

City, State, Zip: _____

City, State, Zip: _____

Employer: _____

Employer: _____

Work Phone: _____

Work Phone: _____

Cell Phone: _____

Cell Phone: _____

Preferred E-mail: _____

Preferred E-mail: _____

Please use this email as my family's Primary Email

Please use this email as my family's Primary Email

Families must select one email from above to be utilized as your family's primary email for invoices each week. Invoices can be sent to only 2 e-mails.

<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No

Our family would like both individuals listed above to receive email correspondence.

Yes

My child has an IEP and/or 504 Plan on file at their school

If Yes, does Terramor Academy has permission to communicate with prior school personnel (re: Child's Teacher/Special Education Administrator) in terms of any special accommodations that could be made?

Do

My child has a documented severe allergy and/or medical need (i.e. diabetes, asthma) If Yes, does Terramor Academy have permission to communicate with school personnel (re: school nurse) in terms of any special accommodations that could be made?

Terramor Academy have on file the specific medical instructions and plan, signed by your child's medical provider; in terms of any special accommodations that could be made?

Parent/Guardian Signature: _____ Date: _____





FINANCIAL POLICY AGREEMENT

Tuition Payment Schedule: The weekly tuition of \$350.00/week will be billed monthly. Tuition payments are due on 1st Monday of each month. Tuition fees are not based on attendance, but are weekly contractual fees. There will be no reductions in fees or refunds given if your child is absent for any reason, including illness. If tuition is not paid on time and according to this contract, we reserve the right to terminate enrollment. A late payment of \$10/week will be applied to your account for balance when tuition is not paid by Monday at 5 pm. Weekly bills are sent to your family’s primary email.

Registration Fee/ Tuition Deposit: A non-refundable registration fee of \$100.00 per child AND each child’s a \$500 tuition deposit is required at time of registration. Your child is not officially enrolled in our program until both registration fee and tuition deposit has been made. If your child was enrolled for the 2020/21 school year, your two-week deposit may have carried over. Please contact the main office to inquire. If your child enrolls for the 2020/2021 school year, your tuition deposit will carry over to the following year.

Withdrawal of Contract: If you decide to withdraw your child from Terramor Academy, you will be responsible for the rest of the school year once it has begin. No exceptions will be made. At the end of the school year the tuition deposit may be applied, or it can roll over to the following school year.

Fees:

Late Pick-Up Fee: If you are unable to arrive on time, you MUST call so that both your child(ren) and the Director can be prepared for the delay. If you are late in picking up your child(ren), you will be charged an initial \$20 late fee and then \$1.00 per minute after the initial 15 minutes that has accrued after 4:30pm.

Returned Check Fees: In the event a payment is returned for insufficient funds, you will be charged \$40.00 for the first returned check, \$50.00 for the second returned check and \$75.00 for the third returned check. Live and Learn Rising Hawk has the right to ask a family to pay their child’s tuition with a money order after receiving three returned checks/declined credit card payment for a child’s tuition over the course of any 12-month period.

Attendance Requirements:

Daily: It is important that your student be in attendance each day by 8:30am. If your student is going to be out, please email or call by 8:30 to notify us.

Field Trip/Special Events: You will be notified if a special event or field trip is offered. Field Trips and Special Events may be an additional fee.

Annual Approved Closures: Terramor Academy reserves the right to be closed for federal holidays and professional development days. Families are still financially obligated for tuition payment of these days. **Please see page 9 for Approved Closures** **Holiday Vacation week:** During this closures, you understand you will be charged within your monthly tuition rate during this week. If the school closes for health related issues such as COVID 19 families are still financially obligated for tuition and learning will be remote.

Extreme Weather: You understand that you are contractually obligated to pay your tuition fee even if Terramor Academy closes due to weather, emergency or unforeseen circumstances on a day that your child is registered to attend.

Parent/Guardian Signature: _____ Date:





PARENT PICK UP/DROP OFF POLICIES & RELEASE CONSENT

- I understand I must escort my child into the Terramor Academy space and sign him/her in to the program.
- I understand that Terramor Academy teachers will ONLY release my child to authorized individuals listed on emergency contact form.
- I understand any change in authorized individuals must be made in writing.
- I understand that myself or one of the authorized individuals must personally escort my child from the pick-up area and sign him/her out.
- I understand that Terramor Academy teachers are authorized to ask for a valid photo ID to confirm the person picking up my child as an authorized individual.
- I understand that Terramor Academy will call all authorized individuals if my child is not picked up by the end of the program time or if I cannot be reached.

If a biological parent may NOT pick up your child, a court order or custody agreement must be handed in and kept with this form.

Name: _____ Relationship: _____

INCLUSION POLICY

Terramor Academy is committed to ensuring that all children attending our programs have access to quality academic program which provides developmentally appropriate experiences and nurtures positive learning and development. We will involve the child's family in our efforts to support his or her successful inclusion in our program. Terramor Academy will make every effort to successfully include and support children in our program. In rare circumstances the principal of Terramor Academy, with input from appropriate teachers, may make the decision that our Academy is not the right place for a child with challenging behaviors, which may result in the termination of enrollment. We define a challenging behavior as any continuous and persistent behavior that makes it difficult for a young child to be successful in a group environment. Such behaviors interfere with a child's ability to positively interact with others and may disrupt the learning process or even pose health and/or safety risks which do not respond to typical behavior intervention strategies (Izen and Kalinowski, 2010).

Before terminating enrollment, teachers will take steps to improve parent-teacher and teacher-child communication, to implement behavior strategies for the child, to make modifications to the environment when appropriate and to seek additional resources to try to help the child be successful in the program. If the decision is made that a child may no longer participate in our Academy, teachers will make every effort to provide the family with a 2-week notice and if possible a referral to another independent learning institute.

Situations that may result in termination of enrollment would include but not be limited to the following:

- Teachers are unable to meet the emotional, social or cognitive needs of the child or of other children in the Academy because of the child, or
- Academy teachers are concerned for the safety of the child or for the safety of other children or of staff in the school because of the child.



Parent/Guardian Signature: _____ Date: _____

PARENTAL PERMISSION SIGN-OFF SHEET

Yes No PERMISSION FOR MY CHILD TO BE PHOTOGRAPHED: I give permission for my child to be photographed while attending Terramor Academy for the purpose of promotion or display materials, such as but not limited to flyers, newsletters, social media such as Greater Community Terramor Academy website or Facebook Page.

Yes No INFORMATION RELEASE: To support my child's social and emotional growth, I give permission for Terramor Academy teachers and Staff within the School to share/discuss information regarding my child's health needs and school supports with any supporting medical and/ or therapeutic providers.

Yes No BEHAVIOR POLICY: I understand that if my child acts disrespectfully toward a teacher or another child, causes or with careless disregard causes harm or injury to another child by his/her actions, willfully destroys property, or behaves in such a way that staff would be concerned for the child's safety or the safety of others, Terramor Academy may decide to suspend the child the following day.

Yes No ORCSD PUPIL SAFETY AND VIOLENCE PREVENTION: I understand that Terramor Academy abides by the ORCSD Bullying and Cyberbullying policy, which can be found here: http://orcscd.org/UserFiles/Servers/Server_538005/File/School%20Board/Policies/J/JICK - Pupil Safety - Bullying 06 01 16.pdf

If you replied "No" on any of the above, please share why:

EXTREME WEATHER POLICY

Terramor Academy understands the need for continued education regardless of extreme weather and works hand in hand with the teachers to minimize disruption in learning. Terramor Academy uses the Oyster River Cooperative School District as a guide in determining whether to open, delay, or close during times of extreme weather.

- If ORCSD has no school, Terramor may or may not run any face to face school. You MUST check all weather related cancellation media to see if Live and Learn Early Learning Center and/ or Terra Academy is open or closed, if open a school age program will operate, however hours will be determined by storm and attendance at program is on a room basis and must call before arriving and attending.
- If ORCSD has a 2-hour delay and Live and Learn/ Terramor Academy does not have a delay school programming will open at 7:30 am and continue care until the day ends at 4:30, unless communicated otherwise to families.
- If ORCSD cancels all after school activities, Live and Learn/Terramor Academy will still have After School Programming until 4:30 pm, unless communicated otherwise to families. Please plan travel time accordingly if extreme weather is present, as the program closes promptly at 4:30 p.m, or before if needed, this will be communicated to families.
- If ORCSD has an early release due to extreme weather, Live and Learn/Terramor Academy may also release early. *Any delays or closings for Live and Learn/Terramor Academy will be posted on WMUR as Terramor Academy- as well as on our Terramor Academy Facebook Page and communicated through email and Kaymbu.*



Parent/Guardian Signature: _____ Date: _____



2021/2022 SCHOOL AGE PROGRAMMING FEE SCHEDULE

Registration Fee - There is non-refundable \$100 registration fee per child per school year (September – June), to be paid at the time of enrollment.

Tuition Deposit – Our Academy requires a deposit of \$500 due at time of enrollment. This deposit is applied to the child's end of the school year or can be rolled over to the following school year.

Program Hours - During the school year, Terramor Academy provides before school care from 7:30-8:30am and after school programming from school dismissal until 4:30pm Monday through Friday.

Parent/Guardian Signature: _____ Date:





2020/2021 APPROVED CLOSURES

Greater Community Terramor Academy will be closed the following days:

Date	Day of the Week	Holiday/Reason for Closure
September 6, 2021	Monday	Labor Day
October 11, 2021	Monday	Indigenous Peoples/ Columbus Day
November 11, 2021	Thursday	Veteran's Day
November 24, 2021	Wednesday	Day Before Thanksgiving
November 25, 2021	Thursday	Thanksgiving
November 26, 2021	Friday	Day After Thanksgiving
December 23, 2021	Thursday	Holiday Recess
December 24, 2021	Friday	Holiday Recess
December 25, 2021	Saturday	Holiday Recess
December 27, 2021	Monday	Holiday Recess
December 28, 2021	Tuesday	Holiday Recess
December 29, 2021	Wednesday	Holiday Recess
December 30, 2021	Thursday	Holiday Recess
December 31, 2021	Friday	Holiday Recess
January 17, 2022	Monday	MLK Jr. Day
March 28-April 1, 2022		Spring vacation week
May 30, 2022		Memorial Day

SUPPLEMENTAL FORMS

Are the following attached to this registration packet?

Registration and Emergency Information Form (found on page 11 & 12):

Yes No

Child Reunification Form (found on page 13): Yes No

Child Evacuation and Relocation Permission Form (found on page 14): Yes No

Child Health Form & Immunization records: Yes No

Failure to provide this paperwork will result in the inability to attend our Academy until this paperwork is provided.



Parent/Guardian Signature: _____ Date: _____



EFT SIGN UP FORM

Electronic Funds Transfer

EZ-EFT Authorization Form	
<p>I hereby authorize (Print name of your financial institution.) to make my periodic payment on my behalf from the checking, savings or credit account listed below and transfer it to Live & Learn Early Learning Center</p> <p>CHOOSE ONE:</p> <p><input type="checkbox"/> Checking Account Transfer (Voided check must be attached.)</p> <p>Please process payment weekly, bi-monthly or monthly Circle one (all charges are in advance of the services provided.)</p> <p><input type="checkbox"/> Credit Card Charge</p> <p><input type="checkbox"/> Visa <input type="checkbox"/> Discover <input type="checkbox"/> MasterCard</p> <p>_____ (Credit Card Number)</p> <p>_____/_____(month/year) (Expiration Date)</p>	<p>I understand that I am in full control of my payment, and if at anytime I decide to make any changes or discontinue this service, I will notify Live & Learn Early Learning Center. Change of payment method will not affect the terms of my contract.</p> <p>Name _____</p> <p>Address _____</p> <p>City _____</p> <p>State _____ Zip _____</p> <p>Signature _____</p> <p>Date _____</p>

<p>HOW DOES EZ-EFT WORK?</p> <p>Once you enroll in EZ-EFT, your financial institution will automatically send us your payment from your checking, savings or credit card account on the day it is due. It's your choice.</p> <p>WHAT ABOUT SECURITY?</p> <p>Payment is made by your financial institution only with your authorization.</p> <p>What's more, Federal consumer safeguard regulations are even more stringent for EZ-EFT than when you pay by check, which means that EZ-EFT is more secure than conventional checking.</p> <p>REGISTER NOW FOR EZ-EFT BANK DRAFT...</p> <p>IT'S EASY</p> <p>To Register for EZ-EFT bank draft simply complete the enrollment form</p> <p>Place your completed form in an envelope. If you choose to pay with the checking account option, please enclose a voided check.</p>	<p>Convenience — EZ-EFT bank draft reduces the time and hassle of paying bills. Automatic payment means never having to remember to write, drop-off, or mail a check again.</p> <p>Control — You determine the method of payment. And you can cancel this free payment service for any reason, at any time.</p> <p>Value — Not only is EZ-EFT bank draft free, but it saves you time and money, and simplifies your busy life. <i>If you prefer to pay by credit card, just include the account number and expiration date. There is just a nominal 2.7% processing fee for credit cards.</i></p>
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REGISTRATION AND EMERGENCY INFORMATION

Terramor Academy

4574

NAME OF CHILD CARE PROGRAM

LICENSE NUMBER

TO THE PARENT OR GUARDIAN: This form must be completed for each of your children who will be enrolled in the program, and must be updated whenever information changes.

DATE OF CHILD'S ENROLLMENT _____ e-mail _____

Child's name:	Date of birth:
Address:	Phone number:

IDENTIFYING INFORMATION OF PARENT/S OR GUARDIAN/S LEGALLY RESPONSIBLE FOR CHILD:

Name:	Name:
Address:	Address:
Home phone number:	Home phone number:
Indicate where parent/guardian above can be reached while child is in care. Include name, address and phone number of business if applicable. Include any special instructions, e.g. pager, cell phone, etc.	
Business Name:	Business Name:
Address:	Address:
Phone number: Hours:	Phone number: Hours:
Special Instructions for reaching parent/guardian:	

EMERGENCY CONTACT PERSON : You (parent/guardian) are required to list at least 1 person with whom you would feel comfortable leaving your child, and who could assume responsibility for your child if you could not be reached immediately in an emergency, or if for some reason you could not pick up your child and were unable to communicate with the program. Examples: if your child were sick and you were not accessible, or if you experienced sudden illness between work and picking up your child.

Name:	Name:
Relationship:	Relationship:
Address:	Address:
Phone number:	Phone number:

NON-EMERGENCY ALTERNATE PICK-UP PERSON/S: I, _____
(Parent/Guardian Signature)

authorize the following individual(s) to pick up my child from the program on a non-emergency basis.

Name:	Name:
Relationship:	Relationship:
Address:	Address:
Phone number:	Phone number:



REGISTRATION AND EMERGENCY INFORMATION

MEDICAL INFORMATION

Any chronic conditions, allergies or medications that could be important in case of sudden illness or injury:	
Child's Usual Physician:	Phone number:
Physician's Address:	

EMERGENCY MEDICAL TREATMENT AUTHORIZATION

I hereby give permission for the staff of _____ to provide simple first aid treatment to my child, _____ when necessary. In the event of a more serious illness or injury, I give permission for my child to be transported to a hospital or other emergency medical facility to receive emergency medical treatment. I also authorize ambulance/rescue squad attendants to administer such treatment as is medically necessary, and I authorize licensed health practitioners working in the hospital or emergency medical facility to examine and provide emergency medical treatment to my child if warranted. I understand that I will be contacted by child care program personnel as soon as possible regarding any emergency involving my child.

Parent/Guardian Signature

Date

ANNUAL UPDATE: Make necessary changes & initial & date below to verify that the information is current.

Parent/Guardian Initials:	Date:	Parent/Guardian Initials:	Date:
Parent/Guardian Initials:	Date:	Parent/Guardian Initials:	Date:

Updated Annually ____/____/

____ Updated Annually ____/

____/____



REGISTRATION AND EMERGENCY INFORMATION

Child Reunification – Release Form

Please update annually. This form will be used in case of emergency reunification procedure.

Child's Last Name:		Child's First Name:	
Date of Birth:	Address:		
Mother's Name:	Date of Birth:	Day Phone ()	
		Cell Phone ()	
		Home Phone ()	
Father's Name:	Date of Birth:	Day Phone ()	
		Cell Phone ()	
		Home Phone ()	
Legal Guardian's Name (if different from above):	Date of Birth:	Day Phone ()	
		Cell Phone ()	
		Home Phone ()	
If I/we are unable to pick up my/our child, I/we designate the following people to whom my/our child/children may be released in case of emergency.			
Name:	Date of Birth:	Phone ()	
Name:	Date of Birth:	Phone ()	
Name of person out of state in case of localized emergency:	State:	Phone ()	

Family/Guardian Signature:_____ Date

Updated Annually ____/____/

_____ Updated Annually ____/

_____/_____

FOR TERRAMOR ACADEMY TEACHERS USE ONLY			
Name of person child released to:		Released by:	
Proof of ID Provided:	Date:	Time:	AM PM
Destination:			



REGISTRATION AND EMERGENCY INFORMATION

Evacuation and Relocation Permission Form

Off-Site Relocation for Parent/Guardians at Greater Community Terramor Academy

Name of Program: Greater Community Terramore Academy

Street Address: 114 Mast Rd. Lee NH 03861

In the event there is a need to evacuate the staging area because of an emergency/disaster within that area, the staff and children will be transported by foot to the primary relocation site the Lee Congregational Church.

Primary Relocation Site Contact Person: Rev. Gail Kindberg

Primary Relocation Site Street Address: 17 Mast Rd Lee, NH 03861

Primary Relocation Site Phone Number: (603) 231-5099 (Program Cell Phone)

If in the event the primary relocation site is inaccessible, the alternate relocation site of Lee Safety Complex will be used.

Alternate Relocation Site Contact Person: Scott Nemitt, Fire Chief

Alternate Relocation Site Street Address: 20 George Bennett Road, Lee NH 03861

Alternate Relocation Site Phone Number: 603-659-2861

If necessary, children will be transported to this healthcare facility: Wentworth Douglass Hospital

Healthcare Facility Street Address: 789 Central Avenue, Dover NH 03820

Healthcare Facility Phone Number: 603-742-5252

This permission form may be used in the event of an actual or practice drill of an emergency/disaster. This

Relocation/Evacuation Permission Form provides a release stating that you as the parent/guardian authorize Terramor Academy to take your child off the child care site for the purpose of relocation and/or evacuation. A relocation drill may

require walking your child to primary and alternative relocation sites. This permission slip covers your child's

participation in emergency relocation/evacuation drills throughout the year. This will involve leaving the child care facility site with child care staff. You will be notified in advance when a relocation and/or evacuation drill will take place and where to pick up your child.

Child/Children's Name(s): _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian's signature for permission to treat medically in an emergency/disaster:



_____ Date: _____

Greater Community Terramor Academy

Curriculum K-6

About Terramor Academy

Terramor Academy is located on 25 acres of private woodlands in Lee, New Hampshire. The campus has several outdoor classrooms, a woodland play space, gardens, fields, and open spaces for creation and investigation as well as quiet reflection. The school is adjacent to acres of farm land with miles of trails to explore. In addition, we have convenient access to many local forests, ponds, farms and community resources for us to learn from and explore. These outdoor spaces support our growing K-5 school with places for independent work, read aloud, performances, scientific research, play and quiet reflection.

At Terramor Academy we believe that learning should be a joyful, engaging partnership among students and teachers. Our multi-age classrooms are rich with integrated, thematic learning. Students at Terramor Academy are driven to become creative, critical thinkers, empathetic friends, mindful leaders and lifelong learners. Terramor Academy builds its curriculum around observation and continued questioning of the world around them. Themes connect to the natural world and provide rich content and cross curricular links to engage children in their studies.

Nature Based Learning

The teachers and students of Terramor Academy enjoy the outdoors, particularly the woods and pond in a variety of ways. With an emphasis on nature play, giving ample opportunity to run, climb, and explore in the woods the children are able to thrive in this open ended play. A child can always be found investigating the smaller pieces of nature, taking appropriate risks, and engaging in rich social play that develops their sense of self and emotional wellbeing.

At Terramor Academy, we pride ourselves on providing a multisensory learning environment within nature. Students are allowed to explore their body's movements and the power of their brain by being out in nature for extended periods of time. By bringing our academic lessons from inside to the outdoors children are able to activate parts of the body and brain that traditional classrooms cannot address therefore increasing their attention, focus, and pushing beyond typical learning thresholds. Our smaller multi-grade level environment provides benefits to students of all ages. It allows for leaders to emerge, individual education for each child, and for children to reach their full potential both academically and socially.

Children often ask, "Why do I need this? How will I use this in the future? Why am I learning this?". By applying academic concepts taught in the classroom to the natural world around us, we inherently answer these questions, giving students the desire to explore and continue their own learning.

Student Evaluations

Students at Terramor Academy are evaluated continuously throughout the year. Student baselines are acquired through 1:1 evaluation in reading and mathematics within the first month of school beginning. A student's baseline is acquired through the use of Acadience Learning reading and math evaluations. Each student is benchmarked three times during the school year. Throughout the year student work demonstrating progress and mastery is kept in each student's portfolio. As students grow, they take ownership over their portfolio and take part in choosing the work that is kept in it.



Family conferences discussing student progress are conducted two times during the school year in November, and March. At the end of the school year in June, an exit conference is conducted where the child's progress and grade level promotion readiness is discussed.

Interdisciplinary Curriculum

Terramor Academy offers a rigorous interdisciplinary education that emphasizes student driven project based units. We promote the meaningful integration of science, technology, engineering, and mathematics, with art and design, giving the arts an essential and generative place in the curriculum. Students collaborate on projects that foster flexible thinking, problem solving, and the integration of individual and group efforts.

We support students in their joyful exploration of the world by providing rich, diverse lessons highlighting the interconnectivity of academic subjects. Curricular units are informed by nature and community. We emphasize the qualities that enable discovery, careful observation, creativity and methods of experimental design. Opportunities for hands on research are provided daily. Learning is enhanced through the introduction of guests who are experts in their field of study.

Technology

Technology at Terramor Academy is used to not only enrich the curriculum, but as a tool to further ones understanding and present ideas across the grade levels. It is our goal that, students will learn the importance of digital citizenship and the footprint they leave in the technological world. Younger students will use technology to conduct age appropriate research. Older students will demonstrate the ability to conduct research and present their ideas and knowledge digitally.

STEM

It is our mission at Terramor Academy to teach students to think and question the natural world around them like a scientist would. Though some topics are dedicated and explored by specific classes, students are encouraged to think of science as a process that is used to build or confirm knowledge. A heavy emphasis on student generated questions allows curriculum to engage children at their level and in their own interests.

Social Emotional Learning

We strive to develop a community of respect and open-mindedness at Terramor Academy. Our students learn that their thoughts, ideas, and opinions matter, as do their classmates. Active listening skills are taught from kindergarten through the grade levels. Each day begins with a morning meeting where these skills are ingrained and reinforced in the process of the meeting. Our social emotional learning is integrated in all that we do at Terramor Academy. The heart of our learning integrates kindness, honesty, and safety. As all learning requires human beings to be social creatures and test and flex their social cognitive skills.

Through programming such as Responsive Classroom™, Social Thinking™, and teachings in self-regulation and mindfulness the students learn about themselves and others and what their impact is on the greater community. Lessons are taught individually, in small groups, and integrated into our classroom



culture. Our core principals of social emotional learning increase student engagement as they begin to understand that they are valued members of their educational team. These principals create an environment where students are able to take appropriate risks in their thinking and actions. Additionally, it promotes individual growth, and a caring and trusting classroom environment. An emphasis on self-management, self-understanding, and overall social awareness results in students being able to make responsible decisions. As students are able to openly and confidently share in this environment children build their confidence to grow into leaders in the community.

Unified Arts

At Terramor Academy art and music is incorporated and encountered on a daily basis. Our curriculum is designed to encourage students to master a variety of creative skills such as exploration, reflection, revision, and ultimately of course, creation. In addition to these skills, students are exposed to various functions of art as well as major concepts of art, the elements of art and the principles of design, as well as a wide variety of art from different time periods and cultures. Through art and music our students are exposed to cultural relevance, the creative process, interdisciplinary connections and social emotional learning. Students are encouraged to find art in the everyday especially in our natural world. The students of Terramor Academy are taught to be makers as they help to plan and construct outdoor learning spaces from design to craftsmanship. Music is explored through the observation of nature as well as using nature as a tool to create music. It is our hope that each child leaves Terramor Academy having an exposure to and appreciation for a wide variety of art and music from different cultures and time periods.

Physical Education

It is our goal at Terramor Academy for students to gain the habits and knowledge to maintain a healthy body. Through the physical activities we provide in nature and the organized games we teach, students are provided the information needed to make informed decisions regarding themselves and physical activity. On a daily basis students participate in physical activities that promote healthy lifestyles. During organized physical games, students practice motor skills and movement patterns that they can then use while navigating the natural surroundings. Through these games the students also acquire a movement vocabulary that they can use in social situations. These movements and words teach a responsibility to respect self and others during physical movement settings. The ability to cooperate and play in a productive manner is also learned through the use of physical education.

Health

The health curriculum at Terramor Academy has overarching themes taught progressively through the grade levels as well as specific themes taught at each grade level. Goal setting, mindfulness and positive self-talk are taught beginning in kindergarten and built upon as students age. We take advantage of experts in their fields from the surrounding community to engage students in thoughtful and meaningful activities. We use Haven's Violence Prevention program to teach students the important of body safety and bodily autonomy and the University of New Hampshire's Expanded Food and Nutrition Education Program comes to encourage grade appropriate nutrition education.



Primary Classroom Kindergarten - Second

Though we teach to the Common Core Standards, the kindergarten and first grade curriculum at Terramor Academy is meant to engage students in their learning and help them explore the world around them. For many children, this is their first exposure to an academic curriculum. We strive to meet each child where he or she is and help all of them develop into inquisitive, creative children.

Writing

In the early years of writing, students are given opportunities for children to learn and grow with their writing. We aim to build confidence and create independent writers. Students are encouraged to record their ideas first in pictures and then inventive spellings. As students learn phonetic skills and proper letter formation, writing progresses and becomes increasingly independent.

Throughout the themes and units we study, children are exposed to many different forms of and the purpose of writing. Simple narratives and age appropriate informational writing is explored through students' personal experiences, interests and observations of the world.

Reading

Our goal at Terramor Academy is to help every child develop a joy of reading and love of books. Students are immersed in an environment rich in language, where they have many opportunities to discover and play with words. As kindergarten and first graders cover a broad range of reading abilities, our teachers meet each student where they are in the process. Phonemic awareness and phonetic understanding is built through games and activities that encourage the deconstruction and rebuilding of sentences, words and syllables. Students are paired with a reading buddy to help motivate desire to read and build reading fluency.

Students are given ample opportunities to practice literary skills through teacher read aloud. These skills include: retelling, predicting, sequencing and making connections not only to themselves but the natural world around us as well as other stories and texts.

Mathematics

At Terramor Academy, we aim to bring math alive through hands on exploration, student driven questioning and problem solving that are meaningful to children. As kindergarten and first grade students mathematical concepts are taught through concrete and hands on activities. The math curriculum emphasizes the presence and importance of numbers in the world around us.

Nature is a huge contributor to exploring mathematical concepts such as patterns, symmetry, and measurement. Puzzles and games are employed to build children's spatial reasoning and number sense. Teachers meet students in their mathematical journey and build their understandings to include addition and subtraction concepts, the idea of place value and time. At Terramor Academy we strive for students to approach problems with flexible thinking and an open mind that there can be many ways to solve one problem.



Science

Using students' natural curiosities to our advantage, science in the primary classroom is largely based in students' questioning of patterns observed in the sky, pond, and our surrounding woods. Key areas of focus in the primary class are observing and charting local weather patterns as well as the patterns of objects and in the sky and the earth's surface.

Students at Terramor Academy have a scientific advantage when learning about the needs for plant and animal survival. Students have ample opportunity to observe the needs of a diverse group of organisms. With access to fields, wooded areas as well as multiple ponds the primary students have the ability to compare and contrast animals needs in differing habitats. This opportunity also allows for students to notice adaptations and advantages certain animals have over others.

Social Studies

At Terramor Academy, the primary classroom studies the role and nature of government in relation to themselves and their classroom. All children in the primary class are encouraged to think of themselves as a citizen of our community. Through the use of classroom rules developed together they associate the documents and symbols used at their age to the documents a state or nation uses. Children discover the purpose of government as it effects themselves allowing them to also evaluate the effectiveness and fairness of rules and laws. As students' progress through the grades in the primary classroom, they begin to take on leadership roles, helping to illustrate the responsibilities of leaders in our state and country.

As the youngest students at Terramor Academy, students in the primary classroom learn the importance of economics and money through our school store. Students design the goods to be sold at the store. Children learn the importance of connections made between people around goods and services and how it effects the community.

World history is approached with a literary core. Through the exposure and study of a large diversity of books the children learn the importance of perseverance and how the lives of others in the world compare and contrast to their own. These comparisons allow for the natural introduction of the topic of their place on earth. The study of other cultures further allows the elaboration of physical and human characteristics of a place.

Health

The curriculum for the primary classroom at Terramor Academy largely falls into how to be a safe member of a family and community as well as help others. The topics of fire safety are heavily emphasized as students begin learning our fire drill procedures and continually addressed throughout the year. Water safety and traffic safety are also target areas of learning, both of which are taught through real world experiences and activities.



Elementary Classroom Third and Fourth

In the elementary grades at Terramor Academy, project based learning is used to apply new skills the students learn throughout the year as well as to hone skills learned in previous grades. This process will strengthen critical thinking through projects that incorporate student's personal interests. Students will be given chances to practice their own questioning skills through reading, science experiments, projects and observations of the natural world around us.

Writing

In the elementary class, the writing curriculum focuses on developing the students' skills as writers using a variety of genres (i.e. opinion, information/ explanatory and narrative). Writing is also an vital piece of the students' evaluation and reflection in the ownership of their learning. Our teachers strive to instruct students through the process of writing to include all necessary elements of written language with growing precision.

Reading

In the elementary classes, phonics instruction moves towards word study. During word study, students move from memorization of phonics rules towards strategies to support their spelling knowledge. The origins of words, prefixes syllabication of words is also studied.

Literary skills are applied through student driven novel studies. While participating in novel study, students draw connections between texts, themselves and the world around them. Students strengthen comprehension through these novel studies as well as develop their sense of characters and how they are able to change over the course of a story. Reading rich literary content provides exposure to quality writing, indirectly enriching students' writing as well.

Mathematics

In the elementary grades, we continue to build on previously learned concepts. The exploration of multiplication and division begins as well as deeper discussion of fractions. The value and application of numbers in our everyday lives becomes more apparent. As students master concepts we look for chances to connect these concepts to the outside world. Mathematical concepts are applied in real world problems driven by student questioning. We continue to emphasize problem solving and begin personal reflection of the math process.

Our mathematics instruction is deeply connected to our student driven projects and science and nature studies. Math games and the manipulation of numbers is encouraged daily to build student comfort and confidence with numbers and the processes they are part of.



Science

As students build their observational skills of the natural world, the elementary class moves towards comparing and contrasting not only the organisms themselves, and their habitats but also their life cycles. A deeper dive into the parts of what makes up an ecosystem and the roles of producers, consumers and decomposers is taken. This allows the students to use their own reasoning and questioning to explore the cause of changes to the patterns of organisms lives because of environmental changes.

In the elementary classroom focus moves away from concrete observations of what animals need to survive to seeing the smaller aspects of their needs. Students identify the forms of energy that living things need to survive and how they change. The cause of these changes and investigation of discovering how energy moves through living things is also explored.

Social Studies

Building on the base of citizenship which students gain in the primary classroom, elementary students at Terramor Academy examine the organization of state government. Detailed examination of the function of each branch of the United States government is also a topic of focus.

In the elementary classroom the roles of consumers and producers in the economy become defined. Students' view of the economy broaden from our school store to that of cities, states and countries. The concept of importing and exporting goods is examined in relation to an area's needs and also brings the topic of different methods used in exchanging goods and services.

A greater emphasis is placed on geography in the elementary classroom at Terramor Academy. As students study the earth's systems and physical processes they explore how the earth's features are naturally shaped. They gain an understanding of how the distribution of the human population impacts the surface of the earth and the environmentally provided opportunities and limitations to humans. It is also through a geographical study that elementary students discover the interconnectedness of the world due to the different regions our earth provides us. Current events around the world are tied into this study as well as detailed examination of the effects they have on people and the regions they reside.

Health

In the elementary classroom the health curriculum begins the discussion of tobacco, alcohol and other drugs. The L.E.A.D.s (Law Enforcement Against Drugs) program is relied upon to build students' knowledge of the uses of medicinal drugs and the dangers of alcohol and tobacco use. A more developed approach to goal setting and reaching set goals is also taken in the elementary classroom.



Upper Elementary Classroom Fifth and Sixth

In the upper grades at Terramor Academy, project based learning continues to be used to apply and hone the students skills. Incorporating students' own questions and interests. Older students will take on a more independent role that will broaden their executive function skills, critical thinking, and ability to collaborate with peers. Students will be given chances to practice their own questioning skills through reading, science experiments, projects and observations of the natural world around us.

Writing

As students enter the upper grades they work to produce coherent writing in which the style and organization are appropriate to task and audience. There is a focus on presenting knowledge obtained through multiple sources and succinctly sharing that information when appropriate. Through a planning, revising, editing and rewriting process students will develop arguments in their writing with clear reasoning and supportive claims. Students will also use the writing process to further develop their informative writing while citing evidence to support their analysis of a topic. The publishing process is progressed through the use of technology where students have the ability to share and interact and even collaborate with peers.

Reading

With a solid base of phonics instruction students in fifth and sixth grade begin to make new and richer connections among the words they already know and the words they will learn. Word knowledge developed in these grades will allow students to read more fluently, therefore allowing them to expand their cognitive and language abilities. As a student progresses they begin to focus on vocabulary growth.

When students enter the upper grades text and literature complexity will increase as will the expectation of determining theme or central ideas. Students will be expected to not only quote evidence from text to support their opinions and analysis, but also to appropriately cite the evidence from their reading. Visuals and multimedia sources will be used as a place to draw information from. The analysis of visuals and multimedia elements and how it contributes to a text is conducted in both mentor texts as well as a students' own writing. Through the use of literature students will demonstrate an ability to compare and contrast characters within and across stories. Additionally they will analyze how a character's actions affects the events of a story and the story's other characters. Students will use their abilities to compare and contrast an author's presentation of informational texts with another author's perspective.

Mathematics

In the upper grades, student learning is heavily emphasized on fractions and their relationship to decimals and eventually ratios. Students begin by applying their knowledge of various operational models and the properties of operations to decimals. In fifth and sixth grade an introduction and development of recognizing volume as an attribute of 3 dimensional shapes and the connection to its formula progress through development to acquired skill. We work towards developing fluency with addition and subtraction of fractions as well as build an understanding around the multiplication and division of fractions. Students extend their notion of numbers to a system of rational numbers that includes negative



numbers. We begin to develop an understanding of statistical thinking and the ability to discuss and summarize a series of data as well as the context in which the data is collected.

Student projects carry a large focus on analyzing statistical information and the way it is collected. We engage with the surrounding community in opportunities to extend our math curriculum to real life situations and also support our local area.

Science

As the oldest students at Terramor Academy, the upper elementary class begins to study matter and the parts that are too small to observe with the naked eye. Changing states of matter are examined both in the classroom and in the natural world. With a strong knowledge base of ecosystems and energy built in the younger classrooms, the upper elementary students apply their acquired knowledge of matter and how it changes to movement along food chains and through an ecosystem.

Using observed changes in nature, students examine how matter exists and interacts within the various systems of earth (geosphere, biosphere, hydrosphere, and atmosphere.) A particular emphasis is placed on daily changes of day and night in regards to shadow length, length of day versus night and seasonal patterns in the night sky.

Social Studies

Upper Elementary students are tasked with examination of their own government with the purpose of identifying and discussing how other countries' governments, are similar and different to their own. As a result, students are able to illustrate how a country's laws effect the rights of its citizens. Additionally, understanding the importance of countries working together and how it effects the environmental, economic and technological developments of those countries.

The economic focus in the upper graders is placed on budgeting and recognizing the effects of inflation on the market from both a producer and consumer stand point. Building on both the concept of surplus and scarcity students examine how real life market situations can affect people and their countries.

Geographically older students begin creating their own maps of their surroundings and take part in orienteering. Students begin orienteering using maps and compasses and progress to more recent technologies. Thus giving each student the opportunity to investigate the role of technology in a natural environment.

The study of current events around the world continues to give older students the opportunity to evaluate how both major and minor happenings in the world affect the population or a specific place. This study also allows students to examine the changing roles of women and their impact on society.

Health

In the upper elementary classroom, health turns to personal development in the sense of one's emotional and physical changes occurring which will therefore effect one's social changes. Students are encouraged to evaluate their own wants and needs to gain an understanding of external and internal factors that may influence them. The topic of tobacco, alcohol and other drugs is broadened and tied to the examination of influences and decision making. A discussion of HIV and AIDS begins allowing students to not only



learn of this incurable disease but to practice empathy and compassion for those who are living with HIV and AIDS.

Greater Community Terramor Academy

Staff Policies:

1. Staff Conduct with Students
2. Staff Ethics/Employee Conflict of Interest
3. Work Rules for Staff
4. Use of Child Restraint and Seclusion

Greater Community Terramor Academy	Policy Code: GCTA 2015
Date of Adoption: January 2021	Page 1 of 2 Category: Recommended

STAFF CONDUCT WITH STUDENTS

Greater.Community.Terramor.Academy expects all staff members, including teachers, coaches, counselors, administrators and others to maintain the highest professional, moral and ethical standards in their conduct with students. For the purposes of this policy, staff members also include academy.volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in an educational setting; and consistent with the educational mission of the schools.

Prohibited Conduct

Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

1. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the academy's discrimination and harassment policies;
2. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
3. Using their position to manipulate students for reasons that are prohibited by law. for inappropriate reasons.
4. Sexual banter, allusions, jokes or innuendoes with students;
5. Asking a student to keep a secret;
6. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;
7. Limit social networking sites to academy-approved activities only

Before engaging in the following activities without parents, staff members will review the activity with their building principal or supervisor, as appropriate:

1. Being alone with individual students out of public view;
2. Inviting or allowing students to visit the staff member's home unless accompanied by the student's parent or with parental permission;
3. Visiting a student at home, unless on official academy business (this does not preclude a staff member or his/her child visiting a student's home at the parent's invitation for a social or other event);
4. Maintaining personal contact with a student outside of school by telephone, e-mail, Instant Messenger, Internet chat rooms or other technologies, or letters (beyond homework or other legitimate school business);
5. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
6. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling and recreational activities) outside of academy-sponsored events. (This prohibition does not extend to community activities Such as church or other events where there may be incidental social contact with students.)

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCTA.2015
Date of Adoption: January.2021	Page 2 of 2

STAFF CONDUCT WITH STUDENTS (continued)

In formulating this policy, the Academy understands that there are circumstances when staff members and/or their children have personal relationships with the families of students outside of school. The intent of this policy is not to prohibit all social contact between staff members and families outside of school. However, because of the trust placed in academy staff by the community and our schools' responsibility to protect the well-being of students, staff members are expected to be sensitive to the appearance of impropriety in their conduct with students at all times. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct or a planned activity may constitute a violation of this policy.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the principal (or other appropriate administrator) if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the appropriate building administrator or superintendent if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violation of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Human Services and may result in referral to law enforcement, in accordance with the academy's policy on reporting child abuse and neglect and state law.

Dissemination

This policy shall be included in all employee, student and volunteer handbooks and located in the Policies link on the academy web site.

Greater.Community.Terramor.Academy	Policy Code: GCTA. 2016
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STAFF ETHICS/EMPLOYEE CONFLICT OF INTEREST

The Board of Education expects each teacher to conduct him/herself at all times that minimal criticism can be made of him/herself and his/her profession.

Relations to Pupils and Parents

Each teacher should:

1. Regard confidential information concerning pupils as such.
2. Deal justly and impartially with all pupils.
3. Encourage high moral and intellectual standards.
4. Consider the limitations of each pupil and not degrade his/her efforts.
5. Establish friendly cooperation between home and school.

Relations to Colleagues

Each teacher should:

1. Respect the subject matter and work of colleagues.
2. Avoid malicious criticism of fellow workers.
3. Avoid unfavorable criticism unless directed to the proper authority in the best interests of the school.
4. Willingly accept his/her full share of responsibility in the execution of the entire school program.
5. Assist in the development of the execution of new elements in the program.
6. Continue his/her growth in professional development.

Relations to School and Community

Each teacher should:

1. Endeavor to understand problems peculiar to the community in which you teach.
2. Assume pride in achievements of the school.
3. Retain his/her rights to personal, social, political, or religious beliefs in serving the community.

In addition to the school's endorsement of the NEA Code of Ethics is the following:

Code of Ethics of the Education Profession

Adopted by the NEA Representative Assembly, July 1968

The educator believes in the worth and dignity of man. S/he recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. S/he regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts his/her responsibility to practice his/her profession according to the highest ethical standards.

Greater.Community.Terramor.Academy...	Policy.Code:.GCTA..2016
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STAFF ETHICS/EMPLOYEE CONFLICT OF INTEREST (continued)

The educator recognizes the magnitude of the responsibility s/he has accepted in choosing a career in education and engages him/herself, individually and collectively, with other educators to judge his/her colleagues and to be judged by them, in accordance with the visions of this code.

Preamble

Principle I -- Commitment to the Student

The educator measures his/her success by the progress of each student toward realization of his/her potential as a worthy and effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfilling his/her obligations to the student, the educator --

1. Shall not without just cause restrain the student from independent action in his/her pursuit of learning and shall not without just cause deny the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which s/he bears responsibility.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. Shall conduct professional business in such a way that s/he does not expose the student to unnecessary embarrassment or disparagement.
5. Shall not on the ground of race, color, creed, or national origin exclude any student from participation in or deny him/her benefits under any program nor grant any discriminatory consideration or advantage.
6. Shall not use professional relationships with students for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
8. Shall not tutor for remuneration students assigned to his/her classes unless no other qualified teacher is reasonably available.

Principle II -- Commitment to the Public

The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage. S/he shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for aid and interpreting educational pro-grams and policies to the public.

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STAFF ETHICS/EMPLOYEE CONFLICT OF INTEREST: (continued)

In fulfilling his/her obligation to the public, the educator --

1. Shall not misrepresent an institution or organization with which s/he is affiliated and shall take adequate precautions to distinguish between his/her personal and institutional or organizational views.
2. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions.
3. Shall not interfere with a colleague's exercise or political and citizenship rights and responsibilities.
4. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.
5. Shall accept no gratuities, gifts, or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III -- Commitment of the Profession

The educator believes that quality of services of the education profession directly influences the nation and its citizens. S/he, therefore, exerts every effort to raise professional standards to improve his/her service, to promote a climate in which the exercise of professional judgment is encouraged and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united efforts, s/he contributes actively to the support, planning, and programs of professional organizations.

In fulfilling his/her obligations to the profession, the educator --

1. Shall not discriminate on the ground of race, color, creed, or national origin for membership in professional organizations nor interfere with the free participation of colleagues in the affairs of their association.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes.
5. Shall not refuse to participate in a professional inquiry when requested by an appropriate professional association.
6. Shall provide, upon the request of the aggrieved party, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
7. Shall not misrepresent his/her professional qualifications.
8. Shall not knowingly distort evaluations of colleagues.

Principle IV -- Commitment to Professional Employment Practices

The educator regards the employment agreement as a pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. S/he believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of his/her profession by unqualified persons.

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STAFF ETHICS/EMPLOYEE CONFLICT OF INTEREST: (continued)

In fulfilling his/her obligation to professional employment practices, the educator --

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall apply for a specific position only when it is known to be vacant and shall refrain from underbidding or commenting adversely about other candidates.
3. Shall not knowingly withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
4. Shall give prompt notice to the employing agency of any change in availability of service and the employing agent shall give prompt notice of change in availability or nature of a position.
5. Shall not accept a position when so requested by the appropriate professional organization.
6. Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employing agency.
7. Shall conduct professional business through channels, when available, that have been jointly approved by the professional organization and the employing agency.
8. Shall not delegate assigned tasks to unqualified personnel.
9. Shall permit no commercial exploitation of his/her professional position.
10. Shall use time granted for the purpose for which it is intended.

EMPLOYEE CONFLICT OF INTEREST

Employees of the board will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as members of the academy.teaching.staff. This includes but is not limited to:

1. Employees will not participate for financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to pupils or their parents.
2. Employees who have patented or copyrighted any device, publication, or other item will not receive royalties for use of such item in the academy.
3. School employees will not solicit or sell for personal gain any educational materials or equipment in the attendance areas served by the school to which they are assigned. Nor will any employees made available lists of names of students or parents to anyone for sale purposes.
4. The academy will not purchase supplies or materials from a staff member of the academy, nor from a member of the household of the staff member.
5. To avoid nepotism in the supervision of personnel, the board directs that no employee be assigned in any position where the employee would be directly responsible to a relative.

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WORK RULES FOR STAFF

Violations – Disciplinary Procedures

Principals and/or supervisors are responsible for counseling employees as problems occur involving adherence to the policies, procedures, and work rules of the district. Violations of policies, procedures or regulations will generally be addressed with the employee through progressive discipline as follows:

- A. **VERBAL WARNING:** Inform the employee of the specific nature of the violation, remedial actions, and the consequences of further violations.
- B. **WRITTEN WARNING:** A written warning is a more serious form of discipline and is specifically designed to alert the employee as to the seriousness of his/her deficiencies and potential action for further violation of the policies, procedures, and regulations.
- C. **SUSPENSION:** Any subsequent or serious violation of the policies, procedures, or regulations may result in suspension.
- D. **TERMINATION:** Employees may be terminated from employment for a single serious violation of the policies, procedures, or regulations and/or for repeated violations.

In the case of written warning, suspension and termination, the employee will be given the opportunity to explain his/her actions prior to the imposition of the discipline.

Discipline may be initiated at any step of the process, depending on the seriousness of the offense. An employee need not have been suspended for any previous violations before being terminated.

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USE OF CHILD RESTRAINT AND SECLUSION PROCEDURES

Geater.Community.Terramor.Academy hereby establishes the following procedures to describe how and in what circumstances restraint or seclusion is used in this Academy. The procedures are adopted for the purpose of meeting the Academy’s obligations under state law governing the use of restraints and seclusion. The procedures shall be interpreted in a manner consistent with state law and regulations.

I. Definitions.

Restraint. Any bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraints, physical restraints, and medication restraint used to control behavior in an emergency or any involuntary medication.

Restraint shall not include the following:

- (1) A brief touching or holding to calm, comfort, encourage, or guide a child, so long as there is no limitation on the child’s freedom of movement.
- (2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
- (3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages and supportive body bands, or other physical holding when necessary for routine medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.
- (4) The use of seat belts, safety belts, or similar passenger restraints during transportation of a child in a motor vehicle.
- (5) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

The five interventions listed immediately above are not considered “restraint” under these procedures, are not barred or restricted by these procedures, and are not subject to the training or notification requirements that otherwise apply to permissible restraints addressed herein.

Medication Restraint. When a child is given medication involuntarily for the purpose of immediate control of the child’s behavior.

Mechanical Restraint. When a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.

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Physical restraint. When a manual method is used to restrict a child’s freedom of movement or normal access to his or her body.

Dangerous Restraint Techniques.

- a. Any technique that:
 - (1) Obstructs a child’s respiratory airway or impairs the child’s breathing or respiratory capacity or restricts the movement required for normal breathing;
 - (2) Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back or abdomen of a child;
 - (3) Obstructs the circulation of blood;
 - (4) Involves pushing on or into the child’s mouth, nose, eyes, or any part of the face or involves covering the face, or body with anything, including soft objects such as pillows, blankets, or wash clothes, or
 - (5) Endangers a child’s life or significantly exacerbates a child’s medical condition.
- b. Intentional infliction of pain, including the use of pain inducement to obtain compliance.
- c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near the child for the purpose of controlling or modifying the behavior of or punishing the child.
- d. Any technique that subjects the child to ridicule, humiliation, or emotional trauma.

Seclusion. The involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock, or other mechanical device or barrier.

Seclusion does not include:

- (1) the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave;
- (2) Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.

II. Use of Restraint

- 1. Restraint as defined in these procedures shall be used only to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to others.

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2. Restraint as defined in these procedures shall only be used by trained personnel and with extreme caution. It should be used only after all other interventions have failed or appear unlikely to succeed based on the student's past history.
3. Use of restraint as defined in these procedures shall be limited to physical restraint. Academy officials shall not use or threaten to use any dangerous restraint techniques, any inappropriate aversive behavioral interventions, any medication restraints, or any mechanical restraints except as permitted for transporting students.

III. Use of Seclusion

1. Seclusion ~~may only be used~~ when a child's behavior poses a substantial and imminent risk of physical harm to the child or to others, and may only continue until that danger has dissipated.
2. Seclusion shall only be used by trained personnel after other approaches to the control of behavior have been attempted and been unsuccessful, or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.
3. Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion.

IV. Prohibited Use of Restraint or Seclusion

1. Academy officials shall not use or threaten to use restraint or seclusion as punishment or discipline for the behavior of child.
2. Academy officials shall not use or threaten to use medication restraint.
3. Academy officials shall not use or threaten to use mechanical restraint, except its use is permitted in the transportation of children, as outlined under these procedures.
4. Academy officials shall not use or threaten to use dangerous restraint techniques, as defined in these procedures.
5. Seclusion shall only be used by trained personnel after other approaches to the control of behavior have been attempted and been unsuccessful, or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.
6. Seclusion shall not be used in a manner that that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

V. Authorization and Monitoring of Extended Restraint & Length of Restraint

When restraint may permissibly be used on a child, academy officials must comply with the following procedures:

1. Restraint shall not be imposed for longer than is necessary to protect the child or others from the substantial and imminent risk of serious bodily harm;
2. Children in restraint shall be continuously and directly observed by personnel trained in the safe use of restraint;

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3. No period of restraint shall exceed 15 minutes. If restraint is to exceed this time, approval of the Principal or supervisory employee designated by the Principal to provide such approval is required.
4. No period of restraint shall exceed 30 minutes unless a face-to-face assessment of the mental, emotional and physical well-being of the child is conducted by the Principal or supervisory employee designated by the Principal who is trained to conduct such assessments. The assessment must include a determination of whether the restraint is being conducted safely and for a proper purpose. These assessments must be repeated at least every 30 minutes during the period of restraint and documented in writing pursuant to the notification requirements set forth below.

VI. Restriction of Use of Mechanical Restraints during Transport of Children.

1. Mechanical restraints during the transportation of children are prohibited unless the child's circumstances dictate the use of such methods. In any event when a child is transported using mechanical restraints, the Principal shall document in writing the reasons for the use of mechanical restraint. This documentation shall be treated as notification of restraint as discussed in paragraph VI, below.
2. Whenever a child is transported to a location outside a school, the Principal shall ensure that all reasonable measures consistent with public safety are taken to transport and/or escort the child. Such measures should:
 - a. Prevent physical and psychological trauma,
 - b. Respect the child's privacy, and
 - c. Represent the least restrictive means necessary for the safety of the child.

VII. Room Conditions for a Seclusion Area

When permitted by this chapter, seclusion may only be imposed in rooms which:

- (a) Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.
- (b) Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
- (c) Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.
- (d) Are free of any object that poses a danger to the children being placed in the rooms.
- (e) Have doors which are either not equipped with locks, or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:
 - (1) The need to provide direct and immediate medical attention to a child;
 - (2) Fire;

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- (3) The need to remove a child to a safe location during a building lockdown; or
 - (4) Other critical situations that may require immediate removal of a child from seclusion to a safe location.
- (f) Are equipped with unbreakable observation windows or equivalent devices to allow the safe, direct, and uninterrupted observation of every part of the room.

VIII. Notice and Record Keeping Requirements

1. Unless prohibited by a court order, a academy official shall verbally notify the parent or guardian and guardian ad litem of a restraint or seclusion no later than the time of the return of the child to the parent or guardian on that same day, or the end of the business day, whichever is earlier. Notice shall be made in a manner calculated to provide actual notice of the incident at the earliest practicable time.
2. An Academy employee who uses restraint or seclusion shall submit a written report to the building principal or the principal's designee within 5 business days after that intervention. If the academy employee is not available to submit such a report, the employee's supervisor shall submit such a report within the same time frame. If the principal uses restraint or seclusion, he/or she shall submit a written report to the Superintendent, or his/her designee, within 5 business days. Any report addressed in this section shall contain the following information:
 - a. The date, time and duration of the restraint or seclusion;
 - b. A description of the actions of the child before, during, and after the occurrence; a description of any other relevant events preceding the use of restraint or seclusion, including the justification for initiating the restraint or seclusion;
 - c. The names of the persons involved in the occurrence;
 - d. A description of the actions of the school employees involved before, during, and after the occurrence;
 - e. A description of any interventions used prior to the restraint or seclusion;
 - f. A description of the seclusion or restraint used, including any hold used and the reason the hold was necessary;
 - g. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the use of restraint or seclusion;
 - h. A description of any property damage associated with the occurrence;
 - i. A description of actions taken to address the emotional needs of the child during and following the incident;
 - j. A description of future actions to be taken to control the child's problem behaviors;
 - k. The name and position of the employee completing the notification; and
 - l. The anticipated date of the final report.

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3. Unless prohibited by court order, the Principal or other designee shall, within 2 business days of receipt of the written report described above, send or transmit by first class mail or electronic transmission to the child's parent or guardian and guardian ad litem the information contained in that written report. **[Optional but recommended: Within the same time frame, the Principal shall also forward any such report to the Superintendent for retention in that office.]**
4. Each written report referenced in this section shall be retained by the school and shall be made available for periodic, regular review consistent with any rules that may be adopted by the state board of education for that purpose.

IX. Serious Injury or Death during Incidents of Restraint or Seclusion.

1. In cases involving serious injury or death to a child subject to restraint or seclusion, the school district shall, in addition to the notification requirements above, notify the commissioner of the department of education, the attorney general, and the state's federally designated protection and advocacy agency for individuals with disabilities. Such notice shall include a copy of the written report referenced in Section VIII above.
2. "Serious injury" means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second or third-degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.

X. Team Meeting Requirements

1. After the first incident of restraint or seclusion in a school year for students identified under special education or Section 504, the District shall hold an IEP or 504 meeting to review the student's IEP or 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.
2. Parents may request a 504 or IEP team meeting after any restraint or seclusion incident and that request must be granted "if there have been multiple instances of restraint or seclusion since the last review."

XI. Notice and Records of Intentional Physical Contact

1. If a school employee has intentional physical contact with a child which is in response to a child's aggression, misconduct, or disruptive behavior, an academy representative shall make reasonable efforts to promptly notify the child's parent or guardian.
2. Such notification shall be no later than the time of the child's return to the parent or guardian on that same day, or the end of the business day, whichever is earlier. Notification shall be made in a manner to give the parent or guardian actual notice of the incident at the earliest practicable time.
3. Within 5 business days of the incident of "intentional physical contact with a child which is in response to a child's aggression, misconduct, or disruptive behavior," the school shall prepare a written description of the incident. This description shall include:

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- a) Date and time of the incident;
 - b) Brief description of the actions of the child before, during and after the occurrence;
 - c) Names of the persons involved in the occurrence;
 - d) Brief description of the actions of the academy employees involved before, during and after the occurrence; and
 - e) A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during or after the incident.
4. If an incident of intentional physical contact amounts to a physical restraint as set forth earlier in these procedures, the school shall meet the notification and record requirements that apply to physical restraint, rather than the requirements that apply to incidents of "intentional physical contact."
 5. The notification and record-keeping duties for an incident of intentional physical contact do not apply in the following circumstances:
 - a) When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location -- unless the child
 - b) is actively combative, assaultive, or self-injurious while being escorted, and then these requirements do apply.
 - c) When actions are taken such as separating children from each other, or inducing a child to stand, or otherwise physically preparing a child to be escorted.
 - d) When the contact with the child is incidental or minor, such as for the purpose of gaining a misbehaving child's attention – except that blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to the requirement.

XII. Department of Education Review

1. A parent may file a complaint with the New Hampshire Department of Education regarding the improper use of restraint or seclusion. Resolution of any such complaint should occur within 30 days, with extensions only for good cause.
2. Investigation of any such complaint shall include appropriate remedial measures to address physical and other injuries, protect against retaliation, and reduce the incidence of violations of state standards on restraint and seclusion.

XIII. Civil or Criminal Liability

Nothing in the Academy's Policy or Procedures on the Use of Child Restraint should be understood in any way to undercut the protections from civil and criminal liability provided to school officials for the use of force against a minor, consistent with state law found at RSA 627:1, 4, and 6.

Greater Community Terramor Academy

Organization Chart

Organizational Chart

Greater Community Terramor Academy

Director and Co-Director

Terramor Principal

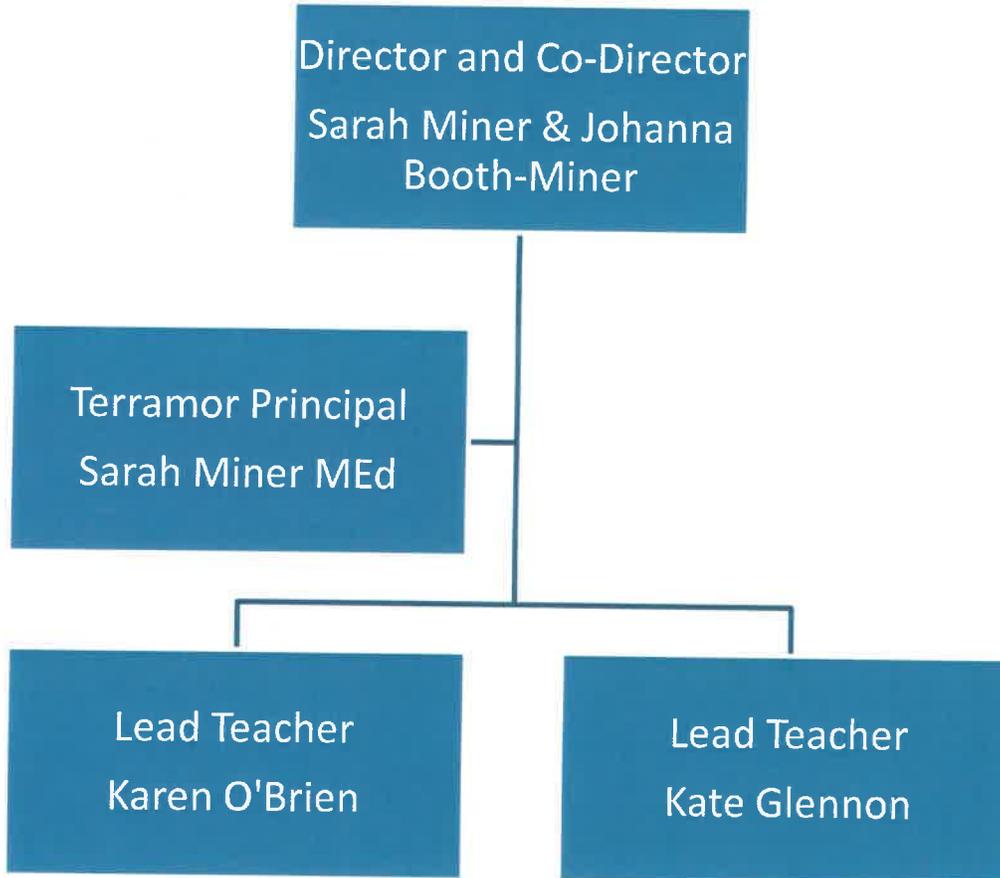
Lead Teacher

Assistant Teacher

Aid/Volunteer

Organizational Chart

Greater Community Terramor Academy



Greater Community Terramor Academy

Secretary of State

(/online/Home/)  Back to Home (/online)

Business Information

Business Details

Business Name:	GREATER COMMUNITY TERRAMOR ACADEMY LLC	Business ID:	858369
Business Type:	Domestic Limited Liability Company	Business Status:	Good Standing
Management Style:	Member Managed		
Business Creation Date:	01/13/2021	Name in State of Formation:	Not Available
Date of Formation in Jurisdiction:	N/A		
Principal Office Address:	114 Mast rd, Lee, NH, 03861, USA	Mailing Address:	114 Mast Rd, Lee, NH, 03861, USA
Citizenship / State of Formation:	Domestic/New Hampshire		
		Last Annual Report Year:	N/A
		Next Report Year:	2022
Duration:	Perpetual		
Business Email:	sarah@terramoracademy.org	Phone #:	603-659-5047
Notification Email:	sarah@terramoracademy.org	Fiscal Year End Date:	NONE

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	Educational Services	Elementary and Secondary Schools

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Principals Information

Name/Title

SARAH MINER / Member

Business Address

114 MAST RD, Lee, NH, 03861, USA

Johanna Booth-Miner / Member

114 MAST RD, Lee, NH, 03861, USA

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Registered Agent Information

Name: Johanna Booth-Miner

Registered Office 114 Mast rd, Lee, NH, 03861, USA

Address:

Registered Mailing 114 Mast rd, Lee, NH, 03861, USA

Address:

Trade Name Information

No Trade Name(s) associated to this business.

Trade Name Owned By

No Records to View.

Trademark Information

Trademark Number	Trademark Name	Business Address	Mailing Address
------------------	----------------	------------------	-----------------

No records to view.

[Filing History](#)
[Address History](#)
[View All Other Addresses](#)
[Name History](#)
[Shares](#)
[Businesses Linked to Registered Agent](#)
[Return to Search](#)
[Back](#)
[**Contact Us**](#)
[\(./online/Home/ContactUS\)](#)

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Greater Community Terramor Academy

Budget

Predicted First Annual Budget

~~\$161,700.00~~ Annual Income of Tuition: \$850/week
~~(\$55,568.94)~~ Teacher Salary
~~-45,000.00~~ Teacher Salary
\$61,131.06
~~(\$1,000.00)~~ electricity at \$100/month
~~(\$8,000.00)~~ supplies
~~(\$3,200.00)~~ monthly supplies \$20// student// month)
\$48,031.06
~~(\$26,880.00)~~ assistant teacher salary
\$21,151.06
~~(\$1,000)~~ profession Development Costs
~~(\$1,000.00)~~ Transportation and field trips/ experience
~~(\$1,000.00)~~ Office supplies: paper, binders, folders
~~(\$1,000.00)~~ curriculum : literacy and math
\$17,151.06
~~(\$10,000.00)~~ Principal supplement off annual salary shared with Live and Learn
\$7,151.06

Greater Community Terramor Academy

Facilities:

1. Zoning Verification
2. Occupancy Permit
3. Fire and Life Safety Report
4. Health Inspection

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL ZONING VERIFICATION FORM
(Please Print)

Name of Nonpublic School: Greater Community Terramor Academy

School's Physical Address: 114 Mast Rd. Lee NH 03861

Applicant's Name: Johanna Booth-Miner Tel Number: 603 659-5047

Instructions: If zoning action is **not** required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above **DOES CONFORM** to the zoning requirements of

(City/Town) Lee NH.

Comments:

Name of Official: (please print) Caren Rossi Signature: [Handwritten Signature]

Date: 5/13/21 Telephone: 603-6783 Email: CRASSIE@LEENH.ORG

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) _____.

Check one.

No restrictions were specified by the zoning authority.

Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) _____ Signature: _____

Date: _____ Telephone: _____ Email: _____

Town of Lee, New Hampshire
7 Mast Road
Lee, NH 03861
603-659-6783

CERTIFICATE OF COMMERCIAL OCCUPANCY

This certifies that the building (structure) located on 114 Mast Rd.
may be occupied as 2 classroom schoolhouse, this
appears to be in accordance with the provisions of the Building, Electrical and Plumbing
Codes and other Town Ordinances.

This certificate Issued to:

Live & Learn Early Learning Center
114 Mast Rd.
Lee, N.H. 03861

Tax Map #: 13.11.0000

ZBA File #: _____ PB File #: PB 20.21-4

B. R. [Signature] _____ 2/9/21 _____ Temporary Permanent
Building Inspector Date

[Signature] _____ 2/13/21 _____ Temporary Permanent
Fire Chief Date

[Signature] _____ 2/12/2021 _____ Temporary Permanent
Police Chief Date

[Signature] _____ 2/9/21 _____ Temporary Permanent
Zoning Administrator Date



Robert L. Quinn
Commissioner

State of New Hampshire

DEPARTMENT OF SAFETY

Division of Fire Safety

Office of the State Fire Marshal

Office: 110 Ginnby Bldg and Concord, NH 03301

Main Office: 83 Hazen Drive, Concord, NH 03305

Telephone: 603 223 4289 Fax: 603 223 4294

www.nh.gov/firesafety



Paul J. Parisi
State Fire Marshal

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: Live and Learn / Greater Community Therapeutic Academy
 School Address: 114 Mast Rd., Lee, NH 03861
 School Phone Number: (603) 659-7900
 Inspected By (Please Print): Asst. Chief Jeffrey Lepore
 Inspection Organization Name: Lee Fire and Rescue
 Inspector Contact Number: (603) 659-5411
 Date of Inspection: 5/18/21
 Building Name: Live and Learn Building # 2

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2015 edition** and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, III (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year after the completion of the inspection, to the NH Department of Safety, Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 5.3.3.190.6)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 5.3.3.190.2)

NFPA 601 REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of NFPA 1001			✓	
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3.3			✓	
4. When the occupant load of an assembly area is 2500 persons or more, there are trained crowd control managers available at all public events. NFPA 1001 Ch. 15.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 1001 Ch. 15.2.1.2	✓			
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3	✓			
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2	✓			
4. Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2			✓	Doors to be changed
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5, 13.2.5.1.3, 15.2.5.2	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 1001 Ch. 15.2.5.4	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6		✓		EXIT doors Need to swing out.
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.3.1			✓	
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2	✓			
No travel distances in assembly occupancies shall exceed 200 feet in a non-sprinklered building or 250 feet in a sprinklered building. NFPA 101 Ch. 13.2.6.2				
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1		✓		EXIT EXITS SIGNS REQUIRED
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 7.9.1.1			✓	
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1	✓			
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3			✓	
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1.1 & 15.3.2.1	✓			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1			✓	
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2.2			✓	
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 10.1.2.2.1			✓	

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below NFPA 13 Ch. 8.5.6			✓	
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7			✓	
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3			✓	
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7			✓	
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5			✓	
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3			✓	
12. Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5			✓	
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1			✓	
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	✓			
2. Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-EMO 300.	✓			
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf C3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf C3800			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	✓			
2. Emergency lighting testing monthly and annually		✓	✓	
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.			✓	
6. All deficiencies noted in the annual report have been addressed.	✓			
7. Annual sprinkler test report with any deficiencies noted.			✓	
8. All deficiencies noted in the annual report have been addressed.				
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter	✓			
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code (NH Code of Administrative Rules Saf FMO 300)	✓			
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	✓			
END OF CHECKLIST				

Comments/Notations:

- Exit doors to be changed to swing outward.
- Fire Exit signs required

6/8/21 - all corrections made - passed inspection
TSC Jeffrey S. Lewis A/C Lee Fire

FOLLOW-UP:

- 1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: 6/18/21
- 2. An approved plan of correction will (check one) OR will not be submitted to the local fire department.
- 3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required; it will occur on or before? Date: 6/18/21

Mc Jeffrey S Lewis
Signature of Inspector or Fire Chief

3/18/21
Date

I acknowledge receipt of this report.

Shannette Smith
Signature of School Contact

5/18/2021
Date

New Hampshire Department of Education
Bureau of School Safety and Facility Management
101 Pleasant Street, Concord, NH 03301-3852
Telephone (603) 271-3620

School Health Inspection Form

Last revised: June 22, 2020

SCHOOL INFORMATION		
School Name: Greater Community Terramor Academy	Address: 114 Mast Rd.	SAU #:
Town/City: Lee	State: NH	Zip: 03861
School Contact:	Title:	
Name of each building used by students: Building #2		Enrollment: 24
Year each building was built: 2020		
Water supply (municipal, well, etc.): well	Wastewater system (municipal, septic, etc.): septic	
INSPECTION INFORMATION		
Inspector's name: <i>Caren Rossi</i>	Organization: <i>Town of Lee</i>	Inspector's phone: <i>609-6783</i>
Inspector's email: <i>C.Rossi@LeeNH.org</i>	Were all buildings used by students inspected (Y/N)? <i>(Y)</i>	Date of Inspection: <i>5/13/21</i>
INFORMATION/INSTRUCTION		
<p>A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.</p> <p>The health inspection must be performed by a health official, not a school employee. Visit https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf for a list of local health officers.</p> <p>Kitchen inspections are not acceptable substitutes for the health inspection.</p> <p>It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.</p> <p>Attach the following to the health inspection form, if applicable:</p> <ul style="list-style-type: none"> ○ Most recent septic tank pumping service ○ Asbestos inspection reports for buildings built before 1990 ○ Animal vaccination certificates, if applicable ○ Swimming pool testing records, if applicable <p>Please submit the completed form to the NH Department of Education as follows:</p> <ul style="list-style-type: none"> ○ Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Public charter schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Non-public schools – email the form to Shireen Meskoob at: shireen.meskoob@doe.nh.gov 		

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	YES	NO		
Notes:				
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order?	YES	NO		
Notes:				
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	YES	NO		
Notes:				
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	YES	NO		
Notes:				
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	YES	NO	NA	
Notes:				
6. Are toxic materials clearly labeled and properly stored away from food?	YES	NO		
Notes:				
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	YES	NO		
Notes:				
8. Are water fountains clean with sufficient water pressure?	YES	NO		
Notes:				

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
9. Is there a pump schedule for the septic system?	YES	NO	NA		
	Notes: septic system installed 2020				
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	YES	NO			
	Notes:				
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	YES	NO	NA		
	Notes:				
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please attach findings.	YES	NO	NA		
	Notes: water test performed for Live & Learn - same well				
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
13. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	YES	NO			
	Notes:				
14. Is there any mildew or mold present? If so, please describe the condition and location.	YES	NO			
	Notes:				
15. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (ASHERA, 40 CFR 763, Subpart E and RSA 141-E)	YES	NO	NA		
	Notes:				

16. If the building was built before 1978, are you aware of the presence of flaking paint?	YES	NO	NA		
Notes:					
17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	NO	NA		
Notes:					
18. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES	NO	NA		
Notes:					
19. Has the school performed any voluntary air testing for radon?	YES	NO			
Notes:					
SMOKING	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
20. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	YES	NO			
Notes:					
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
21. Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	NA		
Notes:					
22. Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	NA		
Notes:					
23. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	NA		
Notes:					
24. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	NA		
Notes:					

ADDITIONAL REMARKS

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

Johanna
Booth-Miner

Digitally signed by Johanna Booth-Miner
DN: cn=Johanna Booth-Miner, o=Live & Learn Early Learning Center LLC, ou, email=jvjm2@comcast.net, c=US
Date: 2021.06.24 12:21:50 -0500

5/18/2021

School contact name and signature

Date

"I acknowledge this form has been completed to the best of my knowledge."

Caren Rossi

Caren Rossi

5/13/21

Inspector name and signature

Date

Greater Community Terramor Academy

New School Application

State Board of Education

July 8, 2021

End of Application

Busche Academy

New School Application Contents

NH DOE Checklist

School Letter of Corrective Actions

NH DOE Main Application

Primary Application Packet

1. Mission & Objectives
2. Assessment
3. Academic Calendar
4. Staff & Instructors
5. Student Life
6. Program of Studies

Student and Parent Handbook

Budget

Secretary of State

Facilities

Buildings List

1. Adams Hall
2. Nutting/Dalrymple
3. Preston Hall
4. Wadleigh Classroom

Safety Documents

1. Zoning Verification
2. Occupancy Permit
3. Fire and Life Safety Report
4. Health Inspection

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

Reviewed By: Shireen Meskoob

School Name: Busche Academy	Phone Number: 603.689.5196	Application Type*: AA
<p>About the School: Busche Academy is an international school designed to provide unique educational experiences and programs that meet the individualized needs of international and multi-cultural students. The primary purpose of Busche Academy community is to provide a learning environment in which international students can build their English language skills and their knowledge of American culture and education. Busche Academy sits on 70 acres wooded land; 15 of those acres are developed, leaving the other 55 in their natural state. Located an hour from the White Mountains and 30 minutes from the ocean, the school’s proximity to New Hampshire’s natural areas allows it to offer environmental education as well as outdoor activities. The school has the capacity to host 200 students at any one time. The campus consists of 5 buildings, which include 2 dormitories, a large kitchen and dining area, 11 classrooms, an administration building, and other student areas. Currently the school is prepared to enroll students from China through a partnership with Beijing Royal School.</p>		
Principal Address: 40 Chester Street, Chester, New Hampshire, 03036		
Mailing Address: Same.		
Head of School: Chen Wang, Executive Director	Email: chen.wang@buscheacademy.org	
Authorized to Represent School: Jill A. Hartmann, International Education Consultant	Email:jill@hartmannlearning.com Phone Number: 603.689.5196	
Date Application Received: 2.15.2021	Expiration Date: NA	
Grade Levels: 6-12	Anticipated Enrollment: 30 domestic students, unknown number of international students (due to COVID restrictions), 25 online program students.	
Boarding School: <input checked="" 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 Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approved by a recognized program approval agency.	NA	NA
<input checked="" type="checkbox"/>	Good standing with Secretary of State	4.4.2021	In good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.15.2021	p.13, executive director, director of international programs and educational advisor, curriculum consultant, and others.
<input checked="" type="checkbox"/>	School calendar	2.15.2021	p.12 of application packet
<input checked="" type="checkbox"/>	School hours survey	4.7.2021	1170 instructional hours provided to all grade levels. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	Philosophy and objectives	2.16.2021	p.5-7 of appl packet includes providing international students with an immersive experience where participating in a global community and making real world connections are key.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	4.7.2021	Certified compliance statements.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	4.7.2021	Certified compliance statements.
	Program of studies		

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Academic content	4.4.2021	p.29 of appl packet, will follow NH state standards. English, social studies, science, math. Includes hybrid program for international students.
	<input checked="" type="checkbox"/> Assessment	4.4.2021	p.36-37 of appl packet traditional methods of quizzes, graded assignments, midterms, finals.
	<input checked="" type="checkbox"/> Promotion requirements	4.4.2021	p.37 of appl packet, passing grade 60% and credits. Will accept transfer of credit.
	<input checked="" type="checkbox"/> Graduation requirements	2.16.2021	p.37 of appl packet twenty credits over various subjects.
<input checked="" type="checkbox"/>	Student handbook	2.16.2021	Includes attendance, code of conduct and consequences, forms, host family experiences, complaints, grievances.
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	4.4.2021	p.40 of student handbook, defined, consequences.
	<input checked="" type="checkbox"/> Teacher misconduct	4.4.2021	p. 45 of student handbook, references NH Code of Ethics and Code of Conduct.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	4.4.2021	p.36 of student handbook, no refunds are offered, students can opt into a Tuition Refund Plan.
	<input checked="" type="checkbox"/> Restraint and seclusion	4.4.2021	p.54 no circumstances under which restraint and seclusion would be used.
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)	2.16.2021	p.20 of appl packet health specialist on call or present, urgent care facilities in community, transportation to extracurriculars, food services, library services on campus and arrangements with Chester Public Library, translator.
<input checked="" type="checkbox"/>	Anticipated budget	2.16.2021	Submitted.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	New facility report		
	<input checked="" type="checkbox"/> Zoning verification	2.10.2021	Myrick Bunker of the Town of Chester confirms that the school does conform to the zoning requirements in Chester.
	<input checked="" type="checkbox"/> Certificate of Occupancy	4.5.2021	Provided for 5 buildings: Adams, Nutting/Dalrymple, Preston, Wadleigh Classroom. Nutting and Dalrymple buildings are connected.
	<input checked="" type="checkbox"/> Fire and Life Safety Report	4.4.2021	Philip Gladu of the Chester Fire Department inspected Adams and Nutting/Dalrymple on 2/17/2021, Preston and Wadleigh on 2/12/2021. School passed the inspection.
	<input checked="" type="checkbox"/> Health Inspection	2.3.2021	Darrell Quinn of Chester inspected all the buildings to be used by students on 2/3/2021. School passed the inspection.
	<input checked="" type="checkbox"/> DOE visit	6.24.2021	Items of concern were identified by Marjorie Schoonmaker of the NH DOE. The school has provided a timeline of corrections. If all items of concern are completed no later than July 8, 2021, the Office will recommend a standard approval.

REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year	NA	NA
<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year	NA	NA
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year	NA	NA
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year	NA	The school understands that a plan will need to be developed prior to student occupancy and in conjunction with Homeland Security and Emergency Management, schoolreadiness@dos.nh.gov .
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE***	6.24.2021	<p>The Office of Nonpublic Schools determines that if Busche Academy has complied with the minimum requirements set forth in Ed 400 relative to an initial approval for attendance purposes only, by July 8, 2021, then our office, with the approval of the State Board, will provide a letter to the school indicating standard approval good through June 30, 2024.</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. It may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p> <p>The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parent community.</p> <p>The Office of Nonpublic Schools determines that if Busche Academy does not meet some of the standards of Ed 400 relative to an initial approval for attendance purposes only, and has identified deficiencies and a timetable for corrections, then our office, with the approval of the State Board, will provide a letter to the school indicating a preliminary approval between July 9, 2021 and prior to the start of the school year.</p>

*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.

Busche Academy

Statement of Intent Relative to DOE Site Visit ~Items of Concern



June 23, 2021

Marjorie Schoonmaker, Safe and Healthy Schools Educator
Bureau of School Safety and Facility Management
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Re: Outstanding Items for Busche Academy
Timeline for Completion

Dear Marjorie,

Thank you so much for your help with the site inspections for Busche Academy's pending approval as a New Hampshire nonpublic school. I wanted to take this opportunity to provide you with a timeline for the completion of the following four items. The items that are outstanding are listed below.

1. Adams Hall - Sprinkler Room pump was rusted and leaking – Please have this reviewed with the local fire inspector and/or have sprinkler company.
2. Preston Hall - Water heater cover was coming off. Please have a qualified professional to ensure product safety. -Outstanding
3. Nutting Hall - ADA parking needs to be provided for Hall – ADA 208.1- Outstanding
4. Nutting Hall - Sprinkler Room pump was rusted and leaking – Please have this reviewed with the local fire inspector and/or have sprinkler company.

These items are scheduled to be completed by July 8, 2021, if not before.

Thank you again for all your assistance.

Sincerely,

Jill Hartmann
International Education Consultant
Busche Academy

CC: Chen Wang, Busche Academy, Executive Director
Shireen Meskoob, Program Specialist IV
Nathaniel Greene, Bureau of Educational Opportunities, Administrator

Busche Academy
40 Chester Street, Chester, NH 03036
(603) 887-5200

Busche Academy

NH DOE Main Application



Nonpublic School Application for Initial Approval Status

INTRODUCTION

This Initial Application is hereby made to the Department of Education (Department), Office of Nonpublic Schools (ONPS) for nonpublic schools who seek initial approval status as set forth in the [Code of Administrative Rules, Ed 400](#). In order to receive approval, the school must file this application with the Department and receive approval from the State Board of Education (Board). Therefore, applications must be submitted prior to the Board meeting that precedes the school in advertising, promoting, or offering programs/courses to students. Board meeting dates are listed at: www.education.nh.gov/state_board/meetings/index.htm.

In order to ensure that a complete application be presented to the Board for approval, the Department strongly advises that schools submit their applications no later than 120 days prior to the school advertising, promoting, or offering programs/courses to students. For example, schools that seek to launch a website on July 1 are strongly advised to submit their materials by March 1. This will allow school administrators and the ONPS to address any concerns that may surface before applications are presented to the Board.

Reference materials can be found at the end of this document.

Applications will be accepted only as an electronic document(s). Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in [Ed 403.03](#). These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in [RSA 189:64](#), a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@doe.nh.gov.

SECRETARY OF STATE

The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporates@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with [Ed 403](#) and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with [Ed 404](#) and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in [Ed 400](#).

- Attendance Purposes Only (AA) Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school: Busche Academy
 Primary street address of school: 40 Chester Street, Chester, NH 03030
 Primary mailing address of school: same
 Name and address of each additional site: _____

 If applicable, a member of an association:
 Upcoming academic year: 2021 - 2022
 Anticipated grade levels to be offered: 6 - 12
 Anticipated enrollment per grade: 20 - 50
 Enrollment caps for each grade level: 100
 Boarding school: Yes No
 Co-Educational: Yes No
 Nonprofit: Yes No
 Tax exempt: Yes No
 Approved to offer Special Ed programs: Yes No Date of recent approval: _____

SECTION C: HEAD OF SCHOOL

Name: Chen Wang
 Title: Executive Director
 E-mail: chen.wang@buscheacademy.org
 Phone number: _____

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: Jill Hartmann
 Title: International Education Consultant
 E-mail: jill@hartmannlearning.com
 Phone number: 603 689 5196

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input checked="" type="checkbox"/> Yes	_____
2. Fire and Life Safety Inspection report. (Contact your local fire marshal and be sure the inspection includes all buildings occupied by students.)	<input checked="" type="checkbox"/> Yes	_____
3. Health Inspection. (Contact your local health inspector and be sure the inspection includes all buildings occupied by students.)	<input checked="" type="checkbox"/> Yes	_____
4. Certificate of Occupancy. (Be sure to include one for each of the buildings occupied by students).	<input checked="" type="checkbox"/> Yes	_____
5. Zoning Verification Form. (Be sure the form includes all buildings occupied by students).	<input checked="" type="checkbox"/> Yes	_____
6. School calendar for upcoming year. (Include first and last day of school, and full and partial days off).	<input checked="" type="checkbox"/> Yes	_____

7. Education philosophy, purposes, and objectives.

Yes

In Application Packet

8. Evaluation of achievement of objectives.

Yes

In Application Packet

9. Program of studies. (To include academic content, assessment, promotion requirements for each grade level and high school diploma requirements, if applicable).

Yes

In Application Packet

10. Student handbook.

Yes

11. Supporting services. (Include health, guidance, library, food, referral, and transportation).

Yes

In Application Packet

12. Grievance policy. (To include bullying, teacher misconduct, tuition refund, and use of child restraint practices. See [RSA 126-U](#). Please include location of each policy in student handbook).

Yes

In Application Packet

13. Organization chart.

Yes

In Application Packet

14. Budget for upcoming academic year. (To include anticipated expenses, e.g. facility acquisition, maintenance and operations, insurance, salaries, benefits, equipment, and supplies, and sources of revenue, e.g. income from tuition).

Yes

In Application Packet

SECTION F: SCHOOL SCHEDULE SURVEY

Please use [Ed 401.03](#) and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and

(8) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year:

First scheduled day of classes:

Last scheduled day of classes:

Last day of grade 12 classes, if applicable:

2021 through 2022
August 25, 2021
May 27, 2022
May 27, 2022

Please complete the following chart for the upcoming calendar year.

	A	B	C	D	E	F	G
Grade Level	# of Instructional Hours in a Partial Day	# of Partial Days	Total # of Instructional Hours for Partial Days (A*B)	# of Instructional Hours in a Full Day	# of Full Days	Total # of Instructional Hours for Full Days (D*E)	Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten							
Grades 1 - 6				6.5	180	1170	1170
Grades 7 - 8				6.5	180	1170	1170
Grades 9 - 12				6.5	180	1170	1170

SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

Student records will be stored in our administration building while the school is active. If the school is not active, the records will be transferred to the NHDDE.



SECTION III: STATUTORY COMPLIANCE

Please initial in the appropriate spaces below.

JA

Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, [RSA 1889:11L](#).

JA

Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in [RSA 189:17](#).

JA

Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in [RSA 189:19](#).

JA

Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in [RSA 189:21](#).

JA

Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in [RSA 189:20](#).

JA

Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in [RSA 193:1-a](#).

JA

Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in [RSA 126-U](#).

JA

Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, [RSA 141-C:20-a](#).

JA

Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in [RSA 485:17-a](#).

JA

Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in [RSA 155:AA](#).

JA

Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the



nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in [Ed 403.01\(c\)](#).

AA

Our school understands that in accordance with [RSA 189:64](#), a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

AA

I certify that I understand that my initial application will not be fully processed for approval until the application is complete.

AA

I certify that our school will not advertise, promote, or offer programs/courses to students until we are issued an approval from the NH State Board of Education.

AA

I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to advertising, promoting, or implementing these changes.

AA

I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.

[Signature]
Signature of Head of School

Jul Hartmann
Print Name

5/31/21
Date

REFERENCE MATERIALS

Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html

Statutory Authority: <http://www.gencourt.state.nh.us/rsa/html/NHITOC/NHITOC-XV.htm>

Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>

Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>

Health Inspection: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline_documents/health_inspection.pdf

Health Inspector Directory: <https://www.dhhs.nh.gov/dohs/hotlu/documents/officers.pdf>

Zoning Verification: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline_documents/zoningform2012.pdf

Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hseam/school-readiness.html>

Thank You.

Busche Academy

Primary Application Packet

1. Mission & Objectives
2. Assessment
3. Academic Calendar
4. Staff & Instructors
5. Student Life
6. Program of Studies

Busche Academy



2021 Nonpublic School Application for Initial Approval Status

New Hampshire Department of Education
Office of Nonpublic Schools

March, 2021

Prepared by Busche Academy Strategic Management Team

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Executive Director

Hua Pan
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Jill A. Hartmann, M.Ed., S.A.I.F.
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Curriculum Consultant



Busche Academy

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United States of America



Busche Academy

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Busche Academy

Mission of Busche Academy

Busche Academy is an international school designed to provide unique educational experiences and programs that meet the individualized needs of international, domestic, and multi-cultural students. The Busche Academy community is committed to providing a positive learning environment for all students. For our international students, we are committed to providing a positive learning environment in which our students can build their English language skills and their knowledge of American culture and education.

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Busche Academy

Philosophy of Busche Academy

At Busche Academy, we are passionate about education. We strive to provide each student with a meaningful and unique educational and immersion experiences. We believe in the development of the whole student through well thought out and well-planned activities. We are not only educating children; we are developing the character of our students.

Making connections between the classroom learning experiences and the real world is an essential piece of our framework. We are focused on the needs of our learners and on giving them the opportunities to participate in the global community. Our students build their skills in the classroom, and then they are provided lots of opportunities to use what they learn. Making these real-world connections is crucial for students to develop academic and life competencies as well as building self- confidence.

We provide a global education for a global economy, not only for our students, but also for the students in the communities surrounding Busche Academy and for our teachers. We are laying groundwork for relationships to develop between our students and their global counterparts. These relationships can last a lifetime.

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Busche Academy

Purpose of Busche Academy

Busche Academy is an educational institution serving international and domestic students. The primary purpose of Busche Academy is to provide opportunities for international students to study in English and continue their education in the United States of America. We live in a global and connected world and we need to educate our students, from whatever country they are from, to have the knowledge and skills to operate in that world. We have a variety of program offerings that encourage our students improve their skills in English and other languages and learn about American as well as other cultures.

In addition to short term programs, Busche Academy will be open as a middle/high school instructing grades 6 – 12. These programs will incorporate a variety of learning opportunities and models. We will offer our courses through a completely virtual model, a hybrid model, and an in-person model. Students will be able to choose the model that will work best for them and they may change models at the beginning of the new semester if they so desire. These models are being utilized to better emulate how the global community currently studies and works. The virtual model will enable students will be able to study from their current locations around the globe. If they choose the hybrid model, they will combine face to face virtual learning with a 6-8-week residential program on our campus. A complete in-person, traditional classroom model will also be offered for those students who prefer to learn on campus

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Busche Academy

in a fully residential program. More information on instructional models is provided in the Program of Studies section.

Objectives

Busche Academy will provide an educational experience that will support students' participation in a global world. Classes and opportunities will be provided that allow students to engage in international conversations and projects. They will learn to communicate effectively with their peers from other areas, they will learn to work together and collaborate, and they will learn the skills needed for collaborative problem solving.

In addition, Busche Academy will provide both formal and informal opportunities to learn and use the English language, while also providing a safe and nurturing environment for our students to grow. Busche Academy is utilizing a very unique educational model for our international students. Our students will reside at Busche Academy when they are attending in person and they will receive English education and immersion experiences as part of their continued education. We expect all student to join us on campus for at least one residency term. At Busche Academy, we want to ensure our students have the best education possible.



Busche Academy

Assessment of Objectives

Busche Academy will measure the achievement of our objectives by comparing our success to our developmental plan. Some of our goals include:

In 2 years, Busche Academy will: :

- have least 50 students participating in our middle and/or high school programs and classes.
- develop extracurricular activities fostering interaction between our students and young people in the community.
- design exchange opportunities between American educators and Chinese educators.
- implement a fully designed English as a second language program that is robust in scope and depth.
- provide ESOL training opportunities for teachers/teachers in training in an authentic environment where they learn from experienced ESOL teachers and interact with English language learners.

In 3 years, Busche Academy will:

- expand its course offerings by adding at least 5 new classes.
- Increase recruitment activities with the goal of enrolling at least 75 students in our middle and/or high school programs and classes.

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United States of America



Busche Academy

- will invest in the technology and training to implement a one-to-one mobile learning program

In 5 years, Busche Academy will :

- increase enrollment in our programs to at least 100 students
- expand course offerings by 10 new classes.
- enroll a student body that is internationally diverse.
- apply for accreditation from the appropriate accreditation agency.
- Implement a competency-based assessment program

Busche Academy Campus and Location

Busche Academy is located in beautiful Chester, New Hampshire. Chester is a quaint, New England town with a population of approximately 5000. It was incorporated in 1722 and currently encompasses approximately 27 square miles. Chester still holds on to its rural character and warm hospitality. Busche Academy itself sits on 70 acres of beautiful, wooded land. Only 15 of those acres are developed, leaving the other 55 in their natural state. Located an hour from the White Mountains and 30 minutes from the ocean, Busche Academy will take advantage of New Hampshire's natural areas to offer environmental education as well as outdoor activities from hiking, to skiing, to swimming, fishing and, boating. This will be especially important to our international students, most of whom live in populous cities. Busche

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United States of America



Busche Academy

Academy students will also benefit culturally from our proximity to Boston with its amazing museums, historic landmarks, and top-rated educational institutions.

Facilities

Busche Academy currently has the capacity to host 200 students at any one time.

Our campus consists of 6 buildings, which include 2 dormitories, a large kitchen and dining area, 11 classrooms, an administration building, and other student areas. In total, we have 56,000 ft² of completed building space.

Our kitchen is equipped to cook up to 300 meals at any one time. It is capable of cooking both American food and Chinese food. We have a state-of-the-art hood and suppression system. The kitchen has been designed with food safety in mind. The food comes into the kitchen on one side and goes right into storage. Large walk-in refrigerators and freezers have been installed to keep the food at its optimal temperature. When the food is being prepared, it enters the prep area, and then goes to the cooking area. The cooked food is served at the front of the kitchen and our students have their own entry and exit. When the students are done eating, the waste and the dishes are returned to the other side of the kitchen. The dishwashing area is separated from the kitchen by a wall and the waste is taken out of the building through a separate entrance. This design greatly reduces the chances of any cross contamination.

Our classrooms are equipped with state-of-the-art technology to provide our students with the best tools to learn – both in-person and virtually. Smartboards with multiple capabilities

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Busche Academy

have been installed in each classroom. The classroom building also houses advanced video and satellite broadcasting facilities that support distance learning and global teleconferencing.

Ample bandwidth ensures that high quality transmission of synchronous lessons can reach students around the globe. Classrooms are spacious and bright, with lots of windows providing natural light and new furniture. .

The dormitories have been refurbished and new furniture has been installed. They were originally designed for college students, therefore, they contain a lot of amenities. There are large apartments for the dormitory managers and staff. Common area community rooms are available for the students to relax and meet with each other. Dorm rooms are large enough to accommodate two students with each roommate enjoying ample study and living space. Each dorm is secured by a key system and the girls and boys are on separate floors.



Busche Academy

<p>25 First Day of School</p>	<p>4</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td style="background-color: #e0f0ff;">25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p>FEBRUARY '22</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td style="background-color: #e0f0ff;">21</td><td style="background-color: #e0f0ff;">22</td><td style="background-color: #e0f0ff;">23</td><td style="background-color: #e0f0ff;">24</td><td style="background-color: #e0f0ff;">25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						<p>21-25 Winter Break 28 Return to school</p>														
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Busche Academy

Instructional Allocations

English Teachers

- Student to teacher goal: 20/1
- Teachers will hold current NH certification, preferably including and ESOL endorsement
- Will teach five 50-minute classes per day with one 50-minute planning period per day

Math Teachers

- Student to teacher goal: 20/1
- Teachers will hold current NH certification, preferably including and ESOL endorsement
- Will teach five 50-minute classes per day with one 50-minute planning period per day

Science Teachers

- Student to teacher goal: 20/1
- Teachers will hold current NH certification, preferably including and ESOL endorsement
- Will teach five 50-minute classes per day with one 50-minute planning period per day

History/Social Science Teachers

- Student to teacher goal: 20/1
- Teachers will hold current NH certification, preferably including and ESOL endorsement
- Will teach five 50-minute classes per day with one 50-minute planning period per day

Chinese Language Teachers

- Visiting teachers
- Will hold current teaching certification in their own country
- Will serve as assistant teachers

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United States of America



Busche Academy

- Student to assistant teacher goal 20/1
- Will assist in five 50-minute classes per day with one 50 minutes planning period per day

Art Teacher

- Student to teacher goal: 20/1
- Will hold a current NH certification in art
- Will teach five 50-minute classes per day with one 50-minute planning period per day

Music Teacher

- Student to teacher goal: 20/1
- Will hold a current NH certification in music
- Will teach five 50-minute classes per day with one 50-minute planning period per day

Drama Teacher

- Student to teacher goal: 20/1
- Will hold a current NH certification in drama or related field
- Will teach five 50-minute classes per day with one 50-minute planning period per day

PE Teacher

- Student to teacher goal: 20/1
- Will hold a current NH certification in drama or related field
- Will teach five 50-minute classes per day with one 50-minute planning period per day

Administrative and Clerical Staffing

Executive Director - Chen Wang

- In charge of the overall administration and operation of the school
- Part of the Administrative Team



Busche Academy

Director of International Programs and Educational Advisor – Jill Hartmann

- Overall development, implementation, and maintenance of academic programs
- Overall administration, development, and improvement of the educational staff
- Overall planning and coordinating of programs, including field trips and immersion programs
- Marketing activities and recruitment
- Community relations
- Overall administration and interaction with outside agencies
- Educational liaison between Busche Academy and our partner schools
- Part of the Administrative Team

Curriculum Consultant – Lucy Haagen

- Oversee curriculum development
- Coordinate program evaluation
- Coordinate student assessment

Administrative Assistant/Receptionist

- Greets visitors in the main office
- Serves as assistant to Administration

Director of Summer Academic Programs (will also teach)

- Coordinates the teaching staff
- Holds teacher meetings
- Acts as lead teacher
- Part of the Administrative Team

Nurse

- Maintains nursing office on campus to deal with medical issues that arise
- Maintains medical records of the students and makes sure all students are in compliance with all needed vaccinations, etc.
- Keeps the medical office stocked with needed supplies for minor medical needs, such as band-aids, crackers, etc.
- Establishes relationships with local hospitals and urgent care facilities in case a child needs to be upgraded to their care.
- Is available for on-call services as needed
- Is knowledgeable in running an on-site nursing office for a school



Busche Academy

Staffing for Dormitory Management

Directory of Dormitory Management and Activities

- Responsible for planning and overseeing residential activities and dormitory management
- Planning, implementing, and supervising after school activities
- Managing and supervising residential facilities and staff
- Responsible for providing a safe and secure residential experience for students of Busche Academy
- Part of the Administrative Team

Residential Director

- Lives in the residential dorm
- Directs, supervises, and manages dormitory activity and behavior while students are present in the dormitories
- Responsible for providing a safe and secure residential experience for students of Busche Academy
- Works with and schedules dormitory staff to provide 24-hour, awake coverage for the residential buildings housing students

Residential dormitory staff

- Works with the Residential Director to provide 24-hour, awake, full coverage and supervision
- Lives in the residential dorm

Residential Chinese dormitory staff

- Works with the Residential Director to provide 24-hour, awake, full coverage and supervision
- Lives in the residential dorm



Busche Academy

Staffing for Afterschool and Fieldtrips

English language facilitators

- Supervise, manage, and direct afterschool activities
- May assist in supervising field trips and connecting field trip activities to English language learning opportunities
- Work with students to enhance their English skills
- Coordinate with other staff members, such as teachers, to maintain a similar focus on the language skills being learned in the classroom
- Facilitates activities with the students, such as games, homework help, and recreational activities to promote English language conversation

Rotating administration and staff

- Administration team and staff will rotate responsibility for managing and supervising field trips



Busche Academy

Operations Staffing

Facilities Management

Facilities Manager

- Responsible for buildings and ground management
- Supervise and manage maintenance department
- Keep records of all building and ground maintenance operations
- Maintain budget for physical building operations and grounds
- Maintain system for reporting and completing maintenance work

Maintenance

- Responsible for completing maintenance work as directed by the Facilities Manager
- Responsible for general upkeep of building and grounds

Cleaner

- Assists the Facilities Manager and Maintenance in duties related to maintaining the upkeep of the physical buildings and grounds
- Responsible for completing any cleaning and light maintenance work as directed by the Facilities Manager



Busche Academy

Kitchen Management

Head Chef

- Manages, supervises, and directs the kitchen staff
- Responsible for maintaining safe and sanitary conditions in kitchen
- Plans 3 meals a day, 7 days a week for students and staff
- Supervises the preparation and cooking of all meals, or delegates another chef to supervise in his/her absence
- Acquires adequate food supply to maintain kitchen operation
- Provides variety of food types and choices in food menus

Assistant chef (2)

- Assists head chef in kitchen operations
- Assists head chef in preparing and cooking all meals
- Assists head chef in maintaining safe and sanitary conditions in kitchen
- Assists head chef in maintaining and storing the food supply
- Assists head chef in planning 3 meals a day, 7 days a week

Dishwasher/Kitchen Cleaner

- Assists chefs in maintaining safe and sanitary conditions in the kitchen
- Responsible for the cleaning of all the dishes, pots, pans, cooking utensils, and other items that are used in the preparation and consumption of food.
- Assists in maintaining the cleanliness of the dining room



Busche Academy

Supporting Services

Health office and services

At Busche Academy most of our students will be a long way from home while they are studying on our campus. It is important that we have a health specialist on campus during the day and the early evening. At all times, if there is not a health specialist on campus, there will be one on call. We also have at least one multilingual staff member that will help the student translate their concerns. Typical health concerns we see the most from our students include reactions to new exposures, such as poison ivy; stomach aches due to the change in diet; and hygiene concerns. Of course, there is also a lot of homesickness during the beginning of their stay. These health services have provided a comforting and safe place for our students to seek treatment.

If a student needs medical attention that cannot be provided by our school nurse or on-call doctor, we have several urgent care clinics that we use. The local hospital, Parkland Medical Center, is located 7.2 miles from our campus. If the need is immediate, we call 911 and request an ambulance to transport the student to the appropriate medical facility.

Transportation services

Due to the nature of our school, we will be transporting our students from the resident dorms at Busche Academy to various locations as needed. This will include transportation for field trips, shopping, and extracurricular activities. This transportation will be provided by a

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Busche Academy

contracted bus company, or private shuttles owned or rented by Busche Academy. All drivers of these private shuttles will be covered under Busche Academy's insurance and will have the proper licensure to drive such vehicles.

Busche Academy does have a very active host family program in which local families host students in their homes and include them in family activities. These families will be transporting some students to and from these activities. Before being allowed to transport students, the families must provide proof of insurance and proof of driver's license for anyone that will be driving the students. In addition, the parents of the students must sign a release allowing their child(ren) to be transported by the host family.

Food services

On the campus of Busche Academy, we have a large, commercial kitchen that is designed to feed 300 people 3 meals a day. When students are on campus, we employ at least 3 cooks to make a variety of meals. During lunch and dinner, the students usually have a choice of 2 soups, salad, 4 to 5 sides, and 3 main dishes. Fruit is also plentiful as it is a favorite of Chinese children. Breakfast will consist of some main dishes, cereal, yogurt, and/or fruit. We make sure that the students have American food, but also food they are familiar with from home.



Busche Academy

Library services

Busche Academy has several partnerships for our library services. On campus, we have a small library space with multiple computer terminals for student use. Through these computer terminals, students can access the libraries of our partner schools and universities. We also have a very close relationship with the Chester Public Library, which is within walking distance of our campus.

Student Life at Busche Academy

Daily Schedule

Weekdays

On typical weekdays, students will be served breakfast and then they will attend their academic classes. If students are on the Busche Academy campus for lunch, it will be served in the dining room at the designated time. Busche Academy academic classes will be concluded by 3:30pm on campus.

After school, Busche Academy will provide directed study for our students. These directed studies will be monitored by Busche Academy staff. The staff will be available to assist the students with homework and English language development.



Busche Academy

For those that choose it, after school activities will be provided. These activities will be tailored to the interests of our students and may change from term to term. Some of those activities may require an extra fee for participation.

Dinner will be served at Busche Academy.

Activities will conclude at Busche Academy by 8pm each evening. The students are required to go back to their dorms at this time and get ready for the next day. Quiet hours are from 8pm to 9:30pm. Light out is no later than 10 pm each night. These hours may change based on the age of the students and at the discretion of the resident dorm manager.

Weekends and holidays

During the weekends and holidays, Busche Academy will provide American cultural immersion activities, which could include events hosted at Busche Academy, host family visits, and/or field trips. During these days, Busche Academy will be responsible for meals while the students are on campus. If it is a field trip day, Busche Academy will make sure the students receive meals when they are away from campus. During host family visits, Busche Academy will make sure the host family provides appropriate meals during their visits.



Busche Academy

Activities such as host family visits, events, and field trips usually will not begin before 9am and will usually conclude by 8pm. Some events and trips may require an earlier departure or a later return, but it will be at the discretion of Busche Academy staff.

Immersion Activities with Community

Busche Academy has been working hard to develop a positive relationship with the community of Chester and the surrounding towns. Busche Academy hosts events during which the community is invited to attend. Such events include a dance for the children on the front yard and an ice cream social. In the future, we are collaborating with the town police and fire to host a town wide BBQ, bonfire, and games night.

Busche Academy also relies on the families of the community to volunteer as host families for the immersion program. The families that have volunteered have had a very positive experience. They have not only given an international student a great American experience, but they have been able to learn about a new culture from their students.

During the summer, Busche Academy offers foreign language classes to the community. There is a class for children of the community and a class for adults. This past summer, there were approximately 30 total community members that participated. All the feedback was positive.



Busche Academy

Dormitory Life

All students at Busche Academy will reside in the dormitories on campus. Dormitories will be managed by a residential dorm manager and dorm staff. No students will be allowed in the dormitories without an adult present.

Dormitory hours

Students will be allowed to leave the dorm beginning at 7am each day. Students are required to be back in the dorm by 8 pm each evening. These hours may be changed if the dormitory manager and/or staff deems appropriate.

Each student must visually check-in with the dorm manager and/or staff each evening. If the student needs to leave campus for any reason except participating in a school organized activity, the student must obtain permission from the dormitory manager and/or staff. A written account of where the student is going will be posted on the student's door until that student returns. Once the student returns, the dorm manager and/or staff will place the written account in the student's dorm file. The student must provide the appropriate contact numbers in order for the absence to be approved.

Student Dormitory Rooms



Busche Academy

Each student at Busche Academy will be assigned a room in the dormitory with at least one roommate of the same gender. Each student will have a bed, a 3-drawer dresser, and a desk for personal use. Bedding will be provided for each student.

Students must keep their rooms clean at all times. Students should perform a “deep clean” at least once a week. Weekly inspections will be conducted by the dorm managers at a designated time to make sure students’ rooms are acceptable.

Dormitory rooms will be assigned by gender. Boys and girls will be separated by secure floors in the dormitories. In order to access either area, a key will have to be used. The doors separating the floors will be alarmed, alerting staff to any breach. Boys and girls are not allowed on the floors designated for the opposite gender at any time unless accompanied by a dorm manager and/or staff, or in case of emergency.

Dormitory Common Areas

- All common areas are for the common use of our students.
- Students must follow the rules and regulations posted in the common areas.
- Students must respect all the students using the common areas.
- Students must keep the common areas clean at all times.

Restrooms and Showers

- Gender specific restrooms are located on each floor of the dormitories.
- Each restroom contains showers for the students.
- Students are expected to keep the restrooms clean at all times.

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Laundry facilities

- Each dormitory has laundry facilities for the students' use.
- Laundry machines (washers and dryers) operate on an account card or are coin operated. Students are responsible for doing and paying for their own laundry.
- Students are responsible for providing their own laundry soap, etc.
- Items left in the laundry area will be put in a lost and found area in the room and will remain there for one week. If they are not claimed in one week, they will be disposed of.
- Students are responsible for keeping the laundry area clean at all times.



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Sample Secondary Students Schedule

Weekdays	
6:30 am	Wake Up
7:00 am 7:45 am	Breakfast
8:00 am – 3:30 pm	Academic Classes
12:00pm – 12:45 pm	Lunch
1pm-3:30pm	Academic Classes
3:30pm-4pm	Break
4:00 pm – 5:30 pm	After School/Extracurricular Activities
5:30pm – 6:30 pm	Dinner and break
6:30 pm – 8:00 pm	Supervised Study Time
8:00 pm – 9:30 pm	Open time for laundry, showers, etc.
10 pm	Lights out

Weekend Field Trips	
7:00 am	Breakfast
8:00 am	Bus leaves for destination
12:00 pm	Lunch at destination
5:00 pm	Return to Busche Academy
6:00 pm	Dinner at Busche Academy
7:00 pm – 9:30pm	Activities, shopping, cleaning, etc.
10:00 pm	Lights out
*Field trip days are subject to change based on destination	

Weekend Immersion Days	
8:00 am	Breakfast
9:00 am – 8:00 pm	Time to spend with American families*
9:00 am – 8:00 pm	Alternative activities, including shopping, cleaning, school activities, studying, etc.
* Not all students will go with families every weekend. In addition, the time spent with American families will differ based on the family and the student.	

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Program of Studies

At Busche Academy, we will be offering classes that follow the New Hampshire state standards for the education of children. For all of our students, domestic and international, our focus will be providing them a high level of instruction. For our international students, due to the unique nature of their previous education, our classes will focus on the standards, but they will include a lot of background building activities given the children have been previously educated in other countries. This background building is particularly important in areas such as English and Social Studies.

Our reading and language arts curriculum will combine the use of U.S. seminal works, such as the Declaration of Independence, the Constitution, and the Federalist Papers, in addition to classic American literature and world literature. The curriculum will allow are teachers to teach the students how to use contextual evidence to support their conclusions, analyze characters, ideas, and events in the text, and to analyze text for the meaning and structure. The students will learn how to determine how perspective and point of view shape the content of the text and they will learn how to think critically about the arguments presented in the content of the writing or other media depictions of the information. As they move through the grade, the complexity of the content will increase.

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Our writing curriculum will focus on writing argument pieces, explanatory texts, and narratives. The students will develop the skills to write in a clear and concise manner and to support their ideas with evidence. They will learn to develop effective arguments using well developed reasoning skills and to convey information in an organized and structured piece of writing. The teachers will focus on teaching the students how to revise and edit their work and how to use technology to further their abilities to write and collaborate with their peers. Research will be a major focus in all grade levels. They will learn how to thoroughly research a topic and how to use that research to build a knowledge base and conclusions about the topic they are researching.

English Curriculum Overview

At Busche Academy, we will be using a comprehensive curriculum for our 6-12 grades developed by McGraw Hill. Through this curriculum and its tools, we will be able to individualize instruction to meet our students' needs. Through this curriculum, we will be able to access text through print, audio, and visual means making it engaging and multimodal. We will also be able to provide the same text on many levels, including for English language learners. We will integrate reading, writing, grammar, and vocabulary in each lesson using this curriculum.

Our English curriculum will be competency based and we will follow the presented guidelines.



Busche Academy

Competency-Based English Curriculum Goals

Instruction and assessment are focused on developing and measuring the following competency criteria.

Criterion A: Comprehending spoken and visual text

Students interpret and construct meaning from spoken and visual texts to understand how images presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Comprehending written and visual text

Students construct meaning and interpret written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Communicating in response to spoken and/or written and/or visual text

Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

Criterion D: Using language in spoken and/or written form

Students recognize and use language suitable to the audience and purpose (for example, home, classroom, formal and informal, social, academic contexts). Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques.



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English Language Learners

Because we host a large number of international students, English as a second language curriculum is a key feature of our school. The international students will learn how to read, write, speak, and listen in the English language. Woven into their reading and writing curriculum will be opportunities for the student to build their speaking and listening skills. They will learn how to present their knowledge effectively in English. Vocabulary building will be very important in building their speaking and listening skills as well. They will learn how to collaborate with peers and how to comprehend what their peers are expressing. They will learn the conventions of the English language and they will be able to deepen their comprehension skills through the use of new vocabulary.

The English Curriculum is designed to help students acquire factual knowledge such as grammar rules, topic-specific vocabulary and cultural facts, and develop language skills of listening, speaking, reading, and writing. It aims to cultivate a respect for, and understanding of, other languages and cultures, and help them progress to the next phase of language development.

The English Curriculum is developed and centered around differentiation based on students' English proficiency. We aim to help students acquire and reinforce knowledge and skills to the maximum extent by placing students in the levels most fit to their current English



Busche Academy

proficiency and providing scaffolded instructions and guidance. Using Common European Framework of Reference for Languages for placement and assessment and English instruction is delivered at 5 levels. Students are grouped by ability as determined by language diagnostic tests administered at the beginning of each term.

Social Studies and Science Overview

The social studies and science curriculums will help the students sharpen their skills in pulling information from complex text and analyzing the text to better understand what is being presented. They will use these skills to give meaning to the events and the themes presented. Their reading skills will be relied on to learn about history and social concepts that will help the students interpret the world around them. They will also learn to evaluate and integrate knowledge in order to gain an understanding of the concepts being taught. They will utilize their writing skills to express their ideas about complex concepts. They will develop clear, structured, and well-reasoned pieces of writing to express their understanding of both social studies and science topics. Their research skills will help them learn how to analyze complex topics, present them to their peers, and draw their own conclusions based on their research.



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Science Curriculum Overview

In Science, the McGraw-Hill curriculum will also be used. The 6th grade will study Earth and Space, the 7th grade will study Life Science, and the 8th grade will study Physical Science. In 9th grade, the students will focus on biology, the 10th grade will study chemistry, the 11th grade will study physics, and the 12th grade will study AP environmental science.

History Curriculum Overview

The Busche Academy history curriculum is designed to enable students to identify similarities and differences between the historical experiences of the US, Europe, and China. For our international students, at our sister school, Beijing Royal School, 8th graders take 2 semesters of Chinese History, while 9th graders take 2 semesters of World History. Busche Academy will follow our own curriculum of American history and cultural content that will enable students to address eight key global themes.

1. Geography and Environment
2. Cultural Values
3. Childhood and Education
4. Technology and Industrialization
5. Roles and Status of Women
6. Rulers – Monarchs, Emperors, Presidents
7. War and Revolution

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8. Equality and Diversity

In order to do this, Busche Academy will utilize the McGraw Hill social studies curriculum. The 6th grade will work with the Discovering World Geography series, the 7th grade will work with the Discovering our Past: World History series, and the 8th grade will work with Building Citizenship: Civics and Economics. The 9th – 12th grades will work with US History, World History, and US Government. We will use the McGraw Hill curriculums and AP curriculum materials and books.

Math Curriculum Overview

The math curriculum at Busche Academy will also follow the New Hampshire curriculum standards for mathematics. It will specifically focus on the number system, expressions and equations, functions, geometry, and statistics and probability with gradual complexity from grades 6 through 12. They will work with the real number system, learn to reason quantitatively, learn about the complex number system, and be taught how to work with vectors and matrix applications. In grades 6-8, the students will focus on math foundations and pre-algebra. This curriculum will allow them to strengthen their math foundational skills and allow them to dive deeper into previously learned concepts, getting them ready for their high school curriculum. In Algebra, the students will learn how to see structure in expressions, to complete arithmetic with polynomials and radicals, create equations, and reason with equations and inequalities. They will be taught how to interpret functions, build functions, how to express



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numbers in linear, quadratic, and exponential models, and trigonometric functions. The teachers will also teach the students geometry concepts including congruence, similarity, triangles, trigonometry, circles, expressing geometric properties using equations, and geometric measurement and dimensions. Lastly, the students will be taught the concepts of statistics and probability. They will learn how to interpret categorical and quantitative information, how to make inferences and justify conclusions, the rules of probability and conditional probability, and how to use probability to make decisions. Since many of our students are coming from a country in which they have an accelerated math curriculum, we will be focusing on more advanced levels of math at the upper grades, including but not limited to trigonometry and calculus. For all the 6-12 grade level math programs, we will be utilizing a combination of the McGraw Hill math curriculums and the AP curriculum materials.

Busche Academy will also offer physical education, music, art classes, and a variety of other elective courses based on our students' interests. Some of these other classes will include Chinese, French, and Spanish classes. We will also computer technology classes as well as advanced level classes.

Assessment, Graduation Requirements

The students will be assessed using traditional methods of bi-weekly quizzes, mid-term tests, and finals. There will be a focus to move to competence-based assessments at each grade



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level as our school grows and our curriculum develops. The students will need to obtain a score of 60 to pass their classes. We will be using the graduation requirements in the state of New Hampshire and we will allow our students to transfer credits into Busche Academy that they have completed at other schools they have attended. We will require the following for the students to graduate from Busche Academy: 4 English credits, 2 math credits, 1 credit of physical science, 1 credit of biological studies, 1 credit of US and NH history and government, ½ credit of business and economics, 1 credit of physical education, 1 credit of health education, ½ credit of arts education, ½ credit of computer education, and 7 credits of electives, for a total of 20 credits. In order to advance to the next grade level, our students will have to successfully pass at least 5 credits, including their English classes, each year.

Education Models

At Busche Academy, we will have three different education models that the students can choose from. The first model will be completely on-line. The students may attend our program through the use of technology. At Busche Academy, we have installed a system that operates via satellite and cable. This system allows us to use our own technology to bring the instruction directly to students in other countries. Currently, we are able to communicate directly with specific schools in China and the students. The connection is clear and timely. We have state of the art equipment installed at Busche Academy, such as video cameras, smart boards, and monitors that will allow us to teach directly to our remote students as if we were right there with



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them. We will use this technology to deliver our instruction to our students participating in the remote and hybrid programs.

Our hybrid programs run very similar to our remote programs for much of each semester. The difference between the remote programs and the hybrid programs is the hybrid students will complete 6-8 weeks of their studies in-person at Busche Academy. This residency program will give them the opportunity to come to our campus and experience in-person the instruction that we have to offer. They will complete collaborative activities with their other classmates on our physical campus, giving them greater ability to build relationships and build their English and communication skills. This experience will also be an English immersion experience and give them an opportunity to live and communicate with the people in New Hampshire.

We also offer our in-person program. For this program, the student would live and study on the Busche Academy campus for the full semester. For our international students, this gives the students the opportunities to experience life in the United States and it gives them more opportunities to learn about the culture and the English language. For our domestic students, it gives them opportunities to learn from the other students and the opportunities New Hampshire has to offer. The students may choose to remain in the same program year after year, or they may choose to change the program at the beginning of the new semester.



Busche Academy

Calendar and Hours

Despite the program, the students will be required to attend school for 990 hours per school year. The first semester will run from August to January. The second semester will begin in January and run through the beginning of June. Our hours will also differ, depending on the class and the model of the student. Our on-campus learning will take place from 8am and go until 3:30pm. When our students are in residence, our campus will be used 24 hours a day, 7 days a week. Our remote classes may run early in the morning, from 6am to 9am, and again in the evenings, from 8pm to 10pm.



Busche Academy

Summer Programs at Busche Academy

International Student English Language Programs

Busche Academy offers an English Language Learning summer school program. The program caters to international students that want to improve their English skills and learn about the American culture. The program accepts students ranging in age from 8 years old to 18 years old.

Academics

Busche Academy's English Language Learning program is held from June to August. During that time, the students participate in English language classes from 8:30am to 3:30pm, with two short breaks and a lunch hour. In all the classes, including Physical Education, Art, Music, and Drama, the focus is on learning the English language. Our academic classes teach the students how to read, write, speak, and listen in the English language.

In the afternoons, after the formal classes have ended, Busche Academy offers various activities for the students. These activities allow them to learn about American games and culture. Our staff is focused on English language practice during this time. They also assist our students with their English language homework.

Immersion Experience

During the students' stay, we pair the students with host families. Each student spends a day or an afternoon with an American family in their home. The families include the students in

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their day-to-day activities and share meals with them. This allows the students to see what typical American life is like, as well as experience an American home and share American meals. The hosting experience allows local families to build lasting relationships with international students, as well as learn about these students' cultures and traditions.

In addition to host family experiences, Busche Academy provides field trips to sites of interest to the students. The students' get to experience the mountains, the ocean, Boston, and all New England has to offer. In addition to the weekly field trips, participants in Busche Academy's English Language Learning short programs participate in a culminating field trip along the East Coast. During their trip, they visit New York City, Philadelphia, and Washington D.C.

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Student and Parent Handbook

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Updated March 2021



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Philosophy of Education at Busche Academy

At Busche Academy, we are passionate about education. We strive to provide each student with a meaningful and unique educational and immersion experience. We believe in the development of the whole student through well thought out and well-planned activities. We are not only educating children; we are developing the character of our students.

Making connections between the classroom learning experiences and the real world is an essential piece of our framework. We are focused on the needs of our international learners and on giving them the opportunities to participate in the global community. Our students build their skills in the classroom, but then they are provided lots of opportunities to use what they learn. Making these connections is so important for the students to learn and build confidence in their own skills.

We provide a global education for a global economy, not only for our students, but also for the students in the communities surrounding Busche Academy and for our teachers. We are building bridges for relationships to develop between our students and their global counterparts. These relationships can last a lifetime.



Mission of Busche Academy

Busche Academy is an international school designed to provide unique educational experiences and programs that meet the individualized needs of international and multicultural students. The Busche Academy community is committed to providing a positive learning environment in which students can build their English and foreign language skills and their knowledge of American and world cultures.

Goals of Busche Academy

Busche Academy will provide an educational experience that will support students' participation in a global world. Classes and opportunities will be provided that allow students to engage in international conversations and projects. Students will learn to communicate effectively with their peers from other areas, they will learn to work together and collaborate, and they will learn the skills needed for collaborative problem solving.

In addition, Busche Academy will provide both formal and informal opportunities to learn and use the English language, while also providing a safe and nurturing environment for our students to grow. Busche Academy is utilizing a very unique educational model for our international students. Our students will reside at Busche Academy when they are attending in person and they will receive English education and immersion experiences as part of their continued education. We expect all student to join



us on campus for at least one residency term. At Busche Academy, we want to ensure our students have the best education possible.

Whom to Contact at Busche Academy

Health Issues – School Nurse

Dormitory Concerns – Director of Student Activities and Dorm Management

Academic Concerns – Director of Academic Programs
Director of Summer Academic Programs

After School Activities – Director of Student Activities and Dorm Management

Field Trips – Director of Student Activities and Dorm Management

Food Service – Executive Director

Buildings and Maintenance – Facilities Manager

Host Family Program – Director of International Student Programs

Other Concerns – Director of International Student Programs



Contact List

Executive Director

Chen Wang

T: 603-887-5200

Chen.wang@buscheacademy.com

Director of International Student Programs

Educational Advisor

Jill A. Hartmann

T: 603-887-5206

C: 603-689-5196

Curriculum Consultant

Lucy E. Haagen

T: 919-636-1838

lucyemersonhaagen@gmail.com

Facilities Manager

Bill Rohr

T: 603-887-5200

C: 603-387-6542

ewilliwmrohr@gmail.com

Director of Summer Academic Programs

TBA

School Nurse

TBA



Busche Academy S.T.A.R. student program

In an effort to promote a positive school culture, Busche Academy has instituted the S.T.A.R. program. This program is based on the S.T.A.R. points, described below. All the behavior programs in the school are based on the principles of the S.T.A.R. program.

The principles of the S.T.A.R. program are as follows:

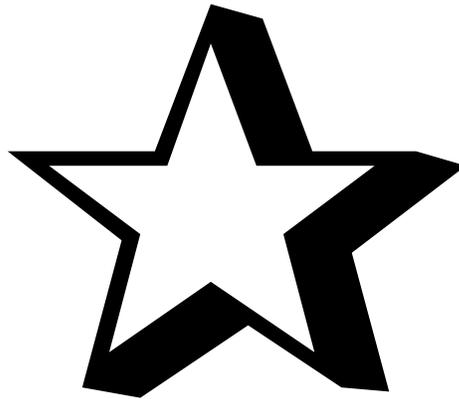
Show respect
Try your best
Act Responsibly
Reach for the stars!

Posters promoting the S.T.A.R. principles are displayed in each classroom, in all the common areas, and in the dormitories. All of the employees at Busche Academy are trained on the principles and functioning of the S.T.A.R. program, and they are expected to serve as models of the program.

Weekly, teachers will choose 4-5 students that have exemplified the principles of S.T.A.R. students. These students will be Busche Academy "S.T.A.R. students of the week." They receive a S.T.A.R. student certificate and they get their very own star on the "Busche Academy S.T.A.R. Students" wall. On their star, they have a picture of them holding their certificate and their name. The "Busche Academy S.T.A.R. Students" wall is located in prominent place in the classroom building, where everyone in the school will see it.



I can shine and be a STAR if I...



S ...show respect

T ...try my best

A ...act responsibly

R ...reach for the stars, **EVERYDAY!**





25 **First Day of School**

4						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

21-25 Winter Break
28 Return to school

6 **Labor Day** - No School

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 **Columbus Day**
No School

OCTOBER '21						
S	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15 **Good Friday**
17 **Easter Sunday**
25-29 **April Break - No School**

11 **Veterans Day**
No School
24 - 26 **Thanksgiving Break**
No School

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

27 **Last Day of School**
30 **Memorial Day**
No School
31 **Make up day**

24 **Begin Winter Break**
No School

DECEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1-3 **Make up days**

1 **New Year's Day**
17 **Martin Luther King, Jr. Day** - No School
31 **Begin Semester Break** - No school

JANUARY '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JULY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 **Independence Day**



Vacations and Holidays:

Labor Day – First Monday of September

Labor day is a federal holiday in the United States and it honors the American labor movement.

Columbus Day – Second Monday of October

Columbus Day is a national holiday in the United States and it celebrates Christopher Columbus's arrival in the Americas.

Veterans' Day – November 11 (can be observed on Monday or Friday)

Veterans' Day is a national holiday in the United States and it honors military veterans.

Thanksgiving Break – Thanksgiving is the 4th Thursday of November. Usually students have the Wednesday prior and the Friday after off as well.

Thanksgiving day is a national holiday in the United States and it is a day to give thanks.

Winter Break – Students usually have the last week of December off and return to school after January 1

During winter break, several holidays can be celebrated. Christmas, a Christian holiday, is celebrated on December 25. In addition, Hanukkah, a Jewish holiday, sometimes falls during this time. January 1 is celebrated as New Year's Day.

Martin Luther King, Jr. Day – Third Monday of January

Martin Luther King, Jr. Day is a federal holiday marking the birthday of Martin Luther King, Jr., a civil rights leader in the United States.

Winter Break – This break is in observance of the Chinese New Year. The students will be off for the month of February to allow travel back and forth to their homes.

Memorial Day – last Monday of May

Memorial Day is a federal holiday in the United States and is for remembering the people that died in the armed services of the US.

Summer School

Summer school begins in the middle of June and ends the middle of August
Holiday during Summer School:

4th of July – The 4th of July is a national holiday celebrating America's Independence.

Students may remain on campus during the holiday breaks. Activities will be planned during those times. If the student decides to travel, arrangements will be made with the students' parents.



Student Life at Busche Academy

Daily Schedule

Weekdays

On typical weekdays, students will be served breakfast and then they will attend their academic classes with an hour break for lunch, which will be served in the dining room at the designated time. Busche Academy academic classes will be concluded by 3:30p.

After school, Busche Academy will provide extracurricular activities and directed study for our students. Extracurricular activities will be tailored to the interests of our students. Directed study will be monitored by Busche Academy staff. In afternoons and evenings, staff will be available to assist the students with homework and English language development.

Dinner will be served at Busche Academy.

Activities will conclude at Busche Academy by 8pm each evening. The students are required to go back to their dorms at this time and get ready for the next day. Quiet hours are from 8pm to 9:30pm. Lights out is no later than 10 pm each night. These hours may change based on the age of the students and at the discretion of the resident dorm manager.

Weekends and holidays

During weekends and holidays, Busche Academy will provide American cultural immersion activities, which may include events hosted at Busche Academy, host family

Busche Academy, 40 Chester Street, Chester, NH 03036 USA Phone: 12
603.887.5200



visits, and/or field trips. During these days, Busche Academy will be responsible for meals while the students are on campus. If it is a field trip day, Busche Academy will make sure the students receive meals when they are away from campus. During host family visits, Busche Academy will make sure the host family provides appropriate meals during their visits.

Activities such as host family visits, events, and field trips usually will not begin before 9am and will usually conclude by 8pm. Some events and trips may require an earlier departure or a later return, but it will be at the discretion of Busche Academy staff.

Immersion Activities with Community

Busche Academy has been working hard to develop a positive relationship with the community of Chester and the surrounding towns. Busche Academy hosts events during which the community is invited to attend. Such events include a dance for the children on the front yard and an ice cream social. In the future, we are collaborating with the town police and fire to host a town wide BBQ, bonfire, and games night.

Busche Academy also relies on families in the community to participate as host families for the immersion program. The families that have participated have had a very positive experience. They have not only given international students an authentically American experience, but they have been able to learn about a new culture from their students.



During the summer, Busche Academy offers foreign language classes to the community. There is a class for children of the community and a class for adults. In summer 2019, there were approximately 30 community members that participated. All the feedback was positive.

Dormitory Life

All students at Busche Academy will reside in the dormitories on campus. Dormitories will be managed by a residential dorm manager and dorm staff. No students will be allowed in the dormitories without an adult present.

Dormitory hours

Students will be allowed to leave the dorm beginning at 7am each day. Students are required to be back in the dorm by 8 pm each evening. These hours may be changed if the dormitory manager and/or staff deems appropriate.

Each student must physically check-in with the dorm manager and/or staff each evening. If the student needs to leave campus for any reason except participating in a school organized activity, the student must obtain permission from the dormitory manager and/or staff. The student must provide appropriate contact numbers in order for the absence to be approved. A written notice of where the student is going will be posted on the student's door until that student returns. Once the student returns, the dorm manager and/or staff will place the written notice in the student's dorm file.

Student Dormitory Rooms



Each student at Busche Academy will be assigned a room in the dormitory with at least one roommate of the same gender. Each student will have a bed, a 3-drawer dresser, and a desk for personal use. Bedding will be provided for each student.

Students must keep their rooms clean at all times. Students should perform a “deep clean” at least once a week. Weekly inspections will be conducted by the dorm managers at a designated time to make sure students’ rooms are acceptable.

Dormitory rooms will be assigned by gender. Boys and girls will be housed on separate floors in the dormitories. In order to access either area, a key will have to be used. The doors separating the floors will be alarmed, alerting staff to any breach. Boys and girls are not allowed on the floors designated for the opposite gender at any time unless accompanied by a dorm manager and/or staff, or in case of emergency.

Dormitory Common Areas

Common areas

- All common areas are for the common use of our students.
- Students must follow the rules and regulations posted in the common areas.
- Students must respect all the students using the common areas.
- Students must keep the common areas clean at all times.

Restrooms and Showers

- Gender specific restrooms are located on each floor of the dormitories.
- Each restroom contains showers for the students.



- Students are expected to keep the restrooms clean at all times.

Laundry facilities

- Each dormitory has laundry facilities for the students' use.
- Laundry machines (washers and dryers) operate on an account card or are coin operated. Students are responsible for doing and paying for their own laundry.
- Students are responsible for providing their own laundry soap, etc.
- Items left in the laundry area will be put in a lost and found area in the room and will remain there for one week. If they are not claimed in one week, they will be disposed of.
- Students are responsible for keeping the laundry area clean at all times.



Sample Secondary Student Schedule

Weekdays	
6:30 am	Wake Up
7:00 am -7:55 am	Breakfast
8:00 am – 12 pm	Academic Classes
12pm-12:55 pm	Lunch
1:00-3:30 pm	Academic Classes
3:30-4:00 pm	Break
4:00 pm – 5:30 pm	Extracurricular Activities
5:30pm – 6:25 pm	Dinner and break
6:30 pm – 8:00 pm	Supervised Study/Individual Tutoring
8:00 pm – 9:30 pm	Open time for laundry, showers, social activities
10 pm	Lights out

Weekend Field Trips	
7:00 am	Breakfast
8:00 am	Bus leaves for destination
12:00 pm	Lunch at destination
5:00 pm	Return to Busche Academy
6:00 pm	Dinner at Busche Academy
7:00 pm – 9:30pm	Activities, shopping, cleaning, etc.
10:00 pm	Lights out
*Field trip days are subject to change based on destination	

Weekend Immersion Days	
8:00 am	Breakfast
9:00 am – 8:00 pm	Time to spend with American families*
9:00 am – 8:00 pm	Alternative activities, including shopping, cleaning, school activities, studying, etc.
* Not all students will go with families every weekend. In addition, the time spent with American families will differ based on the family and the student.	



Attendance

Students at Busche Academy are expected to attend all academic programs, meal services, field trips, and after school activities. In the event a student is unable to attend any of these activities, that student is required to report to the dormitory manager or to the school nurse. The dormitory manager or the school nurse will determine the course of action for the student and will make the appropriate staff members aware of the situation. The student will be under the care of an adult at all times.



Code of Student Conduct

Busche Academy strives to provide a safe and positive learning and living environment for all students. In an effort to achieve this safe and positive environment, Busche Academy has established rules and regulations that the students must follow.

Unacceptable Behaviors

1. Disrespect in any form, to self or others
2. Damaging of property belonging to the school or personal property
3. Fighting, threatening, physical aggression toward any other student or staff member
4. Bullying, harassment, or hazing of any kind
5. Not complying with teacher/staff requests (insubordination)
6. Leaving school grounds without permission
7. Throwing unacceptable objects (rocks, food, etc.)
8. Cheating of any kind
9. Lying to staff, including forging signatures
10. Use of inappropriate language, including swear words and inappropriate gestures
11. Use of computers and/or cell phones to participate in unacceptable behaviors



Consequences Of Unacceptable Behaviors

Consequences may vary in severity based on the offense and at the discretion of Busche Academy staff. Busche Academy uses a 3-Strike system to address behavior issues. The system provides the staff to give a warning to the student to correct the behavior. If the behavior is not corrected,

Warnings

Students will receive a warning when their behavior is not acceptable. They will be told what the unacceptable behavior is and they will be asked to correct the behavior.

Strike 1

If the behavior is not corrected after the warning, the staff will issue “strike 1.”

Strike 1 leads to a time out in a teacher’s office, where the student will write a letter of apology to the offended party .

Strike 2

If the behavior is not corrected after “strike 1,” the staff will issue “strike 2.” Strike 2 leads to suspension of after-school activity privileges and the requirement that students spend the afternoon in a staff office writing an English language essay reflecting on their unacceptable behavior and specifying what steps they will take to correct it .

Strike 3



If the behavior is not corrected after “strike 2,” the staff will issue “strike 3.” Strike 3 will result in a full day out of classes in a staff office. During this time, the teachers will provide the student with work he or she will complete. Strike 3 will also prompt a required conference, virtual or physical, with the students’ parents.

If the student does not respond to the strike system, or has severe behavioral issues, the student may be sent home for a term or longer.





Location of Busche Academy

Busche Academy is located in beautiful Chester, New Hampshire. Chester is a quaint, New England town with a population of approximately 5000. It was incorporated in 1722 and currently encompasses approximately 27 square miles. Chester still holds on to its rural character and warm hospitality.

Chester is located in the southeastern part of the state of New Hampshire. In Chester, NH, we experience all four seasons of the year. Each season comes with it's own set of activities and adventures to explore. From hiking, to skiing, to swimming, to boating, New Hampshire is the place to be.

Busche Academy is located one hour from the New Hampshire White Mountains, 30 minutes from the ocean, 45 minutes from Boston, and 4 hours from New York City.

Boston is the home to amazing museums, historic landmarks, top-rated educational institutions, and many entertainment venues. The White Mountains provide endless opportunities to get out into nature to ski, hike, and swim. Our lakes provide scenic backdrops for swimming, boating, and fishing.

Address:

Busche Academy
40 Chester Street
Chester, NH 03036 USA



Parents staying as guests at Busche Academy

Parents are welcome to come and stay at Busche Academy provided there is space available at a rate set by the school prior to arrival. This price will include a room in the adult dormitory with access to a shared bath, shower, kitchen, and laundry. Parents are also welcome to eat on campus at a rate set by the school prior to arrival.

If parents want to join the students on field trips, they must request space at least one week prior to the field trip. Many of the field trips are booked in advance and tickets are limited. Busche Academy will try it's best to accommodate parents on these trips, but space is not guaranteed. If the parents are accommodated, they are responsible for the cost of the field trip.

Transportation while at Busche Academy

If parents need transportation to and from the airport, or to other places while staying at Busche Academy, they may arrange this through the contacts listed below. There is limited staff at Busche Academy and they may be available for transportation at their own discretion. Parents are expected to pay for the services of transportation on their own, whether they are provided by Busche Academy staff or a private contractor.



Medical Requirements

At Busche Academy, we are very excited to host your child as our student. Part of the responsibility of caring for your child is obtaining permission to have your child medically treated if necessary. In addition, we need a medical history, list of allergies, and written report of an annual physical examination conducted by a licensed physician, physician's assistant, or advanced practice registered nurse. Attached, please find the forms for this information, which should be completed and returned in person, by mail or electronically prior to student enrollment. . It is important that these forms have English translations with them. If you are unable to translate to English, someone at the school will be able to help you with this..



Medical and Dental Release Form

Permission to Treat

I, __ (Parent Name) _____, certify that I am the parent or legal guardian of the minor listed below, and as such, I convey temporary authority to the below designated adults for the sole purpose of obtaining or arranging any emergency medical or dental care for my child as is deemed necessary for the well being of my child during the time of _____ through _____. I grant permission for my child to be treated medically/dentally as is necessary.

I hereby approve and empower the below listed individuals with the authority to arrange and/or consent for any and all emergency medical/dental care and treatment of my child during this time period.

Child's Name: _____

Child's Birthdate: _____

Child's Gender: _____

Does the child have any illnesses, chronic conditions, or known allergies:

Authority to make medical/dental decisions for my child is granted to Ms. Chen Wang, Executive Director of Busche Academy, or to another representative of Busche Academy if Ms. Wang is not available.

Parent signature or legal guardian signature

Date

Parent name

Relationship to child

Parent Contact Phone Number

Parent Contact E-mail

***Please provide and English translation of this document.



Medical History Form

Name of Child: _____ Birthdate: _____

Gender: _____

Parent Information:

Names: _____

Parent Phone Number: _____

Parent Email: _____

Parent Address: _____

Current Medications:

Medication	Dose	Frequency	Reason
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Current Medical Condition:

Chronic conditions: _____

Current Illnesses: _____

Allergies: _____



Medical History:

Please list any pertinent medical events in the child's life, including all surgeries and hospital stays.

Is the child current on his/her vaccinations? Please provide a detailed list of all vaccinations with dates.

Vaccination	Date

Parent signature or legal guardian signature

Date

Parent name

Relationship to child

Parent Contact Phone Number

Parent Contact E-mail

Please provide an English translation of this document.



Busche Academy Health Physical Form

Name of Student _____ Date of Birth _____
Height: _____ Weight: _____ Urine: _____ HGB.HCT: _____
Lead Level: _____ Blood Pressure: _____

Hearing & Vision Screening: _____

Skin/Scalp: _____

Nose/Mouth/Throat: _____

Neurological/Muscular: _____

Spine & Extremities: _____

Glands, Including Thyroid: _____

Chest/Breast: _____

Heart/Lung: _____

Abdomen: _____

Allergies (Asthma, etc.) _____

Recommendations: _____

CHILD IS PHYSICALLY CAPABLE OF FULL ACADEMIC & PHYSICAL EDUCATION PROGRAM

____ YES _____ NO

EXCEPTIONS: _____

ARE ALL IMMUNIZATIONS UP TO DATE ACCORDING TO NH REGULATIONS: ____ YES ____ NO
PLEASE ATTACH DOCUMENTATION OF ALL IMMUNIZATIONS

Date of Exam: _____ Physician's Signature: _____

Physician's Printed Name in English: _____

Address/Telephone #: _____

PHYSICAL EXAMINATION COMPLETED WITHIN ONE YEAR PRIOR TO ENTERING BUSCHE
ACADEMY.



State of New Hampshire School Immunization Requirements 2021-2022



Host Family Program

In an effort to immerse our students in American culture and the English language, Busche Academy has established a Host Family Program. This program encourages families from the neighboring communities to host students from Busche Academy. The hosting consists of a visit to the host family's home, or inclusion in host family activities. These visits can occur during a set weeknight, or on a Sunday. The student is not allowed to spend the night with the host family unless there is express written consent.

Expectations for host families:

- Welcome student into home during hosting time
- Include students in typical household activities
- Students may attend religious services if the family participates
- Transport students to your home or other activities you plan during the host time
- Pick up and return students to the Busche Academy campus at designated times



- They do speak minimal English and their purpose here is to learn. It is a great learning experience for both our students and the families.
- Enjoy learning from your host student!

Expectations of students:

- Be open to new experiences
- Participate as much as possible in host family activities
- Speak English as much as possible with your host family members
- Enjoy learning from your host family!
- Respect Busche Academy Code of Conduct

Requirements for host families:

- Each person over the age of 18 will be required to submit to a background check, the cost of which will be paid for by Busche Academy.
- Fill out an information sheet about your family.
- Proof of auto liability insurance.
- Proof of drivers license by everyone that will be driving the Busche Academy students.



Emergency Contact – In the event of an emergency, please call 911! After 911 has been called, you must contact either Jill Hartmann or Chen Wang from Busche Academy at the numbers listed below:

Jill Hartmann 603-689-5196

Chen Wang



Host Family Release Form

At Busche Academy, we have a host family immersion program. The description and the expectations of the program are outlined in the handbook.

I, _____ (Parent name), acknowledge that I have read the host family program description and expectations. I agree to allow my child, _____, to:

(please initial on the line)

_____ participate in the host family program

_____ be transported by licensed and insured host family members

I, _____ (Student name), acknowledge that I have read the host family program description and expectations. I agree to try to meet the student expectations to the best of my abilities.

Parent Name: _____

Parent Signature: _____

Date: _____

Student Name: _____

Student Signature: _____

Date: _____



Handbook Acknowledgement

I, _____(Parent name), acknowledge that I have read the Busche Academy Handbook. I agree with and understand the rules and regulations in the Handbook.

I, _____(Student name), acknowledge that I have read the Busche Academy Handbook. I agree with and understand the rules and regulations laid out in the Handbook.

Parent Name: _____

Parent Signature: _____

Date: _____

Student Name: _____

Student Signature: _____

Date: _____



Photo and Video Release Form

Busche Academy has permission to use my child's photograph or video image publically. I understand these images may be used in print format, presentation format, on-line format, and/or on social media. I understand that no royalty, fee, or other compensation shall be payable to me or my child for the use of the images.

Parent Name: _____

Parent Signature: _____

Date: _____

Child's Name: _____



Tuition Policy

Short Programs (Up to 8 weeks)

When a student receives a letter of acceptance, he or she will be given a date at which the enrollment offer must be accepted. At this time parents will be asked to pay the entire program tuition. This tuition payment is nonrefundable except in the case that Busche Academy must cancel the program. Under these circumstances, parents will receive a full tuition refund.

Long Programs (More than 8 weeks)

Tuition Deposit

When a student receives notification of his or her acceptance to Busche Academy, parents will be given a date at which the enrollment offer must be accepted. At this time parents will be asked to provide a tuition deposit totally 25 percent of the total program tuition.

The tuition deposit will be applied to tuition for the academic year or semester covered by the acceptance offer. If the student then decides not to enroll, the tuition deposit will not be refunded. In special circumstances, as determined by Busche Academy, and the student's admissions offer is cancelled, the tuition deposit may be refunded to the parent minus \$150.00 to cover administrative costs.

Tuition Obligation

The overhead expenses of Busche Academy do not diminish with the departure of some students during the course of the academic program. Therefore, once the student has enrolled, parents become liable for the entire year's tuition) even if the student is withdrawn, absent, or is involuntarily separated from School. If student is withdrawn, absent, or involuntarily separated, for any reason, including without limitation, change of residence, health, withdrawal, or expulsion, after the enrollment deadline, there will be no refund or reduction of fees or tuition, and any unpaid balance may, at the School's election, become due immediately. Tuition costs, enrollment and payment deadlines are detailed in a tuition schedule, published annually and specified in the student's acceptance offer.

Tuition Refund Plan

As noted above, Busche Academy cannot refund tuition or cancel unpaid obligations if a student is forced to withdraw during the academic year. That is why some parents choose to invest in an optional Tuition Refund Plan. If your son or daughter withdraws, the Tuition Refund Plan will pay benefits (subject to the terms of the policy and the amount insured) to the school, which provides substantial assistance in meeting your



financial obligation. More information about plan provisions and costs will be included with student admissions acceptance letters

3. Tuition: (Initial(s)). Tuition amounts for the various programs are set forth on the Tuition Schedule for the period covered by this Contract. However, if Parent is re-enrolling Student for the next academic year and submits this signed Contract and Tuition Deposit by the Early Re-Enrollment Deadline, then the corresponding discounts shall apply. Parent has selected the following payment plan for tuition (check only one box) and checked the Sibling Discount if applicable (see Tuition Schedule for further details):

Plan A (One-Payment Plan) If Plan A is selected, initial here to waive the Tuition Refund Plan: _____ *Plan B (Three-Payment Plan)* *Plan C (Ten-Payment Plan)*

Sibling Discount. The School offers the following sibling discounts: A 20% tuition discount on the third child enrolled; a 25% tuition discount on the fourth child enrolled; and a 30% discount on the fifth and subsequent children enrolled. The School calculates the discount on the child(ren) in the grade(s) with the lowest tuition rate(s). Please indicate the name(s) and grade(s) of other sibling(s) enrolled: _____

4. Tuition Obligation: (Initial(s)). Parent understands that Student is being enrolled for the entire School Year or period covered by this Contract. Parent further understands that the overhead expenses of the School do not diminish with the departure of some students during the course of the school year and agrees that it is impossible for the School to determine at the time of Parent's execution of this Enrollment Contract the damage and loss to the School that would occur due to the later cancellation/withdrawal of some of the students who have enrolled. Therefore, once this Contract has been submitted to the School with the Tuition Deposit set forth in Paragraph 2, Parent becomes liable for the entire year's tuition and fees as liquidated damages (and not a penalty) even if the Student is withdrawn, absent, or is involuntarily separated from School UNLESS the Parent terminates this Contract in strict accordance with the termination procedures set forth in Paragraph 5 below (or the School rejects, in its sole discretion, Student's application and unilaterally terminates this Contract). If Student is withdrawn, absent, or involuntarily separated, for any reason, including without limitation, change of residence, health, withdrawal, or expulsion, after the termination dates set forth in Paragraph 5, there will be no refund or reduction of fees or tuition, and any unpaid balance may, at the School's election, become immediately due and payable.



Tuition Deposit: (Initial(s)). Parent understands that for the School to consider Student's application and to conditionally reserve a place for Student for the academic year stated above, Parent must submit the original executed Contract, along with a \$1600 Tuition Deposit, made payable to Alexander Montessori School within 10 days of the date of this Contract set forth above. Parent understands that the Tuition Deposit is earned by the School upon Parent's submission of the Contract and fees to the School and the School's consideration of Student's application. The Tuition Deposit will be applied to tuition for the academic year covered by this Contract. The Tuition Deposit is not refundable unless the School rejects, in its sole discretion, Student's application for admission and unilaterally cancels this Contract; in such case, the School will retain \$250.00 of the Tuition Deposit, refunding the remainder to Parent. The Tuition Deposit may be transferable at the discretion of the School. If applying for Grades 1-5, a non-refundable \$200 Admissions Testing Fee is also required.

3. Tuition: (Initial(s)). Tuition amounts for the various programs are set forth on the Tuition Schedule for the period covered by this Contract. However, if Parent is re-enrolling Student for the next academic year and submits this signed Contract and Tuition Deposit by the Early Re-Enrollment Deadline, then the corresponding discounts shall apply. Parent has selected the following payment plan for tuition (check only one box) and checked the Sibling Discount if applicable (see Tuition Schedule for further details):

Plan A (One-Payment Plan) If Plan A is selected, initial here to waive the Tuition Refund Plan: _____ *Plan B (Three-Payment Plan)* *Plan C (Ten-Payment Plan)*

Sibling Discount. The School offers the following sibling discounts: A 20% tuition discount on the third child enrolled; a 25% tuition discount on the fourth child enrolled; and a 30% discount on the fifth and subsequent children enrolled. The School calculates the discount on the child(ren) in the grade(s) with the lowest tuition rate(s). Please indicate the name(s) and grade(s) of other sibling(s) enrolled: _____

4. Tuition Obligation: (Initial(s)). Parent understands that Student is being enrolled for the entire School Year or period covered by this Contract. Parent further understands that the overhead expenses of the School do not diminish with the departure of some students during the course of the school year and agrees that it is impossible for the School to determine at the time of Parent's execution of this Enrollment Contract the damage and loss to the School that would occur due to the later cancellation/withdrawal of some of the students who have enrolled. Therefore, once this Contract has been submitted to the School with the Tuition Deposit set forth in Paragraph 2, Parent becomes liable for the entire year's tuition and fees as liquidated damages (and not a penalty) even



if the Student is withdrawn, absent, or is involuntarily separated from School UNLESS the Parent terminates this Contract in strict accordance with the termination procedures set forth in Paragraph 5 below (or the School rejects, in its sole discretion, Student's application and unilaterally terminates this Contract). If Student is withdrawn, absent, or involuntarily separated, for any reason, including without limitation, change of residence, health, withdrawal, or expulsion, after the termination dates set forth in Paragraph 5, there will be no refund or reduction of fees or tuition, and any unpaid balance may, at the School's election, become immediately due and payable.



Grievance/Complaint Procedure

Bullying

Bullying is defined in the State of New Hampshire as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which: physically harms a pupil or damages the pupil's property; causes emotional distress to a pupil; interferes with a pupil's educational opportunities; creates a hostile educational environment; or substantially disrupts the orderly operation of the school.

Busche Academy strictly forbids any type of bullying, retaliation, or false accusations against a victim or a witness to bullying. The disciplinary consequences for a pupil that commits an act of bullying or falsely accuses another as a means of retaliation are severe, ranging from school-based community service to expulsion and removal from school. Busche Academy will not tolerate any type of bullying or false accusations within its school community.

A. OPTIONS FOR RESOLVING COMPLAINTS

Busche Academy strives to resolve concerns and complaints of students and parents whenever possible. While Busche Academy encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results.

Any student, parent or guardian should first attempt to resolve any concerns through discussion with his or her supervisor and/or other involved persons. If a concern cannot be resolved in such informal manner, the employee may initiate a formal grievance procedure.

Before filing a grievance, parents and students should consult relevant policies outlined in the Student Handbook such as Student Code of Conduct (including bullying) p.44 and Withdrawal/Tuition Refund Policy. If the concern relates to an educator, parents and students may request a copy of the Parents and students may consult the New Hampshire Code of Ethics for Professional Educators, a copy of which is available from the school administration office.

B. DEFINITIONS

1. Days



Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that school policy has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by New Hampshire law or upon which Busche Academy is without authority to act.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.



Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by Busche Academy or by an employee of the school against any grievant or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. Busche Academy will consider requests to hear grievances from a group of grievants, but Busche Academy and officials have the discretion to hear and respond to grievants individually.
4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

E. PROCESS FOR GRIEVANCE

I. Filing a Grievance

1. Whenever a student, parent or guardian believes that he or she has been adversely affected by a decision of a Busche Academy administrator or employee, he or she may file a grievance as provided in this policy.
2. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the board shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to



meet any legal obligations. However, students and parents should recognize that delays in filing a grievance may significantly impair the ability of the school to investigate and respond effectively to such complaints.

3. A student, parent or guardian who has a grievance must provide the following information in writing to the executive director: (1) the name of the school employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.
4. Even if the executive director is the employee whose decision or action is at issue, the employee must submit the grievance first to the executive director in order for him or her to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the employee may submit the grievance directly to the board or designee.

II. Investigation of Grievance

1. The executive director shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed.
2. The executive director shall conduct any investigation of the facts necessary before rendering a decision.

III. Response by Executive director

3. The executive director shall provide a written response to the written grievance within 10 days of the meeting. The response will include his or her decision regarding resolution of the grievance and the basis for the decision. In responding, the executive director may not disclose information about other employees or relevant individuals that is considered confidential by law.
4. A copy of the grievance and the official response will be filed with the board.

IV. Response by Board

5. If the grievant is dissatisfied with the executive director's decision, the grievant may appeal the decision to the board. The appeal must



be made in writing within five days of receiving the executive director's decision.

6. The board may review the written documents and respond or may schedule and hold a conference with the grievant, executive director and any other individuals the board determines to be appropriate within five school days after receiving the appeal. .
7. The board shall provide a written response within 10 days after receiving the appeal. In responding, the board may not disclose information about other employees or relevant individuals that is considered confidential by law.

F. NOTICE

The board or designee is responsible for providing effective notice to employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Adopted February 1, 2021



Grievance/Complaint Procedure

Teacher Misconduct

Teachers in New Hampshire are held to the New Hampshire Code of Ethics and Code of Conduct. At Busche Academy, we will not tolerate unprofessional behavior on the part of our staff. Each teacher is provided with the New Hampshire Code of Ethics and the New Hampshire Code of Conduct for Educational Professionals. Educators owe our students a duty of care to act in a professional manner, free from behavior that goes against our principles as educators.

Examples of unprofessional behaviors and the obligations of educators to the students can be found in the New Hampshire Code of Ethics and the New Hampshire Code of Conduct for Educational Professionals.

A. OPTIONS FOR RESOLVING COMPLAINTS

Busche Academy strives to resolve concerns and complaints of students and parents whenever possible. While Busche Academy encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results.

Any student, parent or guardian should first attempt to resolve any concerns through discussion with his or her supervisor and/or other involved persons. If a concern cannot be resolved in such informal manner, the employee may initiate a formal grievance procedure.

Before filing a grievance, parents and students should consult relevant policies outlined in the Student Handbook such as Student Code of Conduct (including bullying) p.44 and Withdrawal/Tuition Refund Policy. If the concern relates to an educator, parents and students may request a copy of the Parents and students may consult the New Hampshire Code of Ethics for Professional Educators, a copy of which is available from the school administration office.

B. DEFINITIONS

3. Days



Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

4. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that school policy has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by New Hampshire law or upon which Busche Academy is without authority to act.

6. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

7. Official

The official is the school employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.



Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

5. No reprisals of any kind will be taken by Busche Academy or by an employee of the school against any grievant or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
6. All meetings and hearings conducted pursuant to this policy will be private.
7. Busche Academy will consider requests to hear grievances from a group of grievants, but Busche Academy and officials have the discretion to hear and respond to grievants individually.
8. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

E. PROCESS FOR GRIEVANCE

I. Filing a Grievance

5. Whenever a student, parent or guardian believes that he or she has been adversely affected by a decision of a Busche Academy administrator or employee, he or she may file a grievance as provided in this policy.
6. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the board shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to



meet any legal obligations. However, students and parents should recognize that delays in filing a grievance may significantly impair the ability of the school to investigate and respond effectively to such complaints.

7. A student, parent or guardian who has a grievance must provide the following information in writing to the executive director: (1) the name of the school employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.
8. Even if the executive director is the employee whose decision or action is at issue, the employee must submit the grievance first to the executive director in order for him or her to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the employee may submit the grievance directly to the board or designee.

II. Investigation of Grievance

8. The executive director shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed.
9. The executive director shall conduct any investigation of the facts necessary before rendering a decision.

III. Response by Executive director

10. The executive director shall provide a written response to the written grievance within 10 days of the meeting. The response will include his or her decision regarding resolution of the grievance and the basis for the decision. In responding, the executive director may not disclose information about other employees or relevant individuals that is considered confidential by law.
11. A copy of the grievance and the official response will be filed with the board.

IV. Response by Board

12. If the grievant is dissatisfied with the executive director's decision, the grievant may appeal the decision to the board. The appeal must



be made in writing within five days of receiving the executive director's decision.

13. The board may review the written documents and respond or may schedule and hold a conference with the grievant, executive director and any other individuals the board determines to be appropriate within five school days after receiving the appeal. .
14. The board shall provide a written response within 10 days after receiving the appeal. In responding, the board may not disclose information about other employees or relevant individuals that is considered confidential by law.

F. NOTICE

The board or designee is responsible for providing effective notice to employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.



Grievance/Complaint Procedure

Tuition Refund

Please see the Tuition Policy in this handbook.

A. OPTIONS FOR RESOLVING COMPLAINTS

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9. Official

The official is the school employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant’s legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the



decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

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11. A student, parent or guardian who has a grievance must provide the following information in writing to the executive director: (1) the name of the school employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of



Education policy or procedure that grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.

12. Even if the executive director is the employee whose decision or action is at issue, the employee must submit the grievance first to the executive director in order for him or her to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the employee may submit the grievance directly to the board or designee.

II. Investigation of Grievance

15. The executive director shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed.
16. The executive director shall conduct any investigation of the facts necessary before rendering a decision.

III. Response by Executive director

17. The executive director shall provide a written response to the written grievance within 10 days of the meeting. The response will include his or her decision regarding resolution of the grievance and the basis for the decision. In responding, the executive director may not disclose information about other employees or relevant individuals that is considered confidential by law.
18. A copy of the grievance and the official response will be filed with the board.

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19. If the grievant is dissatisfied with the executive director's decision, the grievant may appeal the decision to the board. The appeal must be made in writing within five days of receiving the executive director's decision.
20. The board may review the written documents and respond or may schedule and hold a conference with the grievant, executive director and any other individuals the board determines to be appropriate within five school days after receiving the appeal.
21. The board shall provide a written response within 10 days after receiving the appeal. In responding, the board may not disclose information about other employees or relevant individuals that is considered confidential by law.



F. NOTICE

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G. RECORDS

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Grievance/Complaint Procedure

The Use of Child Restraint Practices

At Busche Academy, there are no circumstances under which restraint and seclusion would be used at the school. If such a thing did happen, the grievance policy below would be utilized.

A. OPTIONS FOR RESOLVING COMPLAINTS

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- Busche Academy, 40 Chester Street, Chester, NH 03036 USA Phone: 56
603.887.5200



determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students and parents should recognize that delays in filing a grievance may significantly impair the ability of the school to investigate and respond effectively to such complaints.

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II. Investigation of Grievance

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III. Response by Executive director

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25. A copy of the grievance and the official response will be filed with the board.

IV. Response by Board



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The board or designee is responsible for providing effective notice to employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.



Checklist of Forms to Sign and Return to Executive Director

Name of Form	Signature	Date	Completed
Medical History Form			
Medical and Dental Release Form			
Physical Form			
Immunization Proof			
Handbook Acknowledgement Form			
Photo and Video Release Form			
Host Family Release Form			

Busche Academy

Budget

Proposed Cost of 2021-2022 Academic Year				
Expenses	2021-Fall (USD)		2022-Spring(USD)	
Tuition		14500		14500
Register Fee		200		300
Meals		2000		3000
Accommodation		3000		4000
School Uniform		1500		1500
Transportation		800		1000
Medical Insurance		1000		1000
School Programs		700		800
Textbook		500		800
Total		24200		26900
Year Total				51100

布什尔地区年度支出
Busche Academy Annual Expenditure

类别 Category	开支项目	Expenditure items	Normal income	Nomal Annual expenditure	2020 Expenses
校舍房产税及保险支出 Property Tax and Insurance Expenses	房产税	Property tax		60,430	60,430
	布什尔校区财产保险	Campus Property Insurance		37,080	37,080
	布什尔校区第三方责任险	Liability Insurance		5,742	5,742
人工成本 Labor Costs	工资及社保	Salaries and Social Security		114,754	92,681
日常能源类支出 Daily Energy Expenditure	电话费	Telephone fee		13,200	6,903
	网落费	Internet Service Fee		1,030	1,030
	电费	Electricity bill		24,000	15,190
	垃圾处理	Garbage disposal		2,400	1,859
	虫害治理	Pest Management		2,400	2,065
	取暖	Heating		48,000	44,654
其他运营费 Other Operating Expenses	车辆加油费	Vehicle refueling fee		1,800	1,441
	车辆相关 (注册·保养·停车费)	fees)		1,200	873
	办公用品杂费	Office Supplies		2,400	1,196
	维修等杂费	Maintenance and Operations Service		14,400	14,982
	清洁费	Cleaning Service fee		2,500	2,500
	Quickbooks记账软件	Quickbooks accounting software		2,520	2,520
	Paychex服务费	Paychex service fee		2,000	1,985
	Bank charge/Interest (银行账户管理费等)	fees, etc.)		1,560	610
专业机构服务费 Professional Service	Accounting(CPA报税服务)	Accounting (CPA tax filing service)		2,500	7000
	律师费	Lawyer fee		4,000	314.5
	教育咨询服务	Educational consulting services		24,000	8639.3
其他保险 Other Insurance	Worker's Comp(劳工险)	Worker's Comp (Labor Insurance)		1,097	1,097
学费 Tuition	2021 Spring Semester	Students Registered	5000		
合计		Total	5000	369,013	310,792

Busche Academy

Secretary of State

State of New Hampshire

Department of State

CERTIFICATE

I, William M. Gardner, Secretary of State of the State of New Hampshire, do hereby certify that BUSCHE ACADEMY LLC is a New Hampshire Limited Liability Company registered to transact business in New Hampshire on February 22, 2018. I further certify that all fees and documents required by the Secretary of State's office have been received and is in good standing as far as this office is concerned.

Business ID: **788778**

Certificate Number: **0005251301**



IN TESTIMONY WHEREOF,

I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 8th day of February A.D. 2021.

A handwritten signature in black ink, appearing to read "William M. Gardner".

William M. Gardner
Secretary of State

(/online/Home/)  Back to Home (/online)

Business Information

Business Details

Business Name: BUSCHE ACADEMY LLC	Business ID: 788778
Business Type: Domestic Limited Liability Company	Business Status: Good Standing
Management Style: Manager Managed	
Business Creation Date: 02/22/2018	Name in State of Formation: Not Available
Date of Formation in Jurisdiction: N/A	
Principal Office Address: 40 Chester Street, Chester, NH, 03036, USA	Mailing Address: 40 Chester Street, Chester, NH, 03036, USA
Citizenship / State of Formation: Domestic/New Hampshire	
	Last Annual Report Year: 2021
	Next Report Year: 2022
Duration: Perpetual	
Business Email: lei.wang@buscheacademy.org	Phone #: 603-887-5200
Notification Email: lei.wang@buscheacademy.org	Fiscal Year End Date: NONE

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	OTHER / operate a private international school providing enrichment curriculum to international students; and any and all activities related or incidental to the foregoing and to do all things necessary or convenient for the accomplishment thereof, which statement of purpose shall not in any way limit or restrain the activities of the Company. The Company is further empowered to engage in any business allowed to be carried on by limited liability companies formed under New Hampshire RSA Chapter 304-C.	

Page 1 of 1, records 1 to 1 of 1

Principals Information

Name/Title	Business Address
Jun Pan / Manager	40 Chester Street, Chester, NH, 03036, USA
Chen Wang / Manager	40 Chester Street, Chester, NH, 03036, USA
Lei Wang / Manager	40 Chester Street, Chester, NH, 03036, USA
Humin Ji / Manager	40 Chester Street, Chester, NH, 03036, USA
Neil Bush / Manager	40 Chester Street, Chester, NH, 03036, USA

Page 1 of 1, records 1 to 5 of 5

Registered Agent Information

Name: Norris Daniel J Esq

Registered Office Address: McLane Middleton, Professional Association, 900 Elm Street, Manchester, NH, 03101, USA

Registered Mailing Address: McLane Middleton, Professional Association, PO Box 326, Manchester, NH, 03105 - 0326, USA

Trade Name Information

No Trade Name(s) associated to this business.

Trade Name Owned By

No Records to View.

Trademark Information

Trademark Number	Trademark Name	Business Address	Mailing Address
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No records to view.

[Filing History](#)

[Address History](#)

[View All Other Addresses](#)

[Name History](#)

[Shares](#)

[Businesses Linked to Registered Agent](#)

[Return to Search](#)

[Back](#)

[Contact Us](#)

[\(/online/Home/ContactUS\)](#)

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Busche Academy

Facilities

[Buildings List](#)

[Safety Documents](#)

Buildings at Busche Academy

Adams

This building is a dormitory.

Nutting Hall

This building houses some classrooms and a recreation room. It is attached to Dalrymple.

Dalrymple

This building is attached to Nutting Hall and it houses offices, some classrooms, and a possible recreation room.

Preston

This building is a dormitory.

Wadleigh Classroom Building

This is the building that houses the majority of our classrooms, our cafeteria, and kitchen.

567-3634

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
100 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-2880

NONPUBLIC SCHOOL ZONING VERIFICATION FORM

(Please Print)

Name of Nonpublic School: BUSCHTZ ACADEMY

School's Physical Address: 116 CHESTER ST CHESTER, NH 03036

Applicant's Name: CHUCK WONG Tel Number: 603 887-5200

Instructions: If zoning action is not required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above **DOES CONFORM** to the zoning requirements of

(City/Town) Town of Chester

Comments:

Name of Official: (please print) Myrick Bunker Signature: [Signature]

Date: 2/8/31 Telephone: 603-887-2636 Email: mbunker@chester-nh.org

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) _____

Check one.

No restrictions were specified by the zoning authority.

Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) CHUCK WONG Signature: _____

Date: _____ Telephone: _____ Email: _____



TOWN OF CHESTER

84 Chester Street
Chester, NH 03036
Phone- 603.887.5552 Fax- 603.887.4404
Website: www.chesternh.org



CERTIFICATE OF OCCUPANCY

Property Address 40 Chester St		Residential []	Commercial [X]
Map/ Lot 005/015/000	Issue Date 10/25/16	Inspected 10/21/16	
OWNER INFORMATION			
Busche International 40 Chester St Chester, NH 03036			
Special Conditions: This certificate is for Adams Hall only.			
Description: 2-story, mixed use with classrooms, dormitory and office space.			
By conducting site inspections, the structure at the above address has been found to substantially conform to the TOWN OF Chester's Zoning Ordinances and building codes, and is approved for occupancy. Inspection services are rendered by the Town of Chester as a public service. By issuing this Certificate of Occupancy, the Town does not guarantee the quality of construction. This certificate should not be relied upon as an indication that the structure is free of defects.			
 Building Inspector		Date 10/25/16	



TOWN OF CHESTER

84 Chester Street
Chester, NH 03036
Phone- 603.887.5552 Fax- 603.887.4404
Website: www.chesternh.org



CERTIFICATE OF OCCUPANCY

Property Address 66 Chester St		Residential []	Commercial [X]
Map/ Lot 005/014/000	Issue Date 5/30/17	Inspected 5/31/17	
OWNER INFORMATION			
Busche International 40 Chester St Chester, NH 03036			
Special Conditions: This certificate is for Dalrymple only.			
Description: 32' x 56', 2-story, 273-year-old building. Currently used for storage only. Attached at front left corner to Nutting Hall.			
By conducting site inspections, the structure at the above address has been found to substantially conform to the TOWN OF Chester's Zoning Ordinances and building codes and is approved for occupancy. Inspection services are rendered by the Town of Chester as a public service. By issuing this Certificate of Occupancy, the Town does not guarantee the quality of construction. This certificate should not be relied upon as an indication that the structure is free of defects.			
 Building Inspector		Date 5/31/17	



TOWN OF CHESTER



BUILDING DEPARTMENT

84 Chester Street

Chester, NH 03036

Office- 603.887.3636 Cell- 603.370.0175

www.chesternh.org

CERTIFICATE OF OCCUPANCY

Property Address 66 Chester St		Residential []	Commercial [X]
Map/ Lot 005/014/000	Issue Date 1/11/21	Inspected 1/7/21	
OWNER INFORMATION			
Busche International 40 Chester St Chester, NH 03036			
OCCUPANT INFORMATION			
Latitude Learning Resources c/o Sharon Osborne PO Box 16542 Hooksett, NH 03106			
Special Conditions: This certificate is for the building known as Nutting Hall only. Variance granted for off-site parking.			
By conducting site inspections, the structure at the above address has been found to substantially conform to the TOWN OF Chester's Zoning Ordinances and building codes and is approved for occupancy. Inspection services are rendered by the Town of Chester as a public service. By issuing this Certificate of Occupancy, the Town does not guarantee the quality of construction. This certificate should not be relied upon as an indication that the structure is free of defects.			
 Building Inspector		Date 2/26/21	

This certificate becomes void at the occurrence of any of the following: change of ownership, use, area used, nature of business, violation of conditions or special conditions, etc.



TOWN OF CHESTER

84 Chester Street
Chester, NH 03036
Phone- 603.887.5552 Fax- 603.887.4404
Website: www.chesternh.org



CERTIFICATE OF OCCUPANCY

Property Address 40 Chester St		Residential <input type="checkbox"/>	Commercial <input checked="" type="checkbox"/>
Map/ Lot 005/015/000	Issue Date 4/21/17	Inspected 4/18/17	
OWNER INFORMATION			
Busche International 40 Chester St Chester, NH 03036			
Special Conditions: This certificate is for Preston Hall only. Final Inspection conducted by Chester Fire Dept.			
Description: 2-story dormitory			
By conducting site inspections, the structure at the above address has been found to substantially conform to the TOWN OF Chester's Zoning Ordinances and building codes, and is approved for occupancy. Inspection services are rendered by the Town of Chester as a public service. By issuing this Certificate of Occupancy, the Town does not guarantee the quality of construction. This certificate should not be relied upon as an indication that the structure is free of defects.			
 Building Inspector		Date 4/18/17	



TOWN OF CHESTER

84 Chester Street
Chester, NH 03036
Phone- 603.887.5552 Fax- 603.887.4404
Website: www.chesternh.org



CERTIFICATE OF OCCUPANCY

Property Address 40 Chester St		Residential []	Commercial [X]
Map/ Lot 005/015/000	Issue Date 06/16/17	Inspected 07/27/17	
OWNER INFORMATION			
Busche International 40 Chester St Chester, NH 03036			
Special Conditions: This certificate is for the Wadleigh building only.			
Description: 1-story, mixed use. Classrooms, cafeteria, and commercial kitchen.			
By conducting site inspections, the structure at the above address has been found to substantially conform to the TOWN OF Chester's Zoning Ordinances and building codes, and is approved for occupancy. Inspection services are rendered by the Town of Chester as a public service. By issuing this Certificate of Occupancy, the Town does not guarantee the quality of construction. This certificate should not be relied upon as an indication that the structure is free of defects.			
 Building Inspector		Date 27 July 2017	



Robert L. Quinn
Commissioner

State of New Hampshire

DEPARTMENT OF SAFETY

Division of Fire Safety

Office of the State Fire Marshal

Office: 1110 Smokey Bear Boulevard, Concord, NH 03301

Mailing Address: 33 Hazen Drive, Concord, NH 03305

Telephone: 603-223-4289 • Fax: 603-223-4294

www.nh.gov/firesafety



Philip J. Parisi
State Fire Marshal

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: BUSCH ACADEMY

School Address: 40 CHESTER ST, CHESTER, NH 03036

School Phone Number: 603 887-5200

Inspected By (Please Print): PHILIP R. GLADU

Inspection Organization Name: CHESTER FIRE DEPARTMENT

Inspector Contact Number: 603-887-3878

Date of Inspection: 2/17/2021

Building Name: ADAMS HALL

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from *NFPA 101, 2015 edition*, *NFPA 1, 2015 edition* and other current applicable codes.

2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).

3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Department of Safety, Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6)

6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2)

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of NFPA 101			✓	
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2			✓	
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			✓	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2	✓			
4. Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2		✓		MAX CORRIDOR IS 5 FEET
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5, 13.2.5.1.3, 15.2.5.2	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4	✓			BASEMENT HAS TWO MEANS OF EGRESS.

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6		✓		BASEMENT DOOR SWINGS INTO 1ST FLOOR HALLWAY.
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1			✓	
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 No travel distances in assembly occupancies shall exceed 200 feet in a non-sprinklered building or 250 feet in a sprinklered building. NFPA 101 Ch. 13.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 7.9.1.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1			✓	NO CLASSROOMS. BLDG IS DORMITORY.
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	✓			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1	✓			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1			✓	
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6	✓			
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	✓			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	✓			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	✓			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	✓			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3			✓	
12. Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5	✓			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	✓			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1		✓		
2. Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300.	✓			
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	✓			
2. Emergency lighting testing monthly and annually	✓			
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.	✓			
6. All deficiencies noted in the annual report have been addressed.	✓			
7. Annual sprinkler test report with any deficiencies noted.	✓			
8. All deficiencies noted in the annual report have been addressed.	✓			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1990s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code (NH Code of Administrative Rules Saf-FM0 300)			✓	
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	✓			BEING DEVELOPED.
END OF CHECKLIST				

Comments/Notations:

CO DETECTORS TESTED: BASEMENT; 1ST FLOOR & 2ND FLOOR.

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
2. An approved plan of correction will (check one) OR will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

Pho R. Gbabe
Signature of Inspector or Fire Chief

2/17/2021
Date

I acknowledge receipt of this report.

Bill Gbabe
Signature of School Contact

2/18/2021
Date



Robert L. Quinn
Commissioner

State of New Hampshire

DEPARTMENT OF SAFETY

Division of Fire Safety
Office of the State Fire Marshal

Office: 110 Smokey Bear Boulevard, Concord, NH 03301
Mailing Address: 33 Hazen Drive, Concord, NH 03305
Telephone: 603-223-4289 • Fax: 603-223-4294
www.nh.gov/firesafety



Paul J. Parisi
State Fire Marshal

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: BUSCHIE ACADEMY

School Address: 40 CHESTER ST. CHESTER, NH 03036

School Phone Number: 603 887-5200

Inspected By (Please Print): PHILIP R. GLADU

Inspection Organization Name: CHESTER FIRE DEPARTMENT

Inspector Contact Number: 603-887-3878

Date of Inspection: 2/12/2021

Building Name: PRESTON HALL

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from *NFPA 101, 2015 edition*, *NFPA 1, 2015 edition* and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Department of Safety, Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2)

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of NFPA 101	✓			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2			✓	
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			✓	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2	✓			
4. Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5, 13.2.5.1.3, 15.2.5.2	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4			✓	ROOM 24' x 24' 576 sqft

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1			✓	DOORS ARE LOCKED
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 No travel distances in assembly occupancies shall exceed 200 feet in a non-sprinklered building or 250 feet in a sprinklered building. NFPA 101 Ch. 13.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 7.9.1.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1			✓	NO CLASSROOMS
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	✓			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1	✓			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	✓			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	NO KITCHEN
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6	✓			
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	✓			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	✓			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	✓			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	✓			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3			✓	NO BELOW GROUND LEVEL
12. Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5	✓			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	✓			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1		✓		
2. Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300.	✓			NO STUDENTS PRESENT FOR APPROXIMATELY 2 YEARS.
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	✓			
2. Emergency lighting testing monthly and annually	✓			
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.	✓			
6. All deficiencies noted in the annual report have been addressed.	✓			
7. Annual sprinkler test report with any deficiencies noted.	✓			
8. All deficiencies noted in the annual report have been addressed.	✓			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-FMO 300]			✓	
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans			✓	PLAN IS BEING DEVELOPED DUE TO UNIQUE CIRCUMSTANCES.
END OF CHECKLIST				

Comments/Notations:

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
2. An approved plan of correction will (check one) OR will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

Philip R. Glaze
Signature of Inspector or Fire Chief

2/12/21
Date

I acknowledge receipt of this report.

Bill [Signature]
Signature of School Contact

2/18/2021
Date



Robert L. Quinn
Commissioner

State of New Hampshire

DEPARTMENT OF SAFETY

Division of Fire Safety

Office of the State Fire Marshal

Office: 1110 Smeadley Beach Boulevard, Concord, NH 03301

Mailing Address: 33 Hazen Drive, Concord, NH 03305

Telephone: 603-223-4239 • Fax: 603-223-4234

www.nh.gov/firesafety



Philip Pappi
State Fire Marshal

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: BUSCH ACADEMY

School Address: 40 CHESTER ST. CHESTER, NH 03036

School Phone Number: 603 887-5100

Inspected By (Please Print): PHILIP R. GLADU

Inspection Organization Name: CHESTER FIRE DEPARTMENT

Inspector Contact Number: 603-887-3870

Date of Inspection: 2/17/2021

Building Name: MULLIG HALL

Note: This report includes Dalrymple as these two buildings are connected.
-confirmed by Shireen Meskoob, NHDOE
6.18.2021

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from *NFPA 101, 2015 edition*, *NFPA 1, 2015 edition* and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Department of Safety, Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2)

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of NFPA 101	✓			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1	✓			
3. Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2			✓	
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			✓	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2	✓			
4. Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5, 13.2.5.1.3, 15.2.5.2	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1			✓	
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 No travel distances in assembly occupancies shall exceed 200 feet in a non-sprinklered building or 250 feet in a sprinklered building. NFPA 101 Ch. 13.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 7.9.1.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1	✓			
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	✓			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1	✓			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	✓			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6	✓			
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	✓			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	✓			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	✓			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	✓			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3			✓	
12. Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5	✓			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1			✓	
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	✓			
2. Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300.	✓			BUILDING HAS NOT BEEN USED IN 2+ YEARS.
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	✓			
2. Emergency lighting testing monthly and annually	✓			
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.	✓			
6. All deficiencies noted in the annual report have been addressed.	✓			
7. Annual sprinkler test report with any deficiencies noted.	✓			
8. All deficiencies noted in the annual report have been addressed.	✓			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter	✓ ^{see}		✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-FMO 300]			✓	
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans			✓	PLAN IN DEVELOPMENT
END OF CHECKLIST				

Comments/Notations:

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
2. An approved plan of correction will (check one) OR will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

Philip R. Gba
Signature of Inspector or Fire Chief

2/17/2021
Date

I acknowledge receipt of this report.

Bill Bl
Signature of School Contact

2/18/2021
Date



Robert L. Quinn
Commissioner

State of New Hampshire

DEPARTMENT OF SAFETY

Division of Fire Safety
Office of the State Fire Marshal

Office: 110 Smokey Bear Boulevard, Concord, NH 03301
Mailing Address: 33 Hazen Drive, Concord, NH 03305
Telephone: 603-223-4289 • Fax: 603-223-4294
www.nh.gov/firesafety



Paul J. Parisi
State Fire Marshal

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: BUSCHIE ACADEMY

School Address: 40 CHESTER ST. CHESTER, NH 03036

School Phone Number: 603 887-5200

Inspected By (Please Print): PHILIP R. GLADU

Inspection Organization Name: CHESTER FIRE DEPARTMENT

Inspector Contact Number: 603-887-3878

Date of Inspection: 2/12/2021

Building Name: PRESTON HALL

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from *NFPA 101, 2015 edition*, *NFPA 1, 2015 edition* and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Department of Safety, Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2)

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of NFPA 101	✓			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2			✓	
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			✓	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2	✓			
4. Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5, 13.2.5.1.3, 15.2.5.2	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4			✓	ROOM 24' x 24' 576 sqft

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1			✓	DOORS ARE LOCKED
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 No travel distances in assembly occupancies shall exceed 200 feet in a non-sprinklered building or 250 feet in a sprinklered building. NFPA 101 Ch. 13.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 7.9.1.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1			✓	NO CLASSROOMS
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	✓			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1	✓			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	✓			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	NO KITCHEN
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6	✓			
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	✓			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	✓			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	✓			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	✓			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3			✓	NO BELOW GROUND LEVEL
12. Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5	✓			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	✓			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1		✓		
2. Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300.	✓			NO STUDENTS PRESENT FOR APPROXIMATELY 2 YEARS.
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	✓			
2. Emergency lighting testing monthly and annually	✓			
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.	✓			
6. All deficiencies noted in the annual report have been addressed.	✓			
7. Annual sprinkler test report with any deficiencies noted.	✓			
8. All deficiencies noted in the annual report have been addressed.	✓			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-FMO 300]			✓	
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans			✓	PLAN IS BEING DEVELOPED DUE TO UNIQUE CIRCUMSTANCES.
END OF CHECKLIST				

Comments/Notations:

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
2. An approved plan of correction will (check one) OR will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

Philip R. Glaze
Signature of Inspector or Fire Chief

2/12/21
Date

I acknowledge receipt of this report.

Bill [Signature]
Signature of School Contact

2/18/2021
Date



Robert L. Quinn
Commissioner

State of New Hampshire

DEPARTMENT OF SAFETY

Division of Fire Safety

Office of the State Fire Marshal

Office: 110 Smokey Bear Boulevard, Concord, NH 03301

Mailing Address: 33 Hazen Drive, Concord, NH 03305

Telephone: 603-223-4289 • Fax: 603-223-4294

www.nh.gov/firesafety



Paul J. Parisi
State Fire Marshal

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: BUSCH ACADEMY

School Address: 40 CHESTER ST. CHESTER, NH 03036

School Phone Number: 603 887-5200

Inspected By (Please Print): PHILIP R. GLADU

Inspection Organization Name: CHESTER FIRE DEPARTMENT

Inspector Contact Number: 603-887-3878

Date of Inspection: 2/12/2021

Building Name: CLASSROOM BUILDING

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from *NFPA 101, 2015 edition*, *NFPA 1, 2015 edition* and other current applicable codes.

2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).

3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Department of Safety, Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6)

6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2)

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of NFPA 101	✓			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1	✓			
3. Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2	✓		✓	SINGLE STORY BLDG
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			✓	SINGLE STORY
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2	✓			
4. Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5, 13.2.5.1.3, 15.2.5.2	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4	✓			CAFETERIA IS 40'x44' 1,760 sqft

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1	✓			
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 No travel distances in assembly occupancies shall exceed 200 feet in a non-sprinklered building or 250 feet in a sprinklered building. NFPA 101 Ch. 13.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 7.9.1.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1			✓	BLDG HAS SPRINKLER SYSTEM
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3			✓	SINGLE STORY BLDG
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1	✓			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	✓			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2	✓			
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1		✓		SYSTEM IS PAST DUE *SEE PHOTO BUT HAS NOT BEEN USED.

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6	✓			
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	✓			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	✓			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	✓			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	✓			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3			✓	SINGLE STORY
12. Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5	✓			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	✓			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3	✓			MAINTENANCE TO BE PERFORMED 2/21
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1		✓		
2. Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300.	✓			NO STUDENTS PRESENT FOR APPROXIMATELY 2 YEARS
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	✓			
2. Emergency lighting testing monthly and annually	✓			
3. Commercial kitchen hood cleaning and inspection within 6 months		✓		HOOD IS OUT OF DATE BUT HAS NOT BEEN USED
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.	✓			
6. All deficiencies noted in the annual report have been addressed.	✓			
7. Annual sprinkler test report with any deficiencies noted.	✓			
8. All deficiencies noted in the annual report have been addressed.	✓			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-FMO 300]			✓	
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans			✓	PLAN IS BEING DEVELOPED DUE TO UNIQUE CIRCUMSTANCES
END OF CHECKLIST				

Comments/Notations:

- AREA

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
2. An approved plan of correction will (check one) OR will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

Philip R. Block
Signature of Inspector or Fire Chief

2/12/21
Date

I acknowledge receipt of this report.

[Signature]
Signature of School Contact

2/18/2021
Date

New Hampshire Department of Education
 Bureau of School Safety and Facility Management
 100 Pleasant Street, Concord, NH 03301-3882
 Telephone: (603) 271-3600

School Health Inspection Form

Last revised June 22, 2020

SCHOOL INFORMATION		
School Name: BUSCH'S ACADEMY	Address: 410 CHESTER ST	SBAU#: N/A
Town/City: CHESTER	State: NH	Zip: 03036
School Contact: BILL ROHR	Title: FACILITIES MANAGER	
Name of each building used by students: ADAMS 1972, PRESTON 2001, CLASSROOM 2017, NUTMEG 1894		Enrollment:
Year each building was built:		
Water supply (municipal, well, etc.): WELL	Wastewater system (municipal, septic, etc.): SEPTIC	
INSPECTION INFORMATION		
Inspector's name: DARRELL F. QUINN	Organization: TOWN OF CHESTER H.O.	Inspector's phone: 603-303-3509
Inspector's email: DEQ@GSINET.NET	Were all buildings used by students inspected (Y/N)? <input checked="" type="radio"/> Y	Date of inspection: 2/3/2021
INFORMATION/INSTRUCTION		
<p>A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.</p> <p>The health inspection must be performed by a health official, not a school employee. Visit https://www.dhhs.nh.gov/dhhs/hohu/documents/officers.pdf for a list of local health officers.</p> <p>Kitchen inspections are not acceptable substitutes for the health inspection.</p> <p>It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.</p> <p>Attach the following to the health inspection form, if applicable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most recent septic tank pumping service <input type="checkbox"/> Asbestos inspection reports for buildings built before 1990 <input type="checkbox"/> Animal vaccination certificates, if applicable <input type="checkbox"/> Swimming pool testing records, if applicable <p>Please submit the completed form to the NH Department of Education as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov <input type="checkbox"/> Public charter schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov <input type="checkbox"/> Non-public schools - email the form to Shireen Maskood at: shireen.maskood@doe.nh.gov 		

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NA	
	Notes:			
6. Are toxic materials clearly labeled and properly stored away from food?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
8. Are water fountains clean with sufficient water pressure?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)	CORRECTIVE ACTION	CORRECTIVE DATE
9. Is there a pump schedule for the septic system?	<input checked="" type="radio"/> YES <input type="radio"/> NO <input type="radio"/> NA Notes:		
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	<input type="radio"/> YES <input checked="" type="radio"/> NO Notes:		
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	<input checked="" type="radio"/> YES <input type="radio"/> NO <input type="radio"/> NA Notes:		
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please attach findings.	<input checked="" type="radio"/> YES <input type="radio"/> NO <input type="radio"/> NA Notes: ALL GOOD		
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)	CORRECTIVE ACTION	CORRECTIVE DATE
13. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	<input type="radio"/> YES <input checked="" type="radio"/> NO Notes:		
14. Is there any mildew or mold present? If so, please describe the condition and location.	<input type="radio"/> YES <input checked="" type="radio"/> NO Notes:		
15. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (AHERA, 40 CFR 763, Subpart E and RSA 141-E)	<input type="radio"/> YES <input type="radio"/> NO <input checked="" type="radio"/> NA Notes: NO ASBESTOS		

16. If the building was built before 1978, are you aware of the presence of flaking paint?	YES	<input checked="" type="radio"/> NO	N/A		
17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	<input checked="" type="radio"/> NO	N/A		
18. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES	<input checked="" type="radio"/> NO	NA		
19. Has the school performed any voluntary air testing for radon?	YES	<input checked="" type="radio"/> NO			
SMOKING	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
20. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	<input checked="" type="radio"/> YES	NO			
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
21. Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	<input checked="" type="radio"/> NA		
22. Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	<input checked="" type="radio"/> NA		
23. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	<input checked="" type="radio"/> N/A		
24. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	<input checked="" type="radio"/> N/A		

ADDITIONAL REMARKS

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

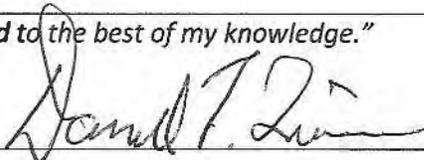
Bill ROTH 

2/3/2021

School contact name and signature

Date

"I acknowledge this form has been completed to the best of my knowledge."

DARRELL F. QUINN 

2/3/2021

Inspector name and signature

Date

Busche Academy
New School Application
State Board of Education
July 8, 2021

End of Application

Adams, Angela

From: Jeff Valence <jvalence@lymeschool.org>
Sent: Tuesday, June 15, 2021 3:27 PM
To: Adams, Angela
Cc: Greene, Nathaniel; Yolanda Bujarski
Subject: Waiver Request

Categories: State Board of Education

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Members of the State School Board,

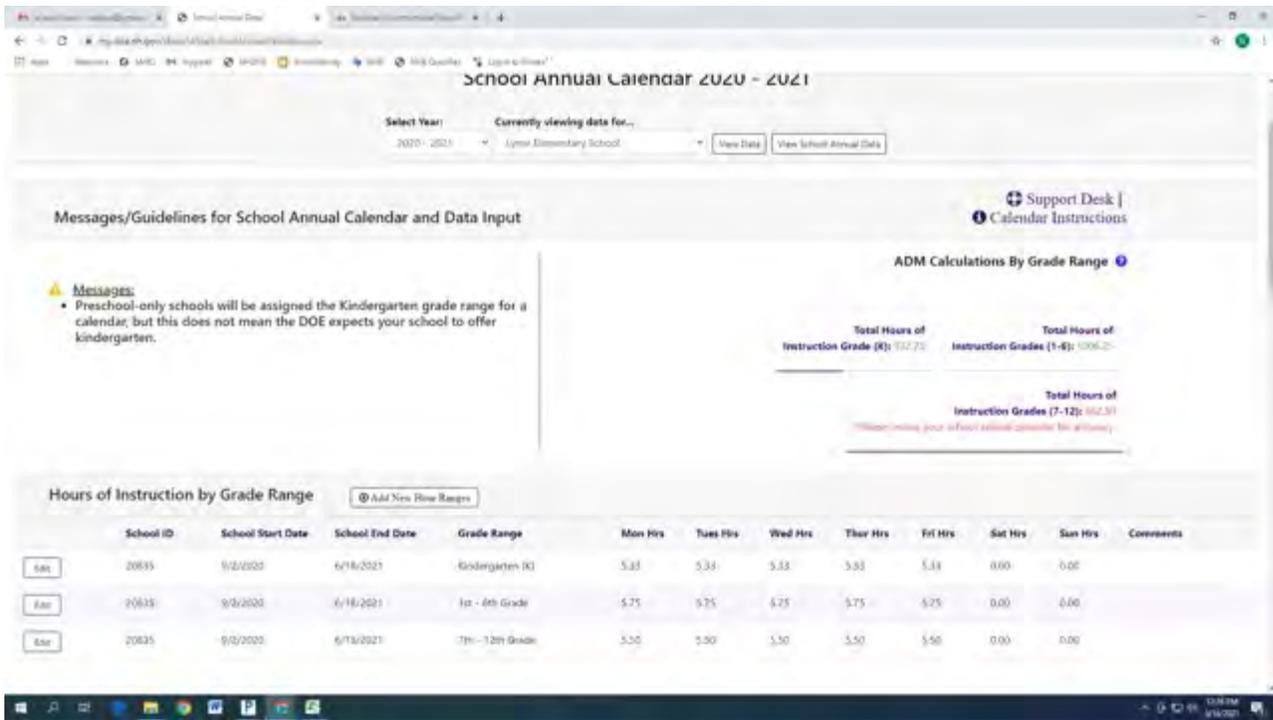
The Lyme School District is requesting a waiver of instructional hours for our 7 & 8th graders.

The Lyme school District is comprised of a single k-8 school with a student population of ~200. Typically there is one section in each grade. This year several grades had to split due to spacing and distancing requirements. The District had to cover these additional sections without increasing the number of teachers.

- The Lyme School has operated full open 5day/week all year.
- Three days, beyond the Governor's approval, were necessary to finalize and redesign initial logistical plans of full 5 day operation.
- The Grade 7 & 8 was required to work remotely for ten days due to an exposure that impacted staffing - one day was lost to instruction so that teachers could orient to virtual instruction.
- Typically our school calendar exceeds the hourly requirements, but this year due to staggered start and end of the day protocols we lost 1 hour of instruction. We were open 7:45 - 2:45, but instructionally we operated ~8a - 2p. Because of our para professional contract we could not extend their day longer than 7 hrs, so the day could not be extended past 2:45 to compensate for the staggered dismissal.
- Due to the additional teacher inservice days to prepare for full open and implementation of safety protocols teachers reached their contracted days (185) on our last day. In implementing the 5 day in person schedule, given our size, teachers gave up their prep time so we could split classes without having to hire more teachers as we did not have the budgetary capacity to do so.

Our instructional time (not including lunch, breaks or other non instructional minutes) in the 7 & 8 grade was 962.5 hours. We are requesting a waiver of 27.5 hours for our 7th and 8th grade.

Click to Enlarge:



On behalf of the Lyme School Board,

Jeff Valence

Superintendent, Lyme School District SAU #76

35 Union Street, Lyme, New Hampshire 03768

www.lymeschool.org | [facebook](https://www.facebook.com/lymeschool)

Compassion • Integrity • Fairness • Perseverance • Courage • Responsibility • Acceptance of others • Individuality

CONFIDENTIALITY NOTICE:

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The Right-To-Know Law provides that most e-mail communications to or from School District employees regarding the business of the School District are government records available to the public upon request. Therefore, this e-mail communication may be subject to public disclosure.

7/8/2021

EXECUTIVE SUMMARY
New Learn Everywhere Program
Friends Forever International

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the Learn Everywhere application for Friends Forever International.

B. Friends Forever International

Application submitted by:

Steve Martineau
Contact for Friends Forever International

C. RATIONALE FOR ACTION

Ed 1403.03 gives the state board of education authority to approve Learn Everywhere programs.

D. EFFECTS OF THIS ACTION

Approval of this application will allow the applicant to award certificates to students upon completion of the program towards graduation credit.

E. POSSIBLE MOTION

I move that the State Board of Education approve the Friends Forever International Learn Everywhere Application.

OR:

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

Friends Forever International

Learn Everywhere Application

I. Organizational Details

A. Our Organization

Friends Forever International is an independent 501(c)3 nonprofit organization that believes we can all help build a better world by empowering our most underutilized asset: youth. FFI works with communities around the globe to build the leadership abilities of their youth from diverse backgrounds to tackle local and global issues.

B. Contact Details

Friends Forever International
Morgan Way Drham NH
603.397.
Steve Marinea CEO
steve@friendsforeverinternational.org

II. Program Description

Educational Program

FFI offers a wide array of educational Modules in which students engage in discussion, team-building, and project-based learning on a variety of topics. Each Module consists of three to five 90-minute Sessions. A student can enroll for either a 30-Session or an 18-Session program at FFI. Students customize their programs by selecting among our Modules and building a program that meets their educational goals.

Attached to this application, you will find selections from our 2021 Catalog. In the Catalog, you will find a detailed overview of our Modules and the Sessions in which students can participate. In order to further illustrate how our Sessions operate, we have also attached a detailed sample: the Facilitation Notes for one of our Multiculturalism Sessions: "My Town: Who Made Me".

About Friends Forever International

An independent . 01(c)3 nonprofit, Friends Forever International (FFI) works with communities around the globe to help leaders from diverse backgrounds develop the skills to tackle local and global issues. The first delegation of FFI leaders, made up of Catholic and Protestant young men from Northern Ireland, traveled to New Hampshire in 1986. For many years, FFI was engaged primarily in the practice of intergroup contact theory. More recently, FFI has evolved its understanding of conflict transformation beyond the status quo of traditional conflict resolution programs that are focused on large scale geopolitical issues, personalities, and themes into one that emphasizes individual leadership and community level action. We have grown from a grassroots group of volunteers to a global organization with campuses and leadership programs on three continents.

What separates FFI from the majority of leadership and educational programs are three things:

1. We strive to be the most challenging leadership program in the world.
2. Our copyrighted curriculum can be adapted for any community.
3. No “end date” for participants; as long as participants want to stay engaged we will provide meaningful and innovative programs.

Our Global Reach

The FFI Global Headquarters is located in Durham, NH and comprises two adjacent properties, the Office and the Raiche Farmhouse. The nearby Leonard Seagren Home on the sea in New Castle, NH offers residential space for FFI programs. The FFI Center at Annalong in Northern Ireland is our 70-bed campus located between Belfast and Dublin, at the base of the Mourne Mountains and set directly on the Irish Sea. The FFI Diane M. Seagren Rainforest Academy is a 30 acre campus in the heart of the rainforest in Boom Creek, Belize.

These locations are where we primarily host our workshops and we also do “road” workshops in the community.

III. Policies

A. Instructor Qualifications

Instructors receive forty hours of instruction, training, and facilitation. Instructors must apply annually, interview, and receive training prior to each session delivered. Instructors submit a report after each session delivered which is reviewed within 24 hours by senior staff. All instructors meet the above qualifications.

B. Criminal History Records Check

FFI utilizes the criminal background service Good Hire for our instructors. This background check is done every year upon instructor's acceptance by FFI in this role. FFI will 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

C. Admissions

Students apply to the program via our website which includes an online application and interview process. FFI follows all federal and state mandates and does not discriminate on any candidate based on gender, ethnic, religious, or political identity.

D. Liaison with the Local Educational Agency

Tegan Kurzynowski, FFI Program and Community Engagement Manager is the point of contact who would connect with any school which referred a student who has disabilities and learning differences. We understand that we have responsibilities 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.

E. Indemnification statement

If a school refers a student to FFI, they will be required to sign the following statement: "I (the parent/legal guardian of, or the emancipated student, _____/_____) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

IV. Facilities and Insurance

A. Educational Facilities

FFI operates a 4 acre campus off of Route 4 in Durham, NH. Our facilities include several "classroom" areas which include seating, desks/tables, smart screens for virtual learning, as well as an abundance of outdoor meeting and instruction space.

These facilities allow for students to safely and comfortably be instructed both in small and large cohorts.

B. Affirmation of Compliance

FFI facilities will comply with all federal and state safety laws. We comply with “Sat-C 6000” (the fire-safety code) and “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.

C. Proof of Insurance

FFI has comprehensive insurance in all aspects: General Liability with umbrella, Workers Compensation, Directors and Officers, Property, and more. Our insurance broker is based in Rochester, New Hampshire (Bernier Insurance). Attached is the document that names the Department of Education as covered.

V. Educational Program

A. Proposed Certificates for Learn Everywhere

The following table shows all of the certificate titles and course equivalents for each of our Courses.

- **Leadership** courses focus on teaching social, communication, and goal setting skills through rigorous practice. We build empathetic leaders by combining their passion to build a better world with the skills required to make it a reality.
- **Multiculturalism** provides students with the opportunity to foster intercultural relationships and understand the global impact of conflicts and their resolutions. FFI is built on the idea that cultural exchange fosters compassion, empathy, and understanding of all cultures, histories, and viewpoints. Our global network, cultivated over three decades, makes FFI uniquely qualified to provide cultural exchange. In these courses, participants will interact directly with our global alumni.
- **Creativity** courses are critical in introducing multiple forms of civic engagement. Recognizing the positive impact creativity has on the human brain, this part of our curriculum involves introducing participants to different types of artistic mediums, such as creative writing, visual arts, and photography, and ways they can utilize them.
- **Healthy Living** courses focus on whole-body approaches to nutrition and exercise. FFI challenges the traditional Western approaches to healthy living and sees it as a more holistic way of life. We understand that one's health is reflected physically, mentally, and spiritually. These courses are designed to provide a deeper knowledge of how individuals and communities can begin to attain their optimal health on all levels.

- **Ecology** provides students with the opportunity to examine the human impact on the planet. FFI knows that the most essential conflict in need of transformation today is that between humans and the planet we reside on. In this concentration, we explore new ways of understanding the interdependence of species, our impact on our environment, and how we relate to the natural world.
- **Adventure Education** courses strive to challenge students to adapt to new challenges. Life is without meaning if it is without adventure. FFI has designed these courses to focus on integrating the five senses with a variety of challenging programs in different environments to create a unique active learning experience.

Friends Forever International: Credit Equivalencies			
Leadership			
<i>FFI Course</i>	<i>Certificate</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Team Building	Leadership	Beginning and Advanced	Elective (Work Study Practices)
Compassionate Communication	Leadership	Beginning and Advanced	Elective (Work Study Practices)
Public Speaking	Leadership	Beginning and Advanced	Elective (Work Study Practices)
Identity	Leadership	Beginning and Advanced	Elective (Work Study Practices)
Goal Setting	Leadership	Beginning and Advanced	Elective (Work Study Practices)
Multiculturalism			
<i>FFI Course</i>	<i>Certificate</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Northern Ireland Cultural Exchange	Multiculturalism	Beginning and Advanced	Civics elective
Jewish/Israeli/Palestinian Cultural Exchange	Multiculturalism	Beginning and Advanced	Civics elective
MyTown: Who Made Me?	Multiculturalism	Beginning	Civics elective
Creativity and Arts			

<i>FFI Course</i>	<i>Certificate</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Exploring Creative Writing	Creativity	Beginning	Arts (elective)
Hands On Art	Creativity	Beginning	Arts (elective)
Photography	Creativity	Beginning	Arts (elective)
Ecology			
<i>FFI Course</i>	<i>Certificate</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Flora & Fauna	Ecology	Beginning	Ecology (elective)
Sustainable Agriculture	Ecology	Beginning	Ecology (elective)
Healthy Living			
<i>FFI Course</i>	<i>Certificate</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Nutrition	Healthy Living	Beginning	Health (elective)
Mindfulness	Healthy Living	Beginning	Health (elective)
Adventure Education			
<i>FFI Course</i>	<i>Certificate</i>	<i>Competency Level</i>	<i>Equivalent (½ credit)</i>
Sailing	Adventure Education	Beginning	Physical Education (elective)
Hiking	Adventure Education	Beginning	Physical Education (elective)

Each of these six Certificate areas comfortably satisfy the minimum standards for graduation credit, as shown in the following table:

Friends Forever International: Minimum Standards for Graduation Credit			
Certificate	Equivalent	Code	Standards Met
Leadership	Work Study Practices	Chapter 263, or Senate Bill 48	Communication: I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual

			<p>understanding.</p> <p>Creativity: I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.</p> <p>Collaboration: I can work in diverse groups to achieve a common goal.</p> <p>Self-Direction: I can initiate and manage my learning, and demonstrate a “growth” mindset, through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner.</p>
Multiculturalism	Social Studies	Ed 306.461	<p>SS.CV.1: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of the government of the United States.</p> <p>SS.CV.3: Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p> <p>SS.CV.4: Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p> <p>SS.GE. : Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>

			<p>SS.WH.1: Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS.WH.5: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
Creativity	Arts	Ed 306.311	<p>K-12 Curriculum Framework for The Arts</p> <p>C.S. 1: Apply appropriate media, techniques, and processes</p> <p>C.S.2 Identify and apply the elements of(visual) art and principles of design</p> <p>C.S. 3: Select and apply a range of subject matter, symbols and ideas</p> <p>C.S. 5: Analyze, interpret and evaluate their own and others’ artwork</p> <p>C.S. 6: Students will make connections among the visual arts, other disciplines, and daily life</p>
Ecology	Ecology	Ed 306.45	<p>NGSS: Ecosystems: Interactions, Energy, and Dynamics (HS-LS2)</p> <ul style="list-style-type: none"> ● Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. ● Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. ● Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result

			<p>in a new ecosystem.</p> <ul style="list-style-type: none"> ● Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. ● Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce
Healthy Living	Health	Ed 306.401	<p>Nutrition- Health and Wellness</p> <ol style="list-style-type: none"> 1. Healthful Eating 2. Accessing Nutrition Information and Products 3. Influences on Food Choices <p>Physical Activity</p> <ol style="list-style-type: none"> 1. Healthful Physical Activity 2. Influences on Physical Activity
Adventure Education	Physical Education	Ed 306.41	<p>New Hampshire K-12 Physical Education</p> <p>C.G.1: The student will be able to:</p> <ol style="list-style-type: none"> a. Participate in daily health-enhancing and personally rewarding physical activities. <p>C.G.3: The student will be able to:</p> <ol style="list-style-type: none"> a. Demonstrate competency in many and proficiency in a few complex motor skills. c. Demonstrate use of strategies and tactics within a variety of physical activities. <p>C.G. 5: The student will be able to:</p> <ol style="list-style-type: none"> a. Identify the value of personally participating in physical activities. b. Analyze the contributions of group members. c. Reflect on personal contribution(s) within a group. <p>C.G. 6: The student will be able to:</p> <ol style="list-style-type: none"> a. Initiate independent responsible

			<p>behaviors in order to be a positive influence on others in physical activity settings.</p> <p>b. Recognize the role of the leader and follower within a group in order to achieve physical activity goals.</p> <p>c. Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.</p> <p>d. Analyze the difference between ethical and unethical behavior in physical activity settings.</p> <p>e. Demonstrate ethical behavior in physical activity settings.</p> <p>f. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.</p> <p>g. Develop strategies for including others in physical activity settings.</p> <p>h. Advocate for including all people in physical activity settings.</p> <p>i. Resolve conflicts and accept decisions of judgment in socially acceptable ways.</p>
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B. Competencies and Student Outcomes

. Leadership:

a. Beginning:

- i. **Teamwork:** The student contributes respectfully to discussions, projects, and exercises, and exhibits a willingness to compromise.
- ii. **Safe Spaces and Expressions:** The student adapts their speech and body language to reflect the conversation and ensure that others of various identities are comfortable participating in conversations and group projects.
- iii. **Self Reflection and Identity:** The student engages in reflection to consider their identity and others in order to consider their contributions to tasks and conversations.
- iv. **Goals and Goal Setting:** The student sets, meets, and revises personal and group goals with careful thought, planning, and feedback.

b. Advanced:

- i. **Teamwork:** The student contributes respectfully to discussions, projects, and exercises.
 - ii. **Safe Spaces and Expressions:** The student adapts their speech and body language to reflect the conversation and make others feel comfortable participating. The student assumes leadership roles when necessary.
 - iii. **Self Reflection and Identity:** The student engages in reflection to consider their identity and others in order to consider their contributions to tasks and conversations.
 - iv. **Goals and Goal Setting:** The student can set, meet, and revise goals with careful thought, planning, and feedback.
- . Multiculturalism
 - a. Beginning:
 - i. **Exploring Culture:** The student examines the role and impact of religious, political, and social ideas on daily life and social norms.
 - ii. **Geography:** The student understands how physical geographic features and locations impact culture and traditions.
 - iii. **Traditions and Institutions:** The student understands the traditions and institutions of a culture and how they impact a culture's daily life and social norms.
 - iv. **Empathetic Contributions:** The student can use their knowledge to plan, participate, and contribute to their culture and community in an impactful, empathetic way.
 - b. Advanced
 - i. **Exploring Culture:** The student examines the role and impact of religious, political, and social ideas on daily life and social norms.
 - ii. **Geography:** The student understands how physical geographic features and locations impact culture and traditions.
 - iii. **Traditions and Institutions:** the student understands the traditions and institutions of a culture and how they impact a culture's daily life and social norms.
 - iv. **Empathetic Contributions:** The student can plan, participate, and contribute to community activism in different cultures and communities with empathy.
- . Creativity and Arts
 - a. Beginning:
 - i. **Medium Basics:** The student understands and applies various artistic mediums in their practice.

- ii. **Practicing Different Styles:** The student understands and experiments with different styles in their work.
- iii. **Process and Revision:** The student plans, practices, and revises their work based on peer and teacher feedback.
- iv. **Art as Activism:** The student creates artistic works that effectively use the elements of their medium and principles of design to solve problems in their community.

- . Ecology

- a. Beginning:

- i. **Ecosystem Identification:** The student identifies the local flora and fauna and identifies how they work together and create a sustainable ecosystem.
 - ii. **Evaluating Ecosystems:** The student explains how the local ecosystem has adapted over time and how these specific adaptations have contributed to the expansion or decline of some of the local species.
 - iii. **Biodiversity and Human Impact:** The student can evaluate the positive and negative effects of human activities upon the local environment.
 - iv. **Adaptations and Natural Selection:** The student evaluates how animal adaptations and environmental conditions result in increases in the number of individuals of some species, the emergence of new species over time.

- . Healthy Living

- a. Beginning:

- i. **Exercise:** The student participates in various forms of exercise and makes decisions about the types of exercise that will help them stay physically and mentally healthy.
 - ii. **Making Healthy Choices:** The student develops an inclusive health plan and assesses the positive and negative habits and influences that may impact their health.
 - iii. **Nutrition and the Body:** The student understands and explains the value of nutritious foods, various nutritional needs and foods, and how they can make healthy choices to directly impact their diet.
 - iv. **Incorporating Personal Choices in Healthy Living:** The student assesses their personal health needs, preferences and practices and uses that assessment to make specific choices in their diet, exercise, and/or mental health practices to meet their needs.

- . Adventure Education

- a. Beginning

- i. **Mastering the Basics:** The student understands and can apply the basic movements and prepare for the activity. The student understands the benefit of this exercise in their daily life.
- ii. **Geography:** The student is frequently aware of their surroundings and uses the natural space around them to strategize their movement and make safe, tactical decisions.
- iii. **Reading and Understanding Maps:** The student demonstrates that they can use topographical maps, site specific GPS, and landmarks to safely chart their path throughout their adventure.
- iv. **Safety and First Aid:** The student is prepared for emergencies and has mastered all of the procedures to follow in case of an emergency.
- v. **Making Connections to the Self and the Environment:** The student uses the activity to bond with their peers, challenge themselves, and connect with the natural world.

C. Assessment Plan

The Team Leader, Program Leader, and staff are consistently engaged in a continuous feedback loop with students throughout the program. At the completion of their Program (18-30 sessions) students will receive a Final Progress Report with feedback from the Team Leader and the Program Leader. All scores are calculated based on their progress in the course, qualitative feedback from their Team Leaders, Program Leader, and staff, and student (qualitative) input from their Memory Books and feedback surveys.

Timmy Student's Final Progress Report

Course	Score	Competency Level	Strengths	Challenges	Opportunities and Recommendations
Public Speaking	3	Beginning			
Team Building	4	Advanced			
MyTown	4	Beginning			
Creative Writing	3	Beginning			
Sailing	3	Beginning			

Assessments of student learning outcomes in FFI are expressed in a four-point scale. These four achievement levels are as follows:

- **Level 1 (Beginning):** The student is beginning the Learning Outcomes
- **Level 2 (Approaching):** The student is approaching the Learning Outcomes
- **Level 3 (Meeting):** The student is meeting the Learning Outcomes
- **Level 4 (Exceeding):** The student is exceeding the Learning Outcomes

The Team Leader prepares a Progress Report for all Learn Everywhere students, evaluating each of the relevant Outcomes and assigning the student a value between 1 and 4 for each Outcome. This Progress Report will be provided upon completion of all modules and courses. Students who receive a 3 or 4 in an Outcome have met expectations for developing proficiency in the Outcome. Once the student achieves this proficiency in each of the four relevant Outcomes, the student is awarded a Certificate.

The evaluation of the relevant Competencies is based on the assessment rubrics that follow.

Leadership Learning Outcomes Assessment Rubric: <u>Beginning Level</u>				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Teamwork</i>	The student struggles to contribute respectfully to team activities set forth by the	The student contributes to team activities set forth by the Program Leaders. The student	The student contributes respectfully to team activities set forth by the Program Leaders.	The student contributes respectfully to team activities set forth by the Program Leaders.

	<p>Program Leaders. The student does not or struggles to compromise. The student struggles to assume responsibility and leadership when the moment demands it, or to let go of a leadership role in order to compromise and hear other voices in the group.</p>	<p>exercises flexibility and willingness to compromise. The student can assume responsibility and leadership when the moment demands it, but needs encouragement to do so.</p>	<p>The student exercises flexibility and willingness to compromise, and the student is able to assume responsibility and leadership when the moment demands it.</p>	<p>The student exercises flexibility and willingness to compromise, and the student is able to assume responsibility and leadership when the moment demands it, but can also step back and allow other voices to contribute when necessary.</p>
<p><i>Safe Spaces and Expression</i></p>	<p>The student struggles to adapt their speech to reflect the tone of the conversation. They struggle to adjust their tone and their words with intent, which can lead to others feeling uncomfortable in their presence. The student needs additional instruction on active listening techniques to help them adapt their body language and tone to meet their peers' needs.</p>	<p>The student sometimes adapts their speech to reflect the tone of the conversation, but struggles to do so consistently. Their tone and words sometimes allow others to feel safe in expressing their feelings. The student listens to others and engages with their peers, but will sometimes appear withdrawn or uninterested.</p>	<p>The student adapts their speech to reflect the tone of the conversation. Their tone and words allow participants to feel safe in expressing their feelings and concerns. The student listens to others with intent and actively engages with their peers.</p>	<p>The student adapts their speech to reflect the tone of the conversation. Their body language conveys their interest in the conversation, and their tone and words allow participants to feel safe in expressing their feelings and concerns. The student listens to others with intent and actively engages with their peers.</p>
<p><i>Self Reflection and Identity</i></p>	<p>The student usually participates in exercises and reflections with</p>	<p>The student participates in exercises and reflections. The student completes</p>	<p>The student actively participates in exercises and reflections. The</p>	<p>The student enthusiastically participates in exercises and reflections. They</p>

	<p>varying degrees of enthusiasm. The student needs additional practice in using reflective techniques to analyze their interpersonal relationships and interactions with others.</p>	<p>all reflections and answers questions that consider how their own identities, histories, and personalities play a role in their interactions with others.</p>	<p>student carefully considers their own contributions to the activities and how their own identities, histories, and personalities play a role in their interactions with others.</p>	<p>put thought and care into their contributions when sharing their reflections. The student analyzes their own contributions to the activities and how their own identities, histories, and personalities play a role in their interactions with others.</p>
<p><i>Goals and Goal Setting</i></p>	<p>The student struggles to set, meet, and revise goals based on the OKRAS methodology. The student struggles to reflect on their goals and determine areas of improvement and make revisions.</p>	<p>The student sets, meets, and revises goals based on the OKRAS methodology. The student reflects on their goals and determines areas of improvement, but their revisions do not always help the student meet the goal.</p>	<p>The student sets, meets, and revises goals based on the OKRAS methodology. The student reflects on their goals and determines areas of improvement and makes revisions in order to meet the goal.</p>	<p>The student sets, meets, and revises goals based on the OKRAS methodology. The student reflects on their goals, determines areas of improvement, makes and justifies their revisions in order to meet the goal.</p>

<p>Leadership Learning Outcomes Assessment Rubric: <u>Advanced</u> Level</p>				
<p><i>Outcome</i></p>	<p><i>Level 1</i></p>	<p><i>Level 2</i></p>	<p><i>Level 3</i></p>	<p><i>Level 4</i></p>
<p><i>Teamwork</i></p>	<p>The student contributes to team activities set forth by the Program Leaders. The student exercises flexibility and willingness to</p>	<p>The student contributes respectfully to team activities set forth by the Program Leaders. The student exercises flexibility and</p>	<p>The student contributes respectfully to team activities set forth by the Program Leaders. The student exercises flexibility and</p>	<p>The student contributes respectfully to team activities set forth by the Program Leaders. The student exercises flexibility and</p>

	<p>compromise. The student can assume responsibility and leadership when the moment demands it, but needs encouragement to do so.</p>	<p>willingness to compromise, and the student is able to assume responsibility and leadership when the moment demands it.</p>	<p>willingness to compromise, and the student is able to assume responsibility and leadership when the moment demands it, but can also step back and allow other voices to contribute when necessary.</p>	<p>willingness to compromise, and the student willingly assumes responsibility and leadership when the moment demands it, and knows when to step back and allow other voices to contribute when necessary.</p>
<p><i>Safe Spaces and Self Expression</i></p>	<p>The student sometimes adapts their speech to reflect the tone of the conversation, but struggles to do so consistently. Their tone and words sometimes allow others to feel safe in expressing their feelings. The student listens to others and engages with their peers, but will sometimes appear withdrawn or uninterested.</p>	<p>The student adapts their speech to reflect the tone of the conversation. Their tone and words allow participants to feel safe in expressing their feelings and concerns. The student listens to others with intent and actively engages with their peers.</p>	<p>The student adapts their speech to reflect the tone of the conversation. Their body language conveys their interest in the conversation, and their tone and words allow participants to feel safe in expressing their feelings and concerns. The student listens to others with intent and actively engages with their peers.</p>	<p>The student masterfully adapts their speech to reflect the tone of the conversation and help others feel comfortable. Their body language conveys their interest in the conversation, and their tone and words allow participants to feel safe in expressing their feelings and concerns. The student listens to others with intent and actively engages with their peers.</p>
<p><i>Safe Spaces and Expression</i></p>	<p>The student participates in exercises and reflections. The student completes all reflections and answers</p>	<p>The student actively participates in exercises and reflections. The student carefully considers their own contributions</p>	<p>The student enthusiastically participates in exercises and reflections. They put thought and care into their contributions</p>	<p>The student enthusiastically participates in exercises and reflections. They put thought and care into their contributions</p>

	<p>questions that consider how their own identities, histories, and personalities play a role in their interactions with others.</p>	<p>to the activities and how their own identities, histories, and personalities play a role in their interactions with others.</p>	<p>when sharing their reflections. The student analyzes their own contributions to the activities and how their own identities, histories, and personalities play a role in their interactions with others.</p>	<p>when sharing their reflections. The student analyzes their own contributions to the activities and how their own identities, histories, and personalities help foster relationships with others.</p>
<p><i>Goals and Goal Setting</i></p>	<p>The student sets, meets, and/or revises goals based on the OKRAS methodology. The student reflects on their goals and determines areas of improvement, but their revisions do not always help the student meet the goal.</p>	<p>The student sets, meets, and revises goals based on the OKRAS methodology. The student reflects on their goals and determines areas of improvement and makes revisions in order to meet the goal.</p>	<p>The student sets, meets, and revises goals based on the OKRAS methodology. The student reflects on their goals, determines areas of improvement, makes and justifies their revisions in order to meet the goal.</p>	<p>The student sets, meets, and revises goals based on the OKRAS methodology. The student reflects on their goals, willingly listens to feedback, and constructs new goals and justifies their revisions in order to meet their goals.</p>

Multiculturalism and Cultural Exchange: Beginning Level

<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Exploring Culture</i>	The student shows that they have memorized facts about different values, beliefs, and practices individuals and groups in their chosen cultural exchange country with little or no understanding of their influence. The student has looked at the role of religious ideas on daily life and social norms, but cannot explain their importance or influence.	The student shows that they have taken notes and have looked at with some understanding of different values, beliefs, and practices in their chosen cultural exchange country. The student has looked at the role and impact of religious ideas on daily life and social norms within their chosen cultural exchange country, but needs additional practice in explaining their importance.	The student shows their understanding of different values, beliefs, and practices in their chosen cultural exchange country. The student has examined the role and impact of religious ideas on daily life and social norms within this country.	The student shows their understanding of the different values, beliefs, and practices in their chosen cultural exchange country. The student also compares their chosen country to other cultures and influences. They can show that they have critically researched culture to the extent that they can question and explore deeper meanings, influences and impacts of cultural norms, both in daily life and in reference to the conflict.
<i>Geography</i>	The student shows minimal understanding of their chosen cultural exchange country's physical and human geographic features. The student can show some understanding of how culture is influenced by its geography but	The student shows a basic understanding of their chosen cultural exchange country's physical and human geographic features that define places and regions. The student shows some	The student shows an understanding of their chosen cultural exchange country's physical and human geographic features. The student shows their understanding of how culture is influenced by its geography and	The student shows that they have critically questioned and examined their chosen cultural exchange country's physical and human geographic features. The student poses questions and ideas of how their chosen cultural exchange country's culture is currently influenced

	<p>fails to make connections to the importance and influence of these regions to members of the country and other regions in the world.</p>	<p>understanding of how culture is influenced by its geography, but struggles to explain how or why.</p>	<p>how it influences perceptions of places and regions in a culture.</p>	<p>by its geography and how it can continue to influence perceptions of places and regions in that country to other cultures and places in the world.</p>
<p><i>Traditions and Institutions</i></p>	<p>The student shows some or little understanding of major events, ideas and issues in their chosen cultural exchange country's culture, traditions and history. They can describe how these ideas pertain to the history of the country's governance, but with little understanding of these connections.</p>	<p>The student shows an understanding of some of the major events, ideas and issues in their chosen cultural exchange country's culture, traditions and history. The student is able to describe how these ideas pertain to the history of its governance and how it relates to today's conflicts.</p>	<p>The student shows an understanding of major events, ideas and issues in their chosen cultural exchange country's culture, traditions and history, particularly how they pertain to the history of its governance and how it relates to today's conflicts.</p>	<p>The student shows, explains, and teaches others about their masterful understanding of major events, ideas and issues in their chosen cultural exchange country's culture, traditions and history, particularly how they pertain to the history of its governance and how it relates to today's conflicts.</p>
<p><i>Understanding Conflict and Resolution</i></p>	<p>The student struggles to demonstrate their understanding of how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces in their chosen cultural exchange country. The student can describe some details in how the</p>	<p>The student shows some understanding of how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces in their chosen cultural exchange country on different scales. The student can</p>	<p>The student shows their understanding of how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces in their chosen cultural exchange country on different scales. The student can</p>	<p>The student shows, explains, and teaches others about their masterful understanding of how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces in their chosen cultural exchange country on different scales. The student can</p>

	<p>differences in their area's religion(s) and culture(s) have led to conflict, but fails to demonstrate true mastery of these ideas.</p>	<p>describe how the differences in religion and culture have led to conflict, but needs additional practice in evaluating the conflict and how the cultural differences might contribute to the conflict.</p>	<p>describe how the differences in religion and culture have led to conflict, evaluates cultural differences within the two and makes connections to other worldly conflicts.</p>	<p>explain how the differences in religion and culture have led to conflict. The student is also able to make comparisons to other worldly conflicts that operate similarly to their chosen country's culture and conflict.</p>
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**Multiculturalism and Cultural Exchange:
Advanced Level**

<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Exploring Culture</i>	The student shows some or little understanding of the diversity of values, beliefs, and practices individuals and groups over time. The student has looked at the role and impact of religious ideas on daily life, but struggles to understand their impact and importance. The student shows that they have looked at the basis for ranking social groups within both cultures, but fails to synthesize these facts to determine central contributing factors in the current conflict.	The student shows some understanding of the diversity of values, beliefs, and practices individuals and groups over time in their chosen cultural exchange country. The student has examined the role and impact of religious ideas on daily life and social norms. The student has researched and determined the basis for ranking social groups within both cultures, synthesizes these facts and ideas to identify central contributing factors in the current conflict.	The student illustrates the diversity of values, beliefs, and practices individuals and groups over time in their chosen cultural exchange country in various ways. The student has examined the role and impact of religious ideas on daily life and social norms and connected these ideas to the current conflict. The student has researched and determined the basis for ranking social groups within both cultures and have used this information to analyze and determine possible contributing factors in the current conflict.	The student shows, explains, and teaches their understanding of the diversity of values, beliefs, and practices individuals and groups over time in their chosen cultural exchange country. The student has examined the role and impact of religious ideas on daily life and social norms, in both cultures and has made critical connections to other conflicts and cultures that they are familiar with. The student verifies their basis for ranking social groups within both cultures and have compared and contrasted their chosen country to other cultural groups.
<i>Geography</i>	The student	The student shows	The student	The student

	<p>shows some or little understanding of the physical and human geographic features that define places and regions. The student struggles to explain how culture and experience can be influenced by geography.</p>	<p>some understanding of the physical and human geographic features that define places and regions. The student shows some understanding of how culture and experience is influenced by geography and how it influences people's perceptions of places and regions.</p>	<p>shows their understanding of the physical and human geographic features that define places and regions. The student explains how their country's culture and experience is influenced by geography and how it influences people's perceptions of places and regions.</p>	<p>shows, explains, and teaches others about their masterful understanding of the physical and human geographic features that define places and regions. The student makes connections and synthesizes their research on how culture and experience is influenced by its geography with other worldly cultures and practices.</p>
<p><i>Traditions and Institutions</i></p>	<p>The student struggles to demonstrate an understanding of major events, ideas and issues in their country's culture, traditions and history, and especially how they pertain to the history of its governance and how it relates to today's conflicts. The student struggles to make</p>	<p>The student shows some understanding of major events, ideas and issues in their chosen country's culture, traditions and history, particularly how they pertain to the history of its governance and how it relates to today's conflicts. The student makes some connections between this conflict and other worldly conflicts, but struggles to synthesize these ideas.</p>	<p>The student explains their understanding of major events, ideas and issues in their chosen country's culture, traditions and history, particularly how they pertain to the history of its governance and how it relates to today's conflicts. The student synthesizes these ideas and makes connections between other worldly conflicts.</p>	<p>The student shows, explains, and teaches others about their masterful understanding of major events, ideas and issues in their chosen country's culture, traditions and history, particularly how they pertain to the history of its governance and how it relates to today's conflicts. The student compares and contrasts their chosen country's history to other worldly conflicts.</p>

	<p>connections between this conflict and other worldly conflicts.</p>			
<p><i>Understanding Conflict and Resolution</i></p>	<p>The student struggles to demonstrate fully how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces in their chosen cultural exchange country on different scales. The student can describe how the differences in their chosen country's religion(s) and culture(s) have led to conflict, but with little understanding of the relevance to the world.</p>	<p>The student shows some understanding of how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces in their chosen cultural exchange country on different scales. The student can describe how the differences in religion and culture have led to conflict.</p>	<p>The student explains how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces in their chosen cultural exchange country on different scales. The student can explain how differences in religion and culture have led to conflict and can make some connections to other worldly conflicts or countries in similar situations.</p>	<p>The student shows, explains, and teaches others about their masterful understanding of how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces in their chosen cultural exchange country on different scales. The student can compare and contrast the differences in religion and culture and how these factors have led to conflict. The student is also able to make comparisons to other worldly conflicts that operate in a similar fashion.</p>

Multiculturalism: MyTown: Beginning Level

<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Exploring Family History</i>	The student has collected information on their family history, including some differing viewpoints in their family history where additional perspectives and gaps might be fulfilled.	The student has provided information about their immediate family history and shown some understanding of the values, beliefs, and practices of individuals and groups within their family history. The student has obtained information on different viewpoints in their family history and determined where certain gaps might be fulfilled.	The student has examined their immediate family history and demonstrated their understanding of the values, beliefs, and practices of individuals and groups within their family history. The student has demonstrated that they have considered multiple viewpoints in their family history and determined where certain gaps might be fulfilled.	The student has critically examined their immediate family history and made connections between the different values, beliefs, and practices of individuals and groups within their family history. The student has demonstrated that they have examined multiple viewpoints in their family history and determined how they are going to work to fulfill gaps in family history, who might be able to fulfill these gaps, and other places (research libraries, records, etc) where information can be found.
<i>Developing Questions and Answers</i>	The student wrote basic questions and predicted possible answers to these questions, but	The student wrote basic questions and predicted possible answers to these questions. The	The student develops questions and predicts possible answers to these questions. The questions are	The student develops creative questions and predicts possible answers to these questions that will fulfill gaps in the

	<p>struggled to connect these questions to a larger thematic element or purpose in their family history.</p>	<p>questions are relevant to the specific subject.</p>	<p>relevant to the specific subject and work to fulfill gaps in the student’s family history.</p>	<p>subjects family history. The questions are not only relevant to the subject but are adept at making the subject comfortable and highlight different aspects of the subject’s life and impact in their family.</p>
<p><i>Interview Skills</i></p>	<p>The student asked their family members questions and recorded their answers. The student rewrote the answers in paragraph or essay form, but failed to demonstrate how this family member is important or central to their family history.</p>	<p>The student listened to interview subjects tell their stories and recorded their answers to the interviewers’ questions. The student rewrote the answers to these questions into paragraph or essay form.</p>	<p>The student shows the ability to listen to interview subjects tell their stories and record their answers to the interviewers’ questions. The student has critically analyzed these answers and turned them into a narrative.</p>	<p>The student demonstrated the ability to critically listen to interview subjects tell their stories and record their answers to the interviewers’ questions. The student critically analyzed these answers and turned them into a thoughtful narrative that explains and exemplifies that person’s place in their family history.</p>
<p><i>Exploring my Community</i></p>	<p>The student struggles to demonstrate a basic understanding of their hometown and community. The student has difficulty</p>	<p>The student shows a basic understanding of their hometown and community. The student understands that they can make an impact as a</p>	<p>The student shows an understanding of their hometown and community and the rights and responsibilities of their hometown’s citizenship. The</p>	<p>The student creatively shows their understanding of their hometown, community and the rights and responsibilities of their hometown’s</p>

	<p>understanding how they can make an impact as a responsible local citizen. The student shows promise in applying these concepts, but needs additional instruction in how they can use these concepts to impact their own community.</p>	<p>responsible local citizen, but struggles to apply these concepts to their own local government and brainstorm ways that they can make an impact in their hometown.</p>	<p>student can apply their knowledge of their local government, its processes, and how they as responsible citizens can impact the town's decisions by participating in local events.</p>	<p>citizenship. The student can use knowledge of their local government and its processes to show others how to be responsible citizens and how they can impact their local community and town's decisions. They can plan and demonstrate ways to encourage others to participate in local community events.</p>
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Creativity				
Outcome	Level 1	Level 2	Level 3	Level 4
<i>Medium Basics</i>	The student shows that they have attempted some of the basics of their chosen medium and have used some techniques and processes to share their experiences and ideas.	The student shows that they have learned the basics of their chosen medium and have used some or all of the techniques and processes to share their experiences and ideas.	The student shows that they have practiced the basics of their chosen medium and have accurately used techniques and processes to share their experiences and ideas.	The student shows mastery of the basics of their chosen medium and have accurately and creatively used the techniques and processes to share their experiences and ideas.
<i>Practicing Different Styles</i>	The student shows that they have attempted multiple works of written or visual art that shows some connection between personal expression and the intentional use of materials, techniques, and processes. The student attempts to apply media, techniques, and processes with minimal skill, confidence, and sensitivity.	The student has practiced multiple works of written or visual art that shows some understanding and connections between personal expression and the intentional use of materials, techniques, and processes. The student can apply media, techniques, and processes with some skill, confidence, and/or sensitivity in ways that reflect their intentions.	The student has created and practiced multiple works of written or visual art that shows a connection between personal expression and the intentional use of materials, techniques, and processes. The student can apply media, techniques, and processes with sufficient skill, in ways that reflect their intentions.	The student has created and practiced multiple works of written or visual art that masterfully shows a connection between personal expression and the intentional use of materials, techniques, and processes. The student intentionally uses techniques with sufficient skill, confidence, and sensitivity in ways that reflect their intentions.
<i>Process and Revision</i>	The student is new to the revision process and is unfamiliar with good practices of	The student is willing to revise and is learning what revision processes are most effective in	The student embraces the revision process and develops their creations effectively	The student embraces the revision process enthusiastically, showing great

	revision and self-critique.	their creative process.	through that process.	capacity for improvement through a well-established set of revision processes.
<i>Art as Activism: Intersecting Art and Social Change.</i>	The student struggles to identify how different examples of art activism work to solve problems in a community. The student creates a work that uses some of the elements of their medium and some sense of design to solve a problem in their community.	The student compares different examples of creative activism. The student creates works that use some of the elements of their medium and principles of design to solve a problem in their community.	The student compares different examples of creative activism. The student creates works that effectively use the elements of their medium and principles of design to solve problems in their community.	The student effectively compares and contrasts different examples of creative activism. The student creates masterful works that use the elements of their medium and principles of design to solve a specific problem in their community.

Ecology Learning Outcomes: <u>Beginning</u>				
Outcomes	Level 1	Level 2	Level 3	Level 4
<i>Identifying Local Flora and Fauna</i>	The student can list the local flora and fauna of New Hampshire. The student can explain some facts about the local flora and fauna, and how they work together to create a balanced ecosystem.	The student can list and classify the local flora and fauna of New Hampshire. The student can explain how the local flora and fauna work together to create a balanced ecosystem, though there are some gaps in their	The student can identify and classify the local flora and fauna of New Hampshire. The student can explain how the local flora and fauna work together to create a balanced ecosystem.	The student can classify and compare the local flora and fauna of New Hampshire. The student can explain how the local flora and fauna work together to create a balanced ecosystem.

		information.		
<i>Evaluating Ecosystems</i>	The student struggles to explain how the local ecosystem has adapted over time and how these adaptations have contributed to the expansion or decline of some of the local species.	The student shows how the local ecosystem has adapted over time and how these adaptations have contributed to the expansion or decline of some of the local species.	The student explains how the local ecosystem has adapted over time and how these specific adaptations have contributed to the expansion or decline of some of the local species.	The student assesses the local ecosystem and creates clear models to show how it has adapted over time and how these specific adaptations have contributed to the expansion or decline of some of the local species.
<i>Biodiversity and Human Impact</i>	The student struggles to explain how humans impact the local ecosystem and what humans need to do in order to help the area thrive.	The student determines the impact of human contribution to the local ecosystem and what humans need to do in order to help the area thrive.	The student evaluates and determines the impact of human contribution to the local ecosystem and what humans need to do in order to help the area thrive.	The student judges the impact of human contribution to the local ecosystem and what humans need to do in order to help the area thrive. The student predicts ways that humans can lessen their harmful impact on the ecosystem.
<i>Adaptations and Natural Selection</i>	The student states with some understanding of how animal adaptations and environmental conditions result in increases in the number of individuals of some species, the emergence of	The student explains how animal adaptations and environmental conditions result in increases in the number of individuals of some species, the emergence of new species over	The student evaluates how animal adaptations and environmental conditions result in increases in the number of individuals of some species, the emergence of new species over	The student evaluates and provides models and examples of different animal adaptations and environmental conditions that result in increases in the number of individuals of

	new species over time, and the extinction of other species.	time, and the extinction of other species.	time, and the extinction of other species.	some species, the emergence of new species over time, and the extinction of other species.
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Healthy Living Outcomes: Beginning

<i>Outcomes</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Exercise and the Body</i>	The student struggles to develop a fitness plan and explain how various forms of exercise impact the body. The student struggles to adapt their exercise routine and incorporate different forms of exercise.	The student develops a fitness plan and explains how various forms of exercise impact the body. The student uses personal data to examine their exercise routine. The student tests out different forms of exercise.	The student develops a fitness plan and explains how various forms of exercise impact the body. The student uses personal data to adapt their exercise routine and incorporates different forms of exercise.	The student designs an effective fitness plan and compares how various forms of exercise impact the body. The student uses personal data to adapt and evaluate their exercise routine and incorporate different forms of exercise.
<i>Making Healthy Choices</i>	The student struggles to develop a workable health plan based on their life, health needs, and circumstances. The student struggles to explain how their choices will help them lead a healthy lifestyle.	The student develops an individual health plan based on their life, health needs, and circumstances. The student explains their choices and how other influences might affect their choices.	The student develops an individual health plan based on their general life, health needs, and circumstances. The student rationalizes their choices and assesses how positive influences might affect their choices.	The student designs an individual health plan based on their personal life, needs, and circumstances. The student prioritizes positive choices and assesses how outside influences, positive or negative, might affect their choices.

<i>Nutrition and the Body</i>	The student struggles to explain how nutrition directly impacts the body and how specific foods and healthy choices will affect their personal nutrition.	The student can explain how nutrition directly impacts the body and compares the effects of good foods, unhealthy foods, and exercise on their personal nutrition.	The student explains how nutrition directly impacts the body and assesses how specific foods and choices will positively affect their personal nutrition.	The student determines how nutrition directly impacts the body and proposes a plan for specific foods and choices that will positively affect their personal nutrition.
<i>Incorporating Personal Choices in Healthy Living</i>	The student struggles to assess their personal health needs, preferences and practices. The student has difficulty using that assessment to make specific choices in their diet, exercise, and mental health practices.	The student assesses their personal health needs, preferences and practices. The student uses that assessment to make some good choices in their diet, exercise, and/or mental health practices to meet their needs.	The student assesses their personal health needs, preferences and practices. The student uses that assessment to make specific choices in their diet, exercise, and/or mental health practices to meet their needs.	The student assesses their personal health needs, preferences and practices. The student uses that assessment and prioritizes specific, healthy choices in their diet, exercise, and mental health practices to meet their needs.

Adventure Education: <u>Beginning</u>				
<i>Outcomes</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Mastering the Basics</i>	The student is frequently unprepared for the activity and struggles to master the basic movements that go with the activity.	The student understands the basic movements and preparation for the activity, but needs additional practice before achieving mastery.	The student understands and can apply the basic movements and prepare for the activity. The student understands the benefit of this exercise in their daily life.	The student quickly grasps the basic concepts of the activity and can teach others the basic movements and preparation.
<i>Geography, Space,</i>	The student is	The student is	The student is	The student

<i>and Awareness</i>	often unaware of their surroundings and does not understand how to use the natural space around them to strategize their movement.	usually aware of their surroundings and able to use the natural space around them to strategize their movement and make decisions.	frequently aware of their surroundings and uses the natural space around them to strategize their movement and make safe, tactical decisions.	surveys the natural space around them in order to strategize their movement, plan ahead, and make safe, tactical decisions that lead to a fun outcome.
<i>Reading and Understanding Maps</i>	The student struggles to use topographical maps, site specific GPS, and landmarks to safely chart their path throughout their adventure.	The student demonstrates that they can use some guidance tactics, such as topographical maps, site specific GPS, and/or landmarks, to safely chart their path throughout their adventure.	The student demonstrates that they can use topographical maps, site specific GPS, and landmarks to safely chart their path throughout their adventure.	The student has mastered the use of topographical maps, site specific GPS, and landmarks to safely chart their path throughout their adventure. They can teach others to use these maps in case of an emergency or separation.
<i>Safety and First Aid</i>	The student is unprepared for emergencies and has not mastered the procedures to follow in case of an emergency.	The student is usually prepared for emergencies and understands the procedures to follow in case of an emergency.	The student is prepared for emergencies and has mastered all of the procedures to follow in case of an emergency.	The student has demonstrated that not only are they prepared for emergencies and have mastered all of the emergency procedures, they have also demonstrated quick and flexible thinking when events “don’t go to plan.”
<i>Making Connections to</i>	The student has difficulty making	The student participates in the	The student uses the activity to	The student consistently uses

<i>the Self and the Environment</i>	connections and relationships with their peers during the activities.	activities and works on their relationships with their peers and their bond with the natural world.	bond with their peers, challenge themselves, and connect with the natural world.	the activity to create relationships, challenge themselves physically and mentally , and meditate upon their bond with the natural world.
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PROGRAM OFFERINGS

Courses, Modules, and Sessions

Listed below are the program offerings for FFI. In the following pages, each are described in more detail.

LEADERSHIP

Team Building

- TB 1.0: Team Building Intro
- TB 2.0: Team Foundations
- TB 3.0: Team Impact

Compassionate Communication

- COM 1.0: Compassionate Communication
- COM 2.0: The Essential Why
- COM 3.0: Open The Conversation

Public Speaking

- PS 1.0: Getting Past The Nerves
- PS 2.0: What's Your Story?
- PS 3.0: Delivering Your Speech

Identity

- ID 1.0: Who Am I?
- ID 2.0: Learning About You
- ID 3.0: Identity & Society

Goal Setting

- GS 1.0: What Are Goals?
- GS 2.0: Organizing Your Vision
- GS 3.0: Habits

Reflection

- REF 1.0: Unpacking

MULTICULTURALISM

Northern Irish Cultural Exchange

- NI 1.0: Intro To Northern Ireland
- NI 2.0: Culture & Tradition
- NI 3.0: Northern Ireland Conflict

Jewish Israeli/Palestinian Israeli Cultural Exchange

- JPI 1.0: Intro To Jewish Israeli/Palestinian Israeli Cultures
- JPI 2.0: Culture & Tradition
- JPI 3.0: Jewish Israeli/Palestinian Israeli Conflict

MYTOWN

- MT 1.0: Who Made Me?
- MT 2.0: What's Our Story?
- MT 3.0: Where's My Story?

CREATIVITY & ARTS

Creative Writing

- CW 1.0: Exploring Creative Writing
- CW 2.0: Practicing Creative Writing
- CW 3.0: Mastering Your Creative Writing

Hands-On Art

- HA 1.0: Exploring Hands-On Art
- HA 2.0: Practicing Hands-On Art
- HA 3.0: Creative Activism

Photography

- PH 1.0: Exploring Photography
- PH 2.0: Practicing Photography
- PH 3.0: Photography As Activism

ECOLOGY - *COMING SOON!*

Flora & Fauna

Sustainable Agriculture

HEALTHY LIVING - *COMING SOON!*

Nutrition

Mindfulness

ADVENTURE EDUCATION - *COMING SOON!*

Sailing

Hiking



Leadership Courses

TEAM BUILDING

- TB 1.0: Team Building Intro
- TB 2.0: Team Foundations
- TB 3.0: Team Impact

COMPASSIONATE COMMUNICATION

- COM 1.0: Compassionate Communication
- COM 2.0: The Essential Why
- COM 3.0: Open The Conversation

PUBLIC SPEAKING

- PS 1.0: Getting Past The Nerves
- PS 2.0: What's Your Story?
- PS 3.0: Delivering Your Speech

IDENTITY

- ID 1.0: Who Am I?
- ID 2.0: Learning About You
- ID 3.0: Identity & Society

GOAL SETTING

- GS 1.0: What Are Goals?
- GS 2.0: Organizing Your Vision
- GS 3.0: Habits

REFLECTION

- REF 1.0: Unpacking

LEADERSHIP

Our leadership method

FFI focuses on teaching social, communication, and goal setting skills through rigorous practice. We build empathic leaders by combining their passion to build a better world with the skills required to make it a reality.



TEAM BUILDING

Description

These modules are designed to create a safe environment which will improve team cohesion, lay a foundation for future work, and demonstrate the impact that a team can have when working together.

Outcomes

- Improve teamwork
- Provide a safe space for expression
- Identify strengths, weaknesses, and interests
- Set team and individual goals

Modules

TB 1.0: Team Building Intro

TB 2.0: Team Foundations

TB 3.0: Team Impact

Team Building Module Descriptions

TB 1.0: TEAM BUILDING INTRO

Improve team cohesion and bonds

Team Size: 16 max

Sessions: 5 (90 Minute Sessions)

FFI will bring participants through the process of identifying both team and individual interests, values, and guiding principles. This module is designed for deep exploration of themselves and their role as part of a team.

TB 1.1: Intro to FFI

TB 1.2: Shared Experiences

TB 1.3: Games

TB 1.4: Team Decision Making

TB 1.5: Team Identity

TB 2.0: TEAM FOUNDATIONS

Building team trust

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): TB 1.0

The TB 2.0 module fosters trust among participants and brings them closer together.

TB 2.1: Improvisation

TB 2.2: Communication

TB 2.3: Life Maps 1

TB 2.4: Life Maps 2

TB 3.0: TEAM IMPACT

Choose and plan a team project

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): TB 2.0

The TB 3.0 module is designed to help your team create a meaningful social action project. FFI will assist in developing the project including helping with a grant proposal for FFI financial support.

TB 3.1: Team Project Brainstorm

TB 3.2: Outline & Strategy

TB 3.3: Implementation & Check-In

TB 3.4: Presentation

Team Building Session Descriptions

TB 1.0 Sessions

TB 1.1: Intro to FFI

This session includes the following: introductions, communication agreements, and expectations.

TB 1.2: Shared Experiences

This session explores commonalities of the team, uniting them based on their shared experiences.

TB 1.3: Games

In this session, the team will break the ice and get energized. FFI will facilitate team building games that emphasize building team dynamics.

TB 1.4: Team Decision Making

In this session, participants will learn a unique method for how to make decisions as a team. Participants will practice this method for future use.

TB 1.5: Team Identity

The participants will form their own unique team identity using shared values and the decision making process from TB 1.4.

TB 2.0 Sessions

TB 2.1: Improvisation

This session gets participants moving and gives everyone a chance to be silly.

TB 2.2: Communication

This session will explore active listening, body-language, and basic communication skills.

TB 2.3: Life Maps 1

This session will bring the team through the process of mapping their life experiences. This process helps participants recognize and develop their life story.

TB 2.4: Life Maps 2

As a follow-up to TB 2.3, this session will create a safe space for participants to share their life stories.

TB 3.0 Sessions

TB 3.1: Team Project Brainstorm

Participants will brainstorm their ideas for a team designed social action project that addresses a need in their community based on their passions.

TB 3.2: Outline & Strategy

Participants learn how to create a structure and plan to implement their social action project and identify steps needed to begin.

TB 3.3: Implementation & Check-In

This session occurs midway through the implementation of the team project. The participants will reflect on progress and identify obstacles or pivot points that are required to complete the project successfully.

TB 3.4: Presentation

Upon completion of the social action project, the team will present their project to FFI staff and alumni, as well as discuss the overall project in detail.

FFI OFFERS THE OPPORTUNITY TO FAST-TRACK THE TB 1.0 MODULE IN TWO DIFFERENT WAYS:

VIRTUAL. Two 3-hour intensive sessions. The first session will focus on breaking the ice. The second session will provide skills to work together and help them create a team identity.

IN-PERSON. One full day. FFI will facilitate all of these sessions in a full day of programming at either the FFI Global Headquarters in Durham, NH or your site.



COMPASSIONATE COMMUNICATION

Description

These modules are designed to introduce the theory and practice of Compassionate Communication in both individual experience and group dynamics.

Outcomes

- Learn the Compassionate Communication structure
- Develop tools for navigating emotions in communication
- Develop active listening and observation skills
- Learn and practice empathetic communication techniques
- Explore the mediator role
- Partake in active dialogue

Modules

COM 1.0: Compassionate Communication

COM 2.0: The Essential Why

COM 3.0: Open The Conversation

Compassionate Communication Module Descriptions

COM 1.0: COMPASSIONATE COMMUNICATION

Re-framing how we communicate

Team Size: 16 max

Sessions: 3 (90 minute sessions)

Prerequisites Module(s): TB 1.0

The COM 1.0 module is designed to introduce the theory of Compassionate Communication. Participants will explore empathetic listening, observation without evaluation, and effective expression.

COM 1.1: Introduction to Communication

COM 1.2: Exchanges From The Heart

COM 1.3: Active Observation

COM 2.0: THE ESSENTIAL WHY

Starting with me

Team Size: 16 max

Sessions: 4 (90 minute sessions)

Prerequisite Module(s): COM 1.0

In the COM 2.0 module participants progress past the observation step, and learn how emotions affect communication.

COM 2.1: Owing Your Emotions

COM 2.2: Honoring Feelings

COM 2.3: Your Essential Why

COM 2.4: Empathetic Requests

COM 3.0: OPEN THE CONVERSATION

Building a bridge

Team Size: 16 max

Sessions: 4 (90 minute sessions)

Prerequisite Module(s): COM 2.0

After re-framing how we communicate on an individual level, the COM 3.0 modules asks participants to bring this new mindset to communicating in a group setting. The Compassionate Communication method will be practiced.

COM 3.1: Your Essential Why, Your Power Struggle

COM 3.2: The Mediator Role

COM 3.3: Practicing Compassionate Dialogue

COM 3.4: Appreciation

Compassionate Communication Session Descriptions

COM 1.0 Sessions

COM 1.1: Introduction to Communication

This session will identify traditional communication techniques. Participants will be re-introduced to fundamentals of effective communication.

COM 1.2: Exchanges From The Heart

Participants explore the fundamentals of Compassionate Communication: observation, evaluating feelings, identifying needs, and requesting support for those needs. Empathetic exchanges are derived from this process.

COM 1.3: Active Observation

The goal of this session is for participants to understand the value of observing without evaluation; to simply have a conversation without assigning blame.

COM 2.0 Sessions

COM 2.1: Owing Your Emotions

Participants will start this session by differentiating between emotions, using our "feelings" vocabulary. They will learn the importance of identifying their own emotions within communication. Emotional responses are normal in interactions, but this session will strive to teach participants how to effectively express those emotions.

COM 2.2: Honoring Feelings

As a continuation of COM 2.1, participants will build upon the action of expressing feelings using "I" statements and our "feelings" vocabulary in practice.

COM 2.3: Your Essential Why

Identifying the cause of your feelings is your Essential Why. In this session, participants will become aware of their own responsibility to connect their emotional response with the reason behind that response. The more directly we connect our feelings to our own needs, the easier it is for others to respond to us compassionately, and vice versa.

COM 2.4: Empathetic Requests

The final component for the Compassionate Communication process is making a request to address and fulfill our Essential Why. Participants will learn to craft their requests with positive action language to maximize impact.

COM 3.0 Sessions

COM 3.1: Your Essential Why, Your Power Struggle

Using the groundwork laid in COM 1.0 and COM 2.0, participants will address how Essential Why's, play an important role in power structures. Using a practical approach, participants will learn how to vocalize their needs and feels effectively in communication. The goal of this session is for each participant to feel heard and acknowledged.

COM 3.2: The Mediator Role

Applying these concepts to the mediation of larger issues and conflicts is a crucial aspect to being an effective leader. Using a practical approach, participants will be introduced to the mediator role.

COM 3.3: Practicing Compassionate Dialogue

Based on the participants' passions and interests, a conversation prompt will be selected for this dialogue session. Participants will apply the Compassionate Communication skills developed throughout this course.

COM 3.4: Appreciation

In this session, participants will use Compassionate Communication to express appreciation purely to celebrate. This is a tool that will help participants reflect on the needs that have been identified for fulfillment throughout this course.



PUBLIC SPEAKING

Description

These modules empower participants to be confident speaking in front of people and learn how to write a strong speech.

Outcomes

- Gain confidence in public speaking
- Learn to share one's story
- Experience real-life public speaking

Modules

PS 1.0: Getting Past The Nerves

PS 2.0: What's Your Story?

PS 3.0: Delivering Your Speech

Public Speaking Module Descriptions

PS 1.0: GETTING PAST THE NERVES

We're all nervous

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

The PS 1.0 module introduces our unique approach to public speaking which provides each individual with the foundation to overcome any anxiety they may feel speaking in front of others.

PS 1.1: Hello My Name Is...

PS 1.2: Cold Talking

PS 1.3: Techniques

PS 2.0: WHAT'S YOUR STORY?

Developing your story

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): PS 1.0

In the PS 2.0 module, participants develop the skills to create a speech using their personal life stories.

PS 2.1: Speech Content

PS 2.2: Life Maps 1

PS 2.3: Life Maps 2

PS 2.4: Asking Why?

PS 3.0: DELIVERING YOUR SPEECH

Sharing your story

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): PS 2.0

In the PS 3.0 module, participants will learn how to use our unique feedback process to improve their speeches. In PS 3.3 and PS 3.4, participants will deliver their speech to an audience.

PS 3.1: Feedback Session 1

PS 3.2: Feedback Session 2

PS 3.3: Speech Practicum 1

PS 3.4: Speech Practicum 2

Public Speaking Session Descriptions

PS 1.0 Sessions

PS 1.1: Hello My Name Is...

In this session, the team will learn basic tips to jump right into public speaking.

PS 1.2: Cold Talking

The team will have a fun and relaxed session on speaking extemporaneously while learning about each other.

PS 1.3: Techniques

The team will be introduced to additional techniques to increase their skills and confidence for speaking in public.

PS 2.0 Sessions

PS 2.1: Speech Content

Participants will learn the importance of their own biography and how it can be a driving part of their speech.

PS 2.2: Life Maps 1

This session will bring the team through the process of mapping their life experiences. This session helps participants recognize and develop their life story.

PS 2.3: Life Maps 2

As a follow-up to PS 2.2, this session will create a safe space for participants to share their life stories.

PS 2.4: Asking Why?

Participants begin to ask deeper questions of each other to find the "why." These realizations will guide participants as they begin to craft their speech.

PS 3.0 Sessions

PS 3.1: Feedback Session 1

Participants will come prepared to share the first draft of their speech. The team will then use a unique feedback method to help their teammates craft a better speech.

PS 3.2: Feedback Session 2

This session continues the work from the prior session.

PS 3.3: Speech Practicum 1

Participants will give their speech to FFI community members with their team's support.

PS 3.4: Speech Practicum 2

This session continues the work from the prior session.



IDENTITY

Description

These modules help participants learn about themselves and their teammates. How does identity shape life experiences?

Outcomes

- Explore and understand individual experiences
- Learn about how stereotyping, inequality, and privilege impact opportunity
- Understand each individual's identity both in how they see themselves and how others see them

Modules

ID 1.0: Who Am I?

ID 2.0: Learning About You

ID 3.0: Identity & Society

This course is funded in part by the following:

Jo Goldman Family

Identity Module Descriptions

ID 1.0: WHO AM I?

What is identity and why it matters

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

The ID 1.0 modules is designed to help participants explore their individual identity and experiences.

ID 1.1: Discovering Your Identity

ID 1.2: Life Maps 1

ID 1.3: Life Maps 2

ID 2.0: LEARNING ABOUT YOU "16 Personalities"

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): ID 1.0 or PS 2.0

The ID 2.0 module uses "16 Personalities" as a tool to help participants learn about themselves. Participants will do a personality analysis to better understand their strengths, challenges, and how they work with others.

ID 2.1: Intro To "16 Personalities"

ID 2.2: Explaining Personality Types

ID 2.3: How We All Work Together

ID 2.4: Building A Team

ID 3.0: IDENTITY & SOCIETY How to learn about yourself

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): ID 2.0

In the ID 3.0 module, participants will explore stereotyping, inequality, and privilege. They will learn to examine their identity, consider how they see themselves, how others see them, and examine the importance of accepting identities.

ID 3.1: Many Identities

ID 3.2: Your Identity & My Identity

ID 3.3: Identity Evolution

ID 3.4: Identity Poem

Identity Session Descriptions

ID 1.0 Sessions

ID 1.1: Discovering Your Identity

This session introduces the idea of identity and will allow participants to reflect on how they see themselves through a series of activities.

ID 1.2: Life Maps 1

This session will bring the team through the process of mapping their life experiences. This session helps participants recognize and develop their life story.

ID 1.3: Life Maps 2

As a follow-up to ID 1.2, this session will create a safe space for participants to share their life stories.

ID 2.0 Sessions

ID 2.1: Intro To "16 Personalities"

Participants will be introduced to "16 Personalities" (www.16personalities.com). In this introductory session, participants will take their personality test.

ID 2.2: Explaining Personality Types

In this session, participants will learn about the common traits in their personality type category.

ID 2.3: How We All Work Together

Building on ID 2.2, the team will learn about how they work with people both similar and different to them.

ID 2.4: Building A Team

Participants use profiles/personalities to build fictitious teams for hypothetical projects. This exercise helps them to understand the strengths of each personality type.

ID 3.0 Sessions

ID 3.1: Many Identities

Participants will learn how identities can overlap and interact with each other.

ID 3.2: Your Identity & My Identity

Participants will start the conversation about respecting identities as they interact with others.

ID 3.3: Identity Evolution

Building on ID 3.2, this session will emphasize how an individual's identity grows and evolves throughout one's life.

ID 3.4: Identity Poem

To reflect on the multiple aspects explored in the identity process, the participants will write a collective poem highlighting their combined identities.



GOAL SETTING

Description

Participants will learn the process of how to identify what they want to achieve for themselves and for their communities both now and in the future.

Outcomes

- Learn to organize one's vision
- Introduce a goal setting method
- Provide concrete action steps to achieving goals

Modules

GS 1.0: What Are Goals?

GS 2.0: Organizing Your Vision

GS 3.0: Habits

Goal Setting Module Descriptions

GS 1.0: WHAT ARE GOALS?

Why set goals?

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

The GS 1.0 module is designed to introduce the process of goal setting. This module helps participants understand their values and allows them to identify the common goals of the team.

GS 1.1: Intro To Goal Setting

GS 1.2: The Million Dollar Question

GS 1.3: Identifying Common Goals

GS 2.0: ORGANIZING YOUR VISION

What do you want to achieve?

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): GS 1.0

The GS 2.0 module drills down on the goals that the participants began identifying in GS 1.0.

GS 2.1: Creating Your Vision

GS 2.2: Sharing Your Vision

GS 2.3: Individual Goals

GS 2.4: Long Term Goals

GS 3.0: HABITS

How do habits shape our achievements?

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): GS 2.0

The GS 3.0 module teaches participants how to develop life long habits which keep them on track for the life they desire.

GS 3.1: What Are Habits?

GS 3.2: Habits As Obstacles

GS 3.3: Helpful Habits

GS 3.4: Progress & Reflection

Goal Setting Session Descriptions

GS 1.0 Sessions

GS 1.1: Intro To Goal Setting

Participants will be introduced to the concept of goal setting and the different ways we can achieve our objectives.

GS 1.2: The Million Dollar Question

In this fun activity, the participants identify what they desire, their preferences, and their priorities.

GS 1.3: Identifying Common Goals

The participants identify the common goals of the team and how we can work towards both collective and personal goals.

GS 2.0 Sessions

GS 2.1: Creating Your Vision

Participants learn how to build a vision board and visually represent their objectives for the future.

GS 2.2: Sharing Your Vision

Participants will share their personal vision board with their teammates.

GS 2.3: Individual Goals

Each individual will create goals and learn the steps to achieve these goals.

GS 2.4: Long Term Goals

Participants will be asked to set long term goals.

GS 3.0 Sessions

GS 3.1: What Are Habits?

Participants will begin to understand what a habit is and discover how their lives are run in "habit mode."

GS 3.2: Habits As Obstacles

The team will reflect on their personal goals and then identify which of their habits are blocking them from reaching those goals.

GS 3.3: Helpful Habits

The team reflects on what personal habits they can develop to achieve short term and long term goals moving forward.

GS 3.4: Progress & Reflection

The team will reflect on their progress and outline a strategy on how to integrate the skills from the course into their daily lives after the course is completed.



REFLECTION

Description

As the closing module for all 30- and 18-Session Programs, participants will look back on their program, identify moments of growth, and explore what comes next.

Outcomes

- Reflect on the skills learned throughout the program
- Understand next steps

Modules

REF 1.0: Unpacking

Reflection Module Description

REF 1.0: UNPACKING

Unpack and reflect on your FFI program

Team Size: 16 max

Sessions: 2 (90 Minute Sessions)

Prerequisite Module(s): TB 1.0

The REF 1.0 module provides a safe space to reflect and close out an FFI program.

REF 1.1: Our Journey

REF 1.2: What's Ahead?

Reflection Session Descriptions

REF 1.0 Sessions

REF 1.1: Our Journey

This session allows the team to deeply reflect on the program and each person's individual experience.

REF 1.2: What's Ahead?

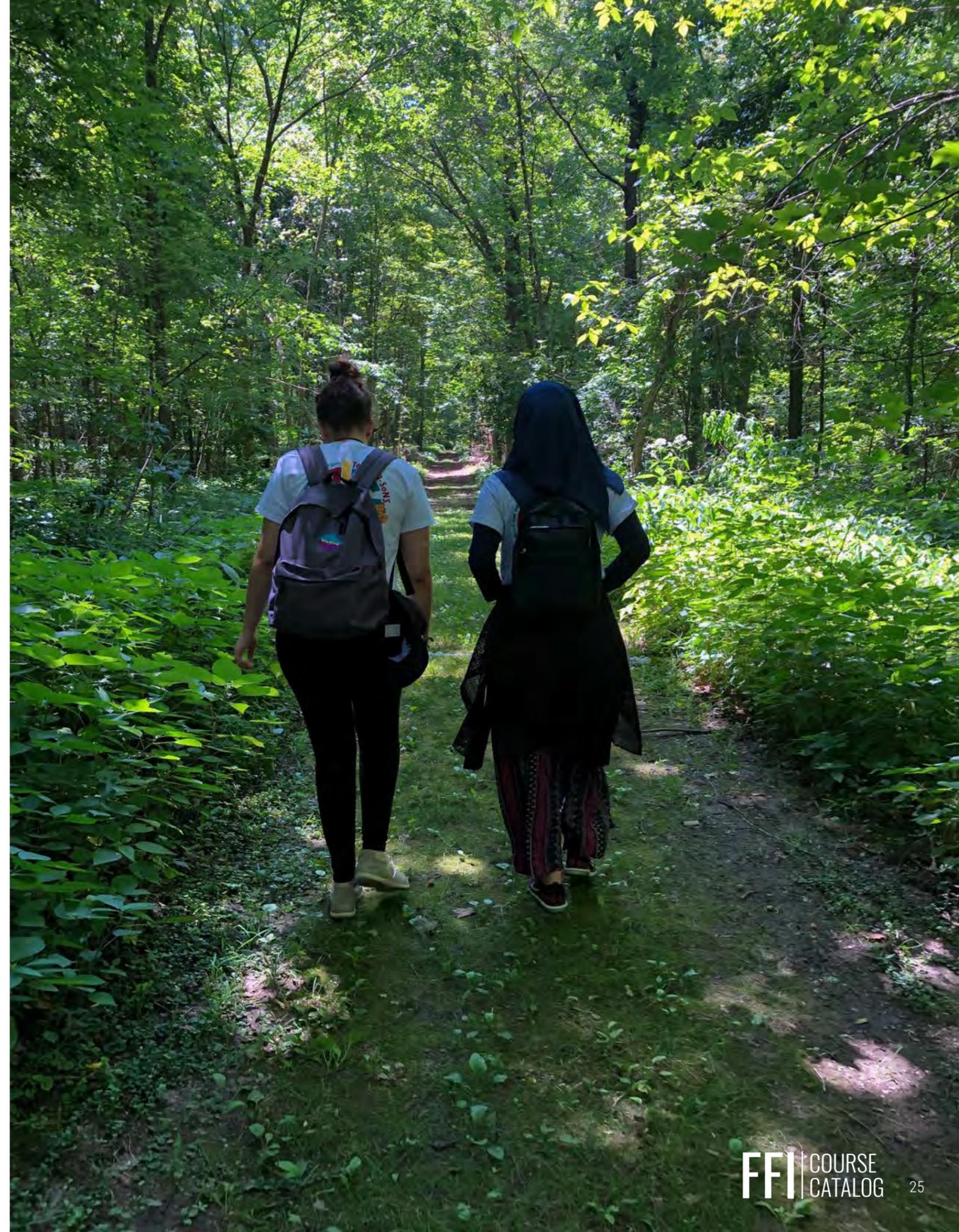
This session helps participants identify their next steps. Participants will learn how they can move forward in both FFI and life after this program.

ADD-ON!

OVERNIGHTS AT FFI CAMPUS LOCATIONS

IN-PERSON. **Two full days.**

FFI will facilitate two full days of programming either at the FFI Global Headquarters in Durham, NH or the nearest regional FFI location. This overnight can include sessions outlined in this course catalog as well as add-ons listed on page 46.





Multiculturalism Courses

NORTHERN IRISH CULTURAL EXCHANGE

- NI 1.0: Intro To Northern Ireland
- NI 2.0: Culture & Tradition
- NI 3.0: Northern Ireland Conflict

JEWISH ISRAELI/PALESTINIAN ISRAELI CULTURAL EXCHANGE

- JPI 1.0: Intro To Jewish Israeli/Palestinian Israeli Culture
- JPI 2.0: Culture & Tradition
- JPI 3.0: Jewish Israeli/Palestinian Israeli Conflict

MYTOWN

- MT 1.0: Who Made Me?
- MT 2.0: What's Our Story?
- MT 3.0: Where's My Story?

MULTICULTURALISM

Our approach to multiculturalism

FFI is built on the idea that cultural exchange fosters compassion, empathy, and understanding of all cultures, histories, and viewpoints. Our global network, cultivated over three decades, makes FFI uniquely qualified to provide cultural exchange. In these courses, participants will interact directly with our global alumni.



NORTHERN IRISH CULTURAL EXCHANGE

Description

In this course, participants will learn about Northern Ireland's culture, traditions, and conflict directly from FFI alumni.

Outcomes

- Explore Northern Irish culture
- Introduce Northern Ireland's institutions and geography
- Understand both perspectives of the Northern Ireland Conflict

Modules

NI 1.0: Intro To Northern Ireland

NI 2.0: Culture & Tradition

NI 3.0: Northern Ireland Conflict

Northern Irish Cultural Exchange Module Descriptions

NI 1.0: INTRO TO NORTHERN IRELAND

Learn about Northern Irish culture

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

The NI 1.0 module provides an introduction to Northern Irish culture.

- NI 1.1: Intro To Northern Irish Culture
- NI 1.2: Geography Of Northern Ireland
- NI 1.3: Cultural Differences With The United States

NI 2.0: CULTURE & TRADITION

Dig deeper into Northern Irish culture

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): NI 1.0

The NI 2.0 module gives participants a deeper knowledge of the Northern Irish community.

SELECT 4 OF THE FOLLOWING:

- NI 2.1: Government Of Northern Ireland
- NI 2.2: School In Northern Ireland
- NI 2.3: Languages Of Northern Ireland
- NI 2.4: Celebrations/Holidays Of Northern Ireland
- NI 2.5: Food Of Northern Ireland
- NI 2.6: Art Of Northern Ireland

NI 3.0: NORTHERN IRELAND CONFLICT

Learn both perspectives of the Northern Ireland Conflict

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): TB 2.0, NI 2.0, COM 1.0, ID 1.0

The NI 3.0 module gives participants a dual narrative introduction to the Northern Ireland Conflict.

- NI 3.1: Intro To Conflict Studies
- NI 3.2: Intro To The Northern Ireland Conflict
- NI 3.3: Presentation Of Perspectives
- NI 3.4: Conflict Reflection

Northern Irish Cultural Exchange Session Descriptions

NI 1.0 Sessions

NI 1.1: Intro To Northern Irish Culture

In this session, FFI alumni from Northern Ireland will introduce the customs and culture of the people of Northern Ireland.

NI 1.2: Geography Of Northern Ireland

In this session, FFI alumni will give an overview of the unique geography of Northern Ireland with a virtual tour.

NI 1.3: Cultural Differences With The United States

FFI alumni will highlight major cultural differences between the United States and Northern Ireland.

NI 2.0 Sessions

NI 2.1: Government Of Northern Ireland

This session introduces the interesting and complex government systems in Northern Ireland.

NI 2.2: School In Northern Ireland

This session will explain and give a firsthand perspective for participants to the segregated school system of Northern Ireland.

NI 2.3: Languages Of Northern Ireland

In this fun and interactive session FFI alumni share the Gaelic language which is being revitalized in certain communities in Northern Ireland.

NI 2.4: Celebrations/Holidays Of Northern Ireland

Northern Ireland's unique and oftentimes separate holidays and celebrations are explained here.

NI 2.5: Food Of Northern Ireland

Participants will learn how to make a traditional Northern Irish dish and other culinary customs.

NI 2.6: Art Of Northern Ireland

In this physically interactive session, FFI alumni will share some of the music and dance practiced in Northern Ireland.

NI 3.0 Sessions

NI 3.1: Intro To Conflict Studies

In this session, participants will receive an introduction to the field of Conflict Studies and general best practices.

NI 3.2: Intro To The Northern Ireland Conflict

In this session, global alumni from Northern Ireland (Catholic and Protestant) will provide a historical and current overview of the conflict in their region.

NI 3.3: Presentation Of Perspectives

In this session, the Northern Ireland global alumni will present their culture's unique perspective on the conflict.

NI 3.4 Conflict Reflection

With the global alumni, the participants will be brought through a reflective process on the conflict(s). Participants will also learn how global alumni are working towards peace in their community.



JEWISH ISRAELI/ PALESTINIAN ISRAELI CULTURAL EXCHANGE

Description

In this course, participants will learn about Jewish Israeli/Palestinian Israeli culture, traditions, and conflict directly from FFI alumni.

Outcomes

- Explore Jewish Israeli/Palestinian Israeli culture
- Introduce Israel's institutions and geography
- Understand both perspectives of the Jewish Israeli/Palestinian Israeli conflict

Modules

JPI 1.0: Intro To Jewish Israeli/Palestinian Israeli Cultures

JPI 2.0: Culture & Tradition

JPI 3.0: Jewish Israeli/Palestinian Israeli Conflict

Jewish Israeli/Palestinian Israeli Cultural Exchange Module Descriptions

JPI 1.0: INTRO TO JEWISH ISRAELI/PALESTINIAN ISRAELI CULTURES

Learn about Jewish Israeli/Palestinian Israeli cultures

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

The JPI 1.0 module provides an introduction to Jewish Israeli/Palestinian Israeli cultures.

JPI 1.1: Intro To Jewish Israeli/Palestinian Israeli Cultures

JPI 1.2: Geography Of Israel/Palestine

JPI 1.3: Cultural Differences With The United States

JPI 2.0: CULTURE AND TRADITION

Dig deeper into Jewish Israeli/Palestinian Israeli culture

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): JPI 1.0

The JPI 2.0 module gives participants deeper knowledge of Jewish Israeli/Palestinian Israeli culture.

SELECT 4 OF THE FOLLOWING:

JPI 2.1: Government Of Israel

JPI 2.2: Schools Of Israel

JPI 2.3: Jewish Israeli & Palestinian Israeli Languages

JPI 2.4: Jewish Israeli & Palestinian Israeli Celebrations/Holidays

JPI 2.5: Jewish Israeli & Palestinian Israeli Food

JPI 2.6: Jewish Israeli & Palestinian Israeli Art

JPI 3.0: JEWISH ISRAELI/PALESTINIAN ISRAELI CONFLICT

Learn about the Jewish Israeli/Palestinian Israeli conflict

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): TB 2.0, JPI 2.0, COM 1.0, ID 1.0

The JPI 3.0 module gives participants thorough knowledge of the Jewish Israeli/Palestinian Israeli conflict.

JPI 3.1: Intro To Conflict Studies

JPI 3.2: Intro To The Jewish Israeli/Palestinian Israeli Conflict

JPI 3.3: Presentation Of Perspectives

JPI 3.4: Conflict Reflection

Jewish Israeli/Palestinian Israeli Cultural Exchange Session Descriptions

JPI 1.0 Sessions

JPI 1.1: Intro To Jewish Israeli/Palestinian Israeli Cultures

In this session, Jewish and Arab FFI alumni from Israel will introduce the customs and culture of the people of their land.

JPI 1.2: Geography of Israel/Palestine

In this session, FFI alumni will give an overview of the unique geography of the Israel/Palestine region with a virtual tour.

JPI 1.3: Cultural Differences With The United States

FFI alumni will highlight major cultural differences between the United States and Jewish Israeli/Palestinian Israeli cultures.

JPI 2.0 Sessions

JPI 2.1: Government Of Israel

This session introduces the interesting and complex government systems in Israel.

JPI 2.2: Schools Of Israel

This session will explain and give a firsthand perspective for participants to the segregated school system of Israel.

JPI 2.3: Jewish Israeli & Palestinian Israeli Languages

In this fun and interactive session, FFI alumni share the Hebrew and Arabic languages and will teach useful daily phrases.

JPI 2.4: Jewish Israeli & Palestinian Israeli Celebrations/Holidays

This session will explore the unique and oftentimes separate holidays and celebrations of Jewish Israelis and Palestinian Israelis.

JPI 2.5: Jewish Israeli & Palestinian Israeli Food

Participants will learn how to make a traditional dish from this region (which will be delicious-guaranteed!)

JPI 2.6: Jewish Israeli & Palestinian Israeli Art

In this physically interactive session, FFI alumni will share some of the music and dance practiced in the cultures of the region.

JPI 3.0 Sessions

JPI 3.1: Intro To Conflict Studies

In this session, participants will receive an introduction to the field of Conflict Studies and general best practices.

JPI 3.2: Intro To The Jewish Israeli/Palestinian Israeli Conflict

In this session, global alumni (both Jewish Israeli and Palestinian Israeli) will provide an overview of the conflict in their land.

JPI 3.3: Presentation Of Perspectives

In this session, the global alumni will present their culture's unique perspective on the conflict.

JPI 3.4: Conflict Reflection

With the global alumni, the participants will be brought through a reflective process on the conflict(s). Participants will also learn how global alumni are working towards peace in their community.



MYTOWN

Description

In this course, participants will gain a deeper understanding of their own family history and how it relates to their community's history.

Outcomes

- Gain deeper knowledge of family history
- Learn interview skills
- Start understanding community history

Modules

MT 1.0: Who Made Me?

MT 2.0: What's Our Story?

MT 3.0: Where's My Story?

MYTOWN Module Descriptions

MT 1.0: WHO MADE ME? Understanding family-centric history

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

MT 1.0 provides participants with a family-centric understanding of history.

- MT 1.1: What Is History?
- MT 1.2: Who Made Me? 1
- MT 1.3: Who Made Me? 2

MT 2.0: WHAT'S OUR STORY? Learn your family story

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): MT 1.0

In the MT 2.0 module participants dive deeper into their family stories and learn interviewing skills.

- MT 2.1: Curious?
- MT 2.2: Find The Answers
- MT 2.3: It's A Story
- MT 2.4: Share Your Story

MT 3.0: WHERE'S MY STORY? How to does environment affect your story?

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisite Module(s): MT 2.0

MT 3.0 teaches participants how one's environment plays a role in their history. Participants also learn about each other's environments.

- MT 3.1: Where Have I Been?
- MT 3.2: What Happening On My Street? 1
- MT 3.3: What Happening On My Street? 2
- MT 3.4: Share Your Street

MYTOWN Session Descriptions

MT 1.0 Sessions

MT 1.1: What Is History?

The team will be introduced to a different way to understand the concept of "history" and how it relates to their lives.

MT 1.2: Who Made Me? 1

Each member of the team will begin to explore their family history by drawing their family tree.

MT 1.3: Who Made Me? 2

The team will share their family trees with each other and begin to find hidden connections.

MT 2.0 Sessions

MT 2.1: Curious?

Participants will identify the questions they have to fill the gaps in their family histories.

MT 2.2: Find The Answers

Participants are taught interview skills to help them dive deeper into their family histories.

MT 2.3: It's A Story

After interviewing their family, participants will learn how to develop their family trees into a story.

MT 2.4: Share Your Story

Participants share their revised family stories with each other.

MT 3.0 Sessions

MT 3.1: Where Have I Been?

Participants reflect on where they live and how that impacts their lives.

MT 3.2: What's Happening On My Street? 1

Participants will learn how to re-discover their community/neighborhood.

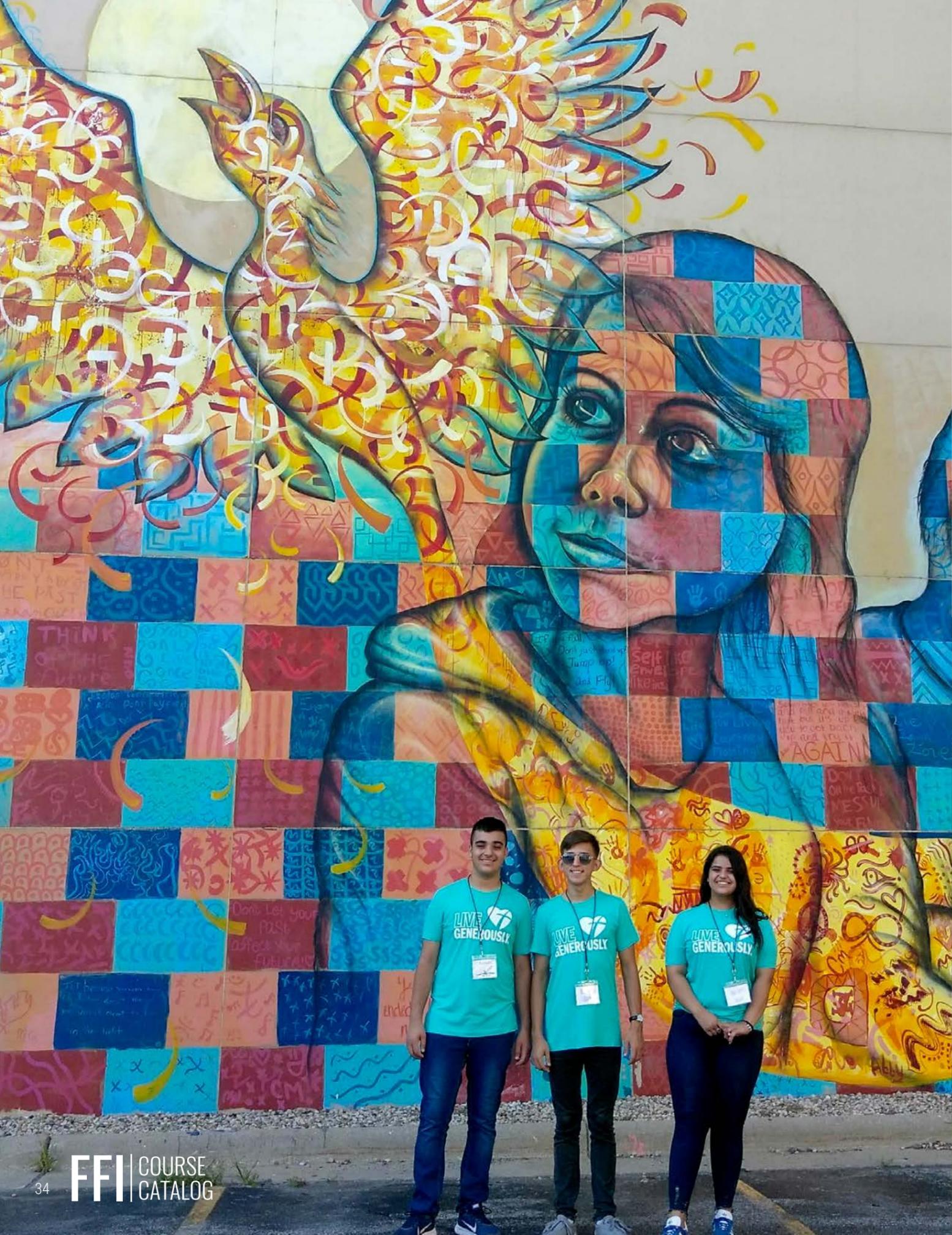
MT 3.3: What's Happening On My Street? 2

In a continuation of MT 3.2, participants will further their understanding of their communities.

MT 3.4: Share Your Street

The participants will share the lessons they have learned on how their community has impacted their lives and how they have developed.





Creativity & Arts Courses

CREATIVE WRITING

- CW 1.0: Exploring Creative Writing
- CW 2.0: Practicing Creative Writing
- CW 3.0: Mastering Your Creative Writing

HANDS-ON ART

- HA 1.0: Exploring Hands-On Art
- HA 2.0: Practicing Hands-On Art
- HA 3.0: Creative Activism

PHOTOGRAPHY

- PH 1.0: Exploring Photography
- PH 2.0: Practicing Photography
- PH 3.0: Photography As Activism

CREATIVITY & ARTS

Exploring expression and activism

Recognizing the positive impact creativity has on the human brain, this part of our curriculum involves introducing participants to different types of artistic mediums and ways they can utilize them!



CREATIVE WRITING

Description

In this course, participants will learn and practice creative writing styles. They will learn to share their stories using diverse writing practices.

Outcomes

- Gain knowledge of creative writing
- Develop creative writing skills
- Produce a final creative writing piece

Modules

CW 1.0: Exploring Creative Writing

CW 2.0: Practicing Creative Writing

CW 3.0: Mastering Your Creative Writing

Creative Writing Module Descriptions

CW 1.0: EXPLORING CREATIVE WRITING

An introduction to creative writing

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

The CW 1.0 module explores the basics of creative writing. It is designed to introduce participants to a sampling of different styles.

CW 1.1: Basics Of Poetry

CW 1.2: Basics Of Fiction

CW 1.3: Basics Of Creative Non-Fiction

CW 2.0: PRACTICING CREATIVE WRITING

Diving deeper into creative writing

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisites Module(s): CW 1.0

The CW 2.0 module builds on the introductions in CW 1.0. Participants practice their skills and learn how to give and receive creative feedback.

CW 2.1: Practicing Poetry

CW 2.2: Practicing Fiction

CW 2.3: Practicing Creative Non-Fiction

CW 2.4: Feedback On Practice 1

CW 3.0: MASTERING YOUR CREATIVE WRITING

Creating a more polished writing piece

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisites Module(s): CW 2.0

The CW 3.0 module provides a structure for creating a polished creative work that represents each individual.

CW 3.1: Planning Your Project

CW 3.2: Feedback On First Draft

CW 3.3: Feedback On Second Draft

CW 3.4: Presenting Final Works

Creative Writing Session Descriptions

CW 1.0 Sessions

CW 1.1: Basics Of Poetry

In this session, participants will explore simple poetry forms using diverse styles. Participants will write a short poem.

CW 1.2: Basics Of Fiction

The goal of this session is to understand the structure and methods of fiction writing. Different styles of fiction will be introduced and participants will write a 100-word story.

CW 1.3: Basics Of Creative Non-Fiction

Participants will learn techniques to create accurate narratives and begin the process of developing their individual story.

CW 2.0 Sessions

CW 2.1: Practicing Poetry

Building on their work in CW 1.1, the participants will identify the style and format of the poem they'd like to create. Participants will begin writing their poem and FFI will support the creative process using prompts, examples, and self-reflection.

CW 2.2: Practicing Fiction

Building on their 100-word story from CW 1.2, FFI will guide participants through character and story development using prompts, examples, and reflection.

CW 2.3: Practicing Creative Non-Fiction

Using the skills learned in CW 1.3, participants will craft a creative non-fiction piece of their choice. FFI will support narrative development through exercises, self-reflection, and prompts.

CW 2.4: Feedback On Practice 1

Participants will come prepared with their piece of creative writing from the previous session(s). The team will learn and use a unique feedback method to help their teammates craft a stronger composition.

CW 3.0 Sessions

CW 3.1: Planning Your Project

Taking everything that they have learned in the previous sessions, participants will choose their favorite style of creative writing to craft their final piece. FFI will facilitate exercises that help participants develop their outline.

CW 3.2: Feedback On First Draft

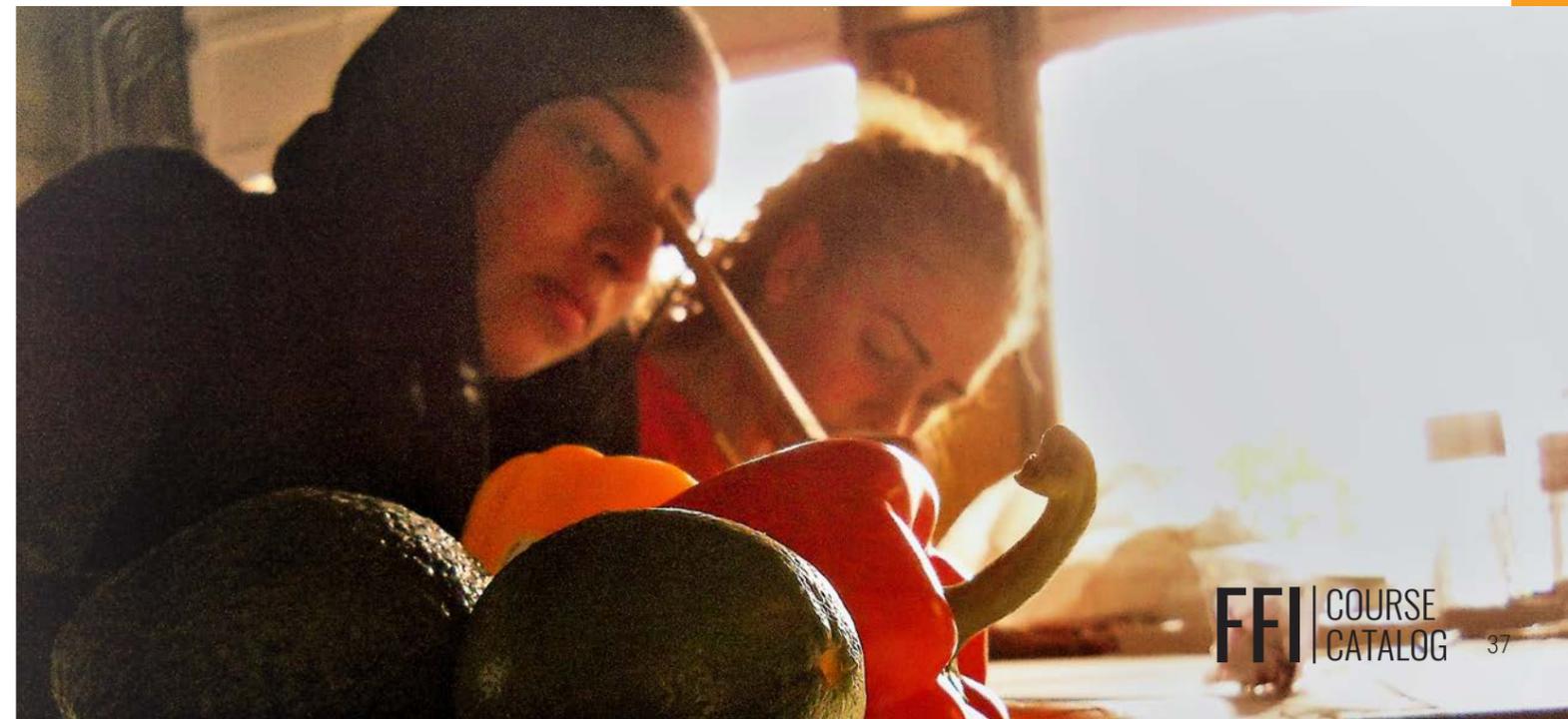
Participants will come prepared to present their piece of creative writing from CW 3.1. Using the method learned in CW 2.4, participants will provide meaningful feedback to support their team members in their creative writing.

CW 3.3: Feedback On Second Draft

This session is a continuation of CW 3.2. Participants will enhance both their piece of writing, as well as the ability to provide and receive meaningful feedback.

CW 3.4: Presenting Final Works

Participants will present their final piece of work to FFI Global Alumni with the support of their team.



HANDS-ON ART

Description

These modules are designed to provide access to art and to emphasize playfulness. Participants will create multiple pieces as they explore a variety of mediums.

Outcomes

- Increase exposure to hands-on art
- Learn new art mediums
- Understand the intersection of art and social change

Modules

HA 1.0: Exploring Hands-On Art

HA 2.0: Practicing Hands-On Art

HA 3.0: Creative Activism

Hands-On Art Module Descriptions

HA 1.0: EXPLORING HANDS-ON ART Getting started on your artistic journey

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

In the HA 1.0 module, teams dip a toe into the art world and start small. Making mistakes is celebrated and having fun is prioritized.

HA 1.1: Paint-A-Long
HA 1.2: Grab A Pencil
HA 1.3: 3D Craft

HA 2.0: PRACTICING HANDS-ON ART Diving deeper into art mediums

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisites Module(s): HA 1.0

The HA 2.0 module builds on the introductions in HA 1.0. Each session examines a different form of art and its unique background. This module is designed to be flexible so participants can follow their interests.

SELECT 4 OF THE FOLLOWING:

HA 2.1: Dot Painting
HA 2.2: Pour Painting
HA 2.3: Pastels
HA 2.4: Charcoal
HA 2.5: Origami
HA 2.6: Tie-Dye

HA 3.0: CREATIVE ACTIVISM How art and creativity can support activism

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisites Module(s): HA 2.0

The HA 3.0 module moves past practice and introduces how art can be activism. Participants will identify and produce art that promotes social change.

HA 3.1: Intro To Art Activism
HA 3.2: Share Your Inspiration
HA 3.3: Planning Your Project
HA 3.4: Sharing Your Project

Hands-On Art Session Descriptions

HA 1.0 Sessions

HA 1.1: Paint-A-Long

Whether participants are experts or novices, they will get creative with a fun and interactive painting experience. Participants will finish the session with their own piece of art.

HA 1.2: Grab A Pencil

Participants will complete activities that introduce drawing techniques. Using pencil as a medium, they will learn a variety of basic drawing principles.

HA 1.3: 3D Craft

Combining FFI's values of creativity and community service, the team will create a craft that benefits a local community organization. This craft will be chosen based on team interests and passions.

HA 2.0 Sessions

HA 2.1: Dot Painting

Participants will learn the origin of this aboriginal painting technique. Using repeated imprints of paint, each participant will turn dots into a recognizable piece of art.

HA 2.2: Pour Painting

Pour painting is a current trend seen across the internet. Participants will learn this technique of mixing acrylic paint and pouring the mixture onto a surface to create art.

HA 2.3: Pastels

Using this traditional art medium, participants will explore impressionistic styles of art. This soft medium is very forgiving and allows participants to experiment with color.

HA 2.4: Charcoal

Participants will explore shape and form using this traditional art medium. Charcoal will be used to dive deeper into concepts of light and negative space.

HA 2.5: Origami

Origami is a popular form of art that has origins all over the world. Participants will create a finished sculpture through paper folding techniques.

HA 2.6: Tie-Dye

Participants will breathe new life into old clothing to create wearable art. Participants can choose any piece of cotton clothing and will learn how to tie-dye.

HA 3.0 Sessions

HA 3.1: Intro To Art Activism

In this intro session, participants will learn how you can use art to bring about social change. Participants will explore examples of iconic art activism.

HA 3.2: Share Your Inspiration

Participants will come prepared with their favorite piece of art activism. FFI will facilitate a discussion about why they chose the piece, how it makes them feel, and why it is important to them.

HA 3.3: Planning Your Project

Combining art activism with the skills learned in previous sessions, participants will choose a focus for their project and begin planning. FFI will facilitate a session that helps participants choose their topics based on their inspirations, experiences, and passions.

HA 3.4: Sharing Your Project

Participants will present their final piece of work to FFI Global Alumni with the support of their team.



PHOTOGRAPHY

Description

This course empowers participants to be photographers by exploring the basics of taking photos, editing, and different photography styles. Participants will take and edit photos to effectively tell a story.

Outcomes

- Learn the basics of photography
- Explore different styles of photography
- Understand the intersection of photography and social change

Modules

PH 1.0: Exploring Photography

PH 2.0: Practicing Photography

PH 3.0: Photography As Activism

Photography Module Descriptions

PH 1.0: EXPLORING PHOTOGRAPHY

An introduction to photography

Team Size: 16 max

Sessions: 3 (90 Minute Sessions)

Prerequisites Module(s): TB 1.0

The PH 1.0 module explores basics of photography and how anyone can be a photographer using their camera phone.

PH 1.1: Photography Basics

PH 1.2: Editing Basics

PH 1.3: Present Your Photo

PH 2.0: PRACTICING PHOTOGRAPHY

Diving deeper into photography

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisites Module(s): PH 1.0

The PH 2.0 module builds on the introductions in PH 1.0. Each session examines a different style of photography. This module is designed to be flexible so participants can follow their interests.

SELECT 3 OF THE FOLLOWING:

PH 2.1: Self-Portraits VS Selfie

PH 2.2: Nature Photography

PH 2.3: People Of [Your Town]

PH 2.4: Photography Of Our Built Environment

PAIRED SESSION:

PH 2.5: Present Your Favorite Photo

PH 3.0: PHOTOGRAPHY AS ACTIVISM

How photography is used in activism

Team Size: 16 max

Sessions: 4 (90 Minute Sessions)

Prerequisites Module(s): PH 2.0

The PH 3.0 module moves past practice and introduces how photography can be activism. Participants will identify and produce photographs that advocate for social change.

PH 3.1: Intro To Photography As Activism

PH 3.2: Share Your Inspiration

PH 3.3: Planning Your Project

PH 3.4: Sharing Your Project

Photography Session Descriptions

PH 1.0 Sessions

PH 1.1: Photography Basics

Participants will learn the basics of taking photos by being introduced to camera phone photography. FFI will combine traditional methods of photography techniques with modern technology.

PH 1.2: Editing Basics

This session explores the use of modern editing applications to produce high quality photography. Participants will choose one of their own photos and begin the editing process to understand how it can emphasize the story behind the photo.

PH 1.3: Present Your Photo

Using the skills learned in the previous sessions, participants will come prepared to present a photograph that tells a story. Participants will explain why they took this photo and what message they were trying to communicate.

PH 2.0 Sessions

PH 2.1: Self-Portraits VS Selfie

Combining the importance of taking self-portraits as a photographer and the modern trend of selfies, FFI will prompt participants to capture their self-image in a mindful way.

PH 2.2: Nature Photography

Participants will learn how to effectively capture the beauty of nature through photography. As part of this session, FFI will ask participants to draw inspiration from their natural surroundings.

PH 2.3: People Of [Your Town]

Participants will come prepared with a photo they have taken that depicts a person and their story. FFI will facilitate a discussion about documentary photography using these photos.

PH 2.4: Photography Of Our Built Environment

Participants will explore the relationship between human made structures and nature. FFI will facilitate a discussion about photos that represent this concept.

PH 2.5: Present Your Favorite Photo

Using the techniques and photos from the previous sessions, participants come prepared with their favorite edited photo. Participants will share their process of how they got to their final product and why they chose it.

PH 3.0 Sessions

PH 3.1: Intro To Photography As Activism

In this intro session, participants will learn how you can use photography to bring about social change. Participants will explore and discuss iconic photos.

PH 3.2: Share Your Inspiration

Participants will come prepared with their favorite piece of photo activism. FFI will facilitate a discussion about why they chose the piece, how it makes them feel, and why it is important to them.

PH 3.3: Planning Your Project

Combining photo activism with the skills and techniques learned in previous sessions, participants will choose a focus for their project and begin planning. FFI will facilitate a session that helps participants choose their topics based on their inspirations, experiences, and passions.

PH 3.4: Sharing Your Project

Participants will present their final piece of work to FFI Global Alumni with the support of their team.



30-SESSION PROGRAM



What is included in a 30-Session program?

Dedicated FFI Staff Member

FFI Staff will do the following:

- Create a tailored program
- Facilitate workshops for the team
- Conduct check-in meetings throughout the program
- Provide real time analysis and feedback reports

Alumni Eligibility

Upon completion of the 30-Session Program, each participant will receive FFI alumni status, making them eligible for FFI Global Alumni trips, exclusive workshops, facilitation training, and the opportunity to become a FFI Global Alumni Trainer.

Global Alumni Facilitation

FFI has a global alumni network of nearly 1,800 individuals worldwide. Our alumni are trained facilitators, and will facilitate sessions throughout the program.

Sessions

Please see our course descriptions for our offerings. Sessions can be as frequent as desired, for example, once a week, twice a week, etc. FFI has diverse options for any team. If you do not see an option that fits your goals, your dedicated FFI staff member can work with you to design a tailored module.

Memory Book

Each participant receives a Memory Book. This is a personalized workbook developed by FFI to be used in conjunction with our programs..

Team T-Shirts and Gear

Each participant will receive 2 personalized team t-shirts, 1 FFI t-shirt, and a FFI water bottle.

FFI Program Requirements

Each participant is required to:

- Submit an FFI Participant Enrollment Form
- Submit FFI's Parental/Guardian Consent and Release Form (if applicable)
- Attend at least 75% of program meetings
- Complete Team Building Module (5 sessions)
- Complete Reflection Module (2 sessions)

All FFI Programs can be tailored to your group's interests and needs for an additional fee!

30-SESSION PROGRAM MAPS

30-Session Program - Structure: *basic guidelines for this option*

The graphic below shows the basic structure for the 30-Session Programs with the required modules at the start and finish, and 23 sessions in the middle.

Team Building 1.0 (<i>required</i>) 5 sessions	Modules & Electives 23 sessions	Reflection 1.0 (<i>required</i>) 2 sessions
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Examples of 30-Session Program Schedules

The following graphics are examples of how you could structure those middle 23 sessions using our existing modules. These are not the only options, but they represent a variety of choices.

A. Suggested path to take: *dive deeply into two skill-sets with this intense program schedule*

The suggested option is for teams interested in taking 2 complete courses and an additional single session. The graphic below shows an example of taking the Public Speaking (PS) course and the Compassionate Communication (COM) course with a 1 single session of Creative Writing (CW).

Structure	TB 1.0 5 sessions	Module A 1.0 3 sessions	Module A 2.0 4 sessions	Module A 3.0 4 sessions	Module B 1.0 3 sessions	Module B 2.0 4 sessions	Module B 3.0 4 sessions	Single Session 1 session	REF 1.0 2 sessions
Example	TB 1.0	PS 1.0	PS 2.0	PS 3.0	COM 1.0	COM 2.0	COM 3.0	CW 1.3	REF 1.0

B. Little bit of everything: *begin learning about many different topics with this overview-style program schedule*

This option offers the broadest range of topics and includes the introductory modules for 7 courses and 2 single sessions. The graphic below shows an example of selecting the following introduction modules: Public Speaking (PS 1.0), Compassionate Communication (COM 1.0), Goal Setting (GS 1.0), MYTOWN (MT 1.0), Northern Irish Cultural Exchange (NI 1.0), Jewish Israeli/Palestinian Israeli Cultural Exchange (JPI 1.0), and Creative Writing (CW 1.0). In this example, the 2 single sessions are from the Photography course (PH 1.1 & PH 1.2.).

Structure	TB 1.0 5 sessions	Module A 1.0 3 sessions	Module B 1.0 3 sessions	Module C 1.0 3 sessions	Module D 1.0 3 sessions	Module E 1.0 3 sessions	Module F 1.0 3 sessions	Module G 1.0 3 sessions	Single Session 1 session	Single Session 1 session	REF 1.0 2 sessions
Example	TB 1.0	PS 1.0	COM 1.0	GS 1.0	MT 1.0	NI 1.0	JPI 1.0	CW 1.0	PH 1.2	PH 1.2	REF 1.0

C. Mixed topics: *develop increased understanding of three skill-sets with this program schedule*

For those interested in a mixed approach, this option includes taking 3 partial courses and 1 single session. The example below includes 2 modules each of Public Speaking (PS 1.0 & 2.0), Compassionate Communication (COM 1.0 & 2.0), and Goal Setting (GS 1.0 & 2.0) with 2 single sessions of Creative Writing (CW 1.1 & 1.2).

Structure	TB 1.0 5 sessions	Module A 1.0 3 sessions	Module B 1.0 3 sessions	Module C 1.0 3 sessions	Module A 2.0 4 sessions	Module B 2.0 4 sessions	Module C 2.0 4 sessions	Single Session 1 session	Single Session 1 session	REF 1.0 2 sessions
Example	TB 1.0	PS 1.0	COM 1.0	GS 1.0	PS 2.0	COM 2.0	GS 2.0	CW 1.1	CW 1.2	REF 1.0

18-SESSION PROGRAM



What is included in a 18-Session Program?

FFI Staff Member

FFI Staff will do the following:

- Create a tailored program
- Facilitate workshops for the team
- Conduct check-in meetings throughout the program
- Provide real time analysis and feedback reports

Global Alumni Facilitation

FFI has a worldwide alumni network of nearly 1,800 individuals. Our alumni are trained to facilitate sessions throughout the program.

Sessions

Please see our course descriptions for our offerings. Sessions can be as frequent as desired, for example, once a week, twice a week, etc. FFI has a range of diverse options for any team. If you do not see an option that fits your goals, your dedicated FFI staff member can work with you to design a tailored program.

Memory Book

Each participant receives a Memory Book. This is a personalized workbook developed by FFI to be used in conjunction with our programs.

Team T-Shirts and Gear

Each participant will receive 1 personalized team t-shirt, 1 FFI t-shirt, and a FFI water bottle.

FFI Program Requirements

Each participant is required to:

- Submit an FFI Participant Enrollment Form
- Submit FFI's Parental/Guardian Consent and Release Form (if applicable)
- Attend at least 75% of program meetings
- Complete Team Building Module (5 sessions)
- Complete Reflection Module (2 sessions)

All FFI Programs can be tailored to your team's interests and needs for an additional fee!

18-SESSION PROGRAM MAPS

18-Session Program - Structure *basic guidelines for this option*

The graphic below shows the basic structure for 18-Session Programs with the required modules at the start and finish, and 11 sessions in the middle.



Examples of 18-Session Program Schedules

The following graphics are examples of how you could structure the middle 11 sessions using our existing modules. These are not the only options, but they represent a variety of choices.

A. Suggested path to take: *dive deeply into one skill-set with this program schedule*

The suggested option for the 18-Session Program is to choose 1 complete course. The graphic below shows an example of taking the Public Speaking (PS 1.0, 2.0, & 3.0) course.

Structure	TB 1.0 5 sessions	Module A 1.0 3 sessions	Module A 2.0 4 sessions	Module A 3.0 4 sessions	REF 1.0 2 sessions
Example	TB 1.0	PS 1.0	PS 2.0	PS 3.0	REF 1.0

B. Little bit of everything: *begin learning about several different topics with this overview-style program schedule*

Another choice is to take the introductory modules for 3 courses and 2 single sessions. The graphic below shows an example of taking Public Speaking (PS 1.0), Compassionate Communication (COM 1.0), and Goal Setting (GS 1.0) modules with single sessions in Creative Writing (CW 1.2 & CW 1.3).

Structure	TB 1.0 5 sessions	Module A 1.0 3 sessions	Module B 1.0 3 sessions	Module C 1.0 3 sessions	Single Session 1 session	Single Session 1 session	REF 1.0 2 sessions
Example	TB 1.0	PS 1.0	COM 1.0	GS 1.0	CW 1.2	CW 1.3	REF 1.0

C. Mixed topics: *pair an introductory module with a partial course in this more focused program schedule*

The example given here includes 2 modules of Public Speaking (PS 1.0 & PS 2.0), 1 module of Compassionate Communication (COM 1.0), and 1 single session of Creative Writing (CW 1.2).

Structure	TB 1.0 5 sessions	Module A 1.0 3 sessions	Module B 1.0 3 sessions	Module A 2.0 4 sessions	Single Session 1 session	REF 1.0 2 sessions
Example	TB 1.0	PS 1.0	COM 1.0	PS 2.0	CW 1.2	REF 1.0

FFI PROGRAM FEES PER TEAM

30-Session Program

Virtual

\$11,900 (16 participants max)

- 30 virtual sessions
- Dedicated FFI staff member
- Alumni eligibility
- Global alumni facilitation
- Memory books
- Team t-shirts & gear

Hybrid

\$19,650 (8 participants max)

- 15 virtual sessions
- 15 in-person sessions**
- Dedicated FFI staff member
- Alumni eligibility
- Global alumni facilitation
- Memory books
- Team t-shirts & gear

18-Session Program

Virtual

\$7,820 (16 participants max)

- 18 virtual sessions
- Dedicated FFI staff member
- Global alumni facilitation
- Memory books
- Team t-shirts & gear

Hybrid

\$12,420 (8 Participants max)

- 9 virtual sessions
- 9 in-person sessions**
- Dedicated FFI staff member
- Global alumni facilitation
- Memory books
- Team t-shirts & gear

Single Module

Virtual

\$2,160 (16 participants max)

- 4 virtual sessions
- Dedicated FFI staff member
- Global alumni facilitation
- Memory books

Hybrid

\$2,860 (8 participants max)

- 2 virtual sessions
- 2 in-person sessions**
- Dedicated FFI staff member
- Global alumni facilitation
- Memory books

Single Session

Virtual

\$250 (16 participants max)

- 1 virtual session
- Dedicated FFI staff member
- Global alumni facilitation

In-Person

\$500 (8 participants max)

- 1 hybrid session
- Dedicated FFI staff member
- Global alumni facilitation (if possible)

INTERESTED IN FFI IMMERSION PROGRAMS?

With three global campuses, participants can travel to Northern Ireland, Belize, and the US. Programs are spread out in three distinct phases (Team Building, Skill Building, and Community Building), with home-based & virtual sessions before and after the cross-cultural trip. An FFI Immersion program emphasizes skill building, authentic community interaction, cross-cultural communication, meaningful community service, and team building. Each Immersion trip is all-inclusive, tailored to your team's passions and goals, and requires a minimum of 10 days. Our Immersion Program culminates with a participant-designed community action project.

Immersion Program pricing is dependent on the travel location. Please contact tegan@ff.international to learn more.

Need Financial support?

FFI offers need-based scholarships! FFI is committed to working with all applicants regardless of their financial status. Contact FFI if you require financial assistance for programming. Please contact Tegan at tegan@ff.international or +1.603.397.5301 to determine if you are eligible for financial support.

PROGRAM ADD-ONS

- International trips
- Domestic trips
- Intensive weekends
- Field trips
- Additional gear

See page 45 for more details!

These options can be added to most modules. Please contact Tegan at tegan@ff.international or +1.603.397.5301 for further details.



MT 1.1: Mytown Who Made Me

Understanding one's family tree and your teammates family trees

Overview

FFI Course: Cultural Exchange

Objectives:

- Where are they similar?
- Where do they differ?
- Will bond them.

Emphasized Themes: Interconnection, Reflection, Communication, Cultural awareness, Creativity

RECIPE: Empathy, Communication

Logistics

Virtual or In-person: Both

Time Requirement: 90 minutes

Time of day: Time of day does not matter

How many times does the team need to meet prior? This can be a one time meeting or a first time meeting

Number of facilitators: 1

Facilitator experience required: Intermediate

Physical contact: None

Physical challenge: Easy

Describe the physical activity:

Number of participants: up to 16

Preparing the Space

Layout/Space requirements: Inside is best with a hard writing surface

Materials needed: Colored Markers, Pens, Construction paper,

Facilitation Notes

How will you prepare the space? Need to be able to share their trees if uploaded virtually

Introduction Script: Today we are going to begin our exploration of what is history? So before we begin, let's get your understanding of history? What does the word history mean to you? We are going to focus this session on beginning to understand our own family story as the starting point to understand all of history.

Warm-up

Three minutes

But before we start, we're going to take a minute to clear our heads: **[insert meditation here]**

1. Ask participants to close their eyes if they feel comfortable. (if they'd like, they can turn their camera off during the mediation)
2. Share your computer sound via zoom.
3. Take a deep breath and think about what it was like when your parents were your age. What did their street look like? What were there clothes like? What was their school like?
 - a. Take a second deep breath and think about those questions with your grandparents? Their home? The food they ate? The jobs their parents had? What was happening in the world?
 - b. Now think as far back as you can and those same questions. Keep breathing. Now fast forward through all the generations and images as quickly as you can like a movie -your grandparents as

kids, your parents as kids, then as adults, then as you being born, and then growing up and then here right now.

Warm-Up

Name Game: Give your name and then state what is your favorite era of history to learn about

Adaptations for virtual: popcorn style

Putting in the Effort

Activity 1: Who Made Me

Time: 75 minutes

Instructions:

Note: Participants will have been asked in advance to have drawn their family tree in as much detail as possible and as creative as they can be. Details will be given in the Notion and the participants will upload to the notion so the facilitator can be ready for them to describe in the session.

1. Facilitator asks a participant to share their family tree in 4 minutes
 - a. When they finish, the facilitator asks "What are the areas of the tree they would like to learn more about?"
 - b. Then give the spaces for their teammate to suggest questions
 - c. Direct the participant to write down any questions that they don't know the answers to because they will be trying to research the answers in the future.
 - d. After a participant shares and questions are asked, the facilitators will also ask follow-up questions to reach 6 minutes per participant (if they need to fill the 6 min)
 - e. Ask participant to popcorn to the next team member
2. Repeat step one for all participants
3. After the last person has gone, the facilitator asks the team to share what are some of the things that have in common, what are things that surprised them, and any other question.
4. Then the facilitator will ask each participant to share their family trees and questions with family members to fill in the blanks. A future session is possible to plan based on these results and the participants can share the "story" they write about their family.

Processing Suggestions: The participants will have to make sure that they fully share and try to be as detailed as possible and get to the interesting part of their family history.

Adaptations for Virtual: Will just make sure facilitator can share their family trees in advance to group

Debrief

- FFI Alumni kick FFI staff out.
- **Reflection Question:** [Insert Reflection Question Here]
- **Safe Space**
- **Reflection on the day**
 - Valley (low)
 - Hike (challenge)
 - Peak (high)
- **Props** - Remind the group not to popcorn props

Workshop Wrap-Up

Announcements

- Provide a summation of the workshop with
- A reminder of My Days and Session Analysis
- What's up next time!
- Announce LOTD for the next session
- Ask:
 - This session LOTD to stay after and chat with the alumni
 - Futures sessions LOTD to stay on with Program Manager.

Additional Facilitation Notes

Please include any additional facilitator notes:

It is the first time doing on zoom so we can see how it goes as a standalone.

Workshop Follow-Up

After the workshop is complete, the facilitator should do the following:

Complete an analysis of the workshop

Debrief with program manager (if applicable)

7/08/2021

EXECUTIVE SUMMARY

New Learn Everywhere Program

North Main Music

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the Learn Everywhere application for North Main Music.

B. North Main Music

Application submitted by:

Steve Martineau
Contact for North Main Music

C. RATIONALE FOR ACTION

Ed 1403.03 gives the state board of education authority to approve Learn Everywhere programs.

D. EFFECTS OF THIS ACTION

Approval of this application will allow the applicant to award certificates to students upon completion of the program towards graduation credit.

E. POSSIBLE MOTION

I move that the State Board of Education approve the North Main Music Learn Everywhere Application.

OR:

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

Learn Everywhere Application:

North Main Music

I. Organizational Details

A. *Our Organization:*

North Main Music

The mission of North Main Music is to help musicians improve their playing, enjoy music to the fullest while achieving music goals, and to give back to our community. North Main Music offers private, weekly music instruction in a fun and family-oriented environment. Our studios provide students with a comfortable setting so that they can feel free to focus on their music. Since 2003, we have taught thousands of students from Nashua, Merrimack, Hollis, Hudson, Bedford, and nearby Massachusetts communities.

B. *Contact Information:*

Primary Contact: Mike McAdam
Private Address: 4 Heritage Village Drive, Nashua, NH
Private Phone Number: 978-419-1715

North Main Music's Public Address: 28 Charron Avenue, Nashua, NH 03063
Public Phone Number: 603-505-4282

II. Program Description

North Main Music - Music and Voice Tuition

North Main Music is proposing a range of Instrument, Voice, Composition and Sound Technology Certificates, offering school credit to New Hampshire high school students.

- Our **Music Theory and Composition** Certificate will offer students opportunities to create and play their own music.
- Our **Beginner Guitar** Certificate will provide instruction and practice for the novice and developing player.
- Our **Beginner Voice** Certificate will provide instruction and practice for the novice and developing singer.
- Our **Beginner Piano** Certificate will provide instruction and practice for the novice and developing player.
- Our **Music History and Appreciation** Certificate will offer immersive experience and discussion of social, historical, and cultural contexts of music.
- Our **Music Technology** Certificate will provide instruction and practice in sound design, technology and recording mediums.

- Our **Music Career** Certificate will provide skill reinforcement and training for University and College programs, and initiation into the basics of the music business.

We will offer each of these Certificates at High School level (grades 9-12). Our programs will meet in a hybrid of online, contact-less environment and in-person instruction. The purpose of these Certificates is to create a fun, instructional, and interactive environment in which young students can develop their interests in music and hone the technical and artistic skills that the arts foster so well.

III. Policies

A. Instructor Qualifications

Under the rules of North Main Music, all our instructors are required to have an undergraduate degree in music, or significant, relative experience in the music field, such as five or more years of professional performance experience either onstage or as a professional recording, working musician. We at North Main Music confirm that all instructors meet or exceed these standards.

Many of our instructors also have backgrounds in education with experience teaching in private and public schools doing group and private lessons to a variety of ages and backgrounds. All our current instructors meet these required qualifications.

B. Criminal History Records Check

North Main Music runs a criminal background check on each prospective teacher and staff member prior to hiring. Since many of our instructors have done outreach programs in public schools, additional background checks have also been performed by local police departments. North Main Music will 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. We at North Main Music confirm that all our instructors and support staff who will be in contact with students have satisfied our criminal history requirements.

C. Admissions

The Admission Process

With private music lessons, students are admitted to North Main Music based on their music goals and flexible scheduling. Since we offer a wide variety of programs, students can be assured that they are able to find teachers who can provide a good fit for them based on their learning style and music goals. We provide music instruction to students

of all races, ethnicities, religion, and ages. With a diverse and robust group of students, we offer a stimulating learning environment for all. On the initial registration form, families will be required to disclose their students' schools and school districts; our School Director, Mike McAdam, will maintain an annually updated list of the appropriate Local Education Agencies with whom we may need to liaise for each student. We affirm that our admissions process is not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law.

D. Liaison with the Local Educational Agency

With several teachers offering a diverse education background, we have worked successfully with students with disabilities and learning differences over the past 18 years. We understand that we have responsibilities 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.

North Main Music is staffed with a front office that provides support and communication between the students, families, and teachers to ensure that the process is smoothly run. Mike McAdam is the official School Director and will provide any necessary liaison services and accommodations any student or Local Education Agency would need.

E. Indemnification Statement

If a school should refer a student to our program, the student's parent or legal guardian must sign the following statement:

"I (the parent/legal guardian of, or the emancipated student, _____/_____) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

IV. Facilities

A. Educational Facilities Description

North Main Music is a 2400- square-foot-facility spread between two floors. Our private studios are spacious, comfortable, and purpose built with up-to-date musical equipment. We feature real acoustic pianos and offer larger performance spaces that

allow students the space to comfortably perform and collaborate, whether it be for recordings, rehearsals, or recitals.

B. Safety Compliance

Our studio space complies with all federal and state safety laws, including all fire codes, including 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.

C. Proof of Insurance

North Main Music has been licensed to do business in New Hampshire since its formation in 2003. We affirm that our insurance provider is also licensed to do business in the state of New Hampshire. Our policy provides one million dollars in liability insurance for all people in or on our property. A copy of our insurance certificate is attached.

V. Educational Program

A. Proposed Certificates for Learn Everywhere

North Main Music's music classes provide an excellent opportunity for students to learn in several areas of Music and Arts. The planned curriculum provides for a variety of developmentally appropriate techniques and processes as well as learning materials such as equipment, facilities, and supplies, including but not limited to musical instruments, current recording devices, computers, and software, that meet the diverse needs, interests and capacities of each student. Our aim is to guide each student in their development of their observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into music through reading and writing music, improvisation, and performance. Our different classes will not only cover different topics - most of these topics will be assessed at two different Competency Levels (where we have identified two cumulative levels of mastery of the core competencies of that); this will enable students to develop their skills sequentially over time. For further information on these Competency Levels and our Learning Outcomes Assessment Rubrics for each Club, please see Sections B and C below.

All proposed Certificates are intended as equivalent to the graduation subject of **Music** as identified in NH Ed 306.27, section (t).

B. Competencies and Student Outcomes

The *Music Theory and Composition 1* Certificate will provide a wide ranging, interactive experience that will allow students to arrange and compose music within specified

guidelines, while building the fundamental skills of reading and writing musical notation with scale building and interval recognition. Students will be able to imagine, experiment, and interpret ideas in diverse ways while creating music that emphasizes meaning through personal expression. This certificate will enable students to develop, build, and apply developmentally appropriate mastery in music-making skills and ideas using traditional and new technologies, and an understanding of the unique characteristics and expressive features of music. $\frac{1}{2}$ Credit

Competencies

- **Creating:** students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas.
- **Presenting:** students will apply the skills and language of music to convey meaning and communicate ideas of completed works by realizing, developing, and refining music pieces for presentation.
- **Responding:** students will apply the skills and language of music theory to convey meaning and communicate ideas of completed works by analyzing, interpreting, and selecting works for presentation.
- **Connecting:** students will apply the skills and language of music to relate personal meaning and external context to specific music pieces and during the music-making process by synthesizing and relating knowledge and experience to artistic ideas and artistic work.
- **Major Scales:** Understanding that major scales are foundation of all music theory, students will learn how to write and build major scales in all 12 keys.
- **Interval Recognition:** Ability to read, write and hear the distance between intervals.
- **Chord Construction:** Building, reading and analysis of major, minor, diminished and augmented triads.
- **Composition:** Applying these musical elements to create sound musical compositions.

Outcomes

Students will be able to:

- Read and notate music.
- Listen to, analyze, and describe music.
- Improvise melodies, variations, and accompaniments.
- Perform on instruments, alone and/or with others, a varied repertoire of music.
- Compose minimum eight measure pieces that demonstrate mastery of all course materials.

- Intelligently compose melodic, chordal and rhythmic notation.
- Creatively express themselves using course materials
- Be able, melodically and harmonically, to analyze basic pieces of music from all styles and genres.

The *Music Theory and Composition 2* Certificate will continue to build on the concepts learned from Music Theory and Composition 1 by adding circle of 5ths, modes, ear training, cadences, and harmonic analysis to students' competencies in composition. Students will be able to imagine, experiment, and interpret ideas in diverse ways while creating and honing music that emphasizes meaning through personal expression. This certificate will enable students to continue to develop, build, and apply developmentally appropriate mastery in music-making skills and ideas using traditional and new technologies, and further an understanding of the unique characteristics and expressive features of music. $\frac{1}{2}$ Credit

Competencies

- **Creating:** students will apply their growing skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize and organize their artistic ideas.
- **Presenting:** students will apply their growing skills and language of music to convey meaning and communicate ideas of completed works by realizing, developing, and refining music pieces for presentation.
- **Responding:** students will apply their growing skills and language of music theory to convey meaning and communicate ideas of completed works by analyzing, interpreting, and selecting works for presentation.
- **Connecting:** students will apply their growing skills and language of music to relate personal meaning and external context to specific music pieces and during the music-making process by synthesizing and relating knowledge and experience to artistic ideas and artistic work.
- Students will learn how to read, write, and compose using the circle of 5ths.
- Construction of all modes of the major scale.
- Four-part Chord Construction: Building, reading and construction of all minor, major, and dominant seventh chords.
- **Composition:** Applying these musical elements to create sound musical compositions.

Outcomes

Students will be able to:

- Read and notate music well.
- Listen to, analyze, and describe music with confidence.
- Improvise melodies, variations, and accompaniments with proficiency.
- Perform on instruments, alone and/or with others, a varied repertoire of music with proficiency.
- Compose minimum eight measure pieces that demonstrate mastery of all course materials.
- Intelligently compose melodic, chordal, and rhythmic notation.
- Creatively express themselves using course materials.
- Be able, melodically and harmonically, to analyze basic pieces of music from all styles and genres.

The *Beginner Guitar 1* Certificate teaches students with little to no experience of playing the necessary skills to learn the guitar. Students will be able to develop their musical proficiency in instrumental music. Included will be correct playing form, tuning, single note melodies and chords, scales and proper warm-ups, and the introduction of musical notation as applied to the guitar. Students will also have the opportunity to perform alone and with others, developing their ability to perform and respond with understanding. This certificate enables creative personal realization and, for those playing in a group, will foster a sense of community engagement. **1/2 Credit**

Competencies

- **Creating:** students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas.
- **Presenting:** students will apply the skills and language of music by developing musical pieces for presentation.
- **Responding:** students will apply the skills and language of music by beginning to interpret intent and meaning of musical pieces and thus develop their playing skills.
- Students will be able to play the guitar with proper form and fingerings.
- Execute basic first position guitar melodies.
- Sight reading of melodies and basic chord charts.
- Performances of beginner etudes with correct timing, pitch, and dynamics.

Outcomes

Students will be able to:

- Read and notate music. Read and interpret many common songs and guitar pieces.
- Perform on instruments, alone and/or with others, a small repertoire of music. Play basic guitar repertoire with excellent interpretation of melody, rhythm, and harmony. Be able to play beginner accompaniment chords and strumming patterns.

The *Beginner Guitar 2* Certificate expands the ideas of Beginner Guitar 1 by adding playing techniques such as barre chords, arpeggios, chord staff reading and finger picking and proper musical time. Students will thus be able to further their musical proficiency in instrumental music. Increased emphasis is put on students being able to perform and translate published works with accurate interpretation and musical skill. Students will also have the opportunity to perform alone and with others, developing their ability to perform and respond with understanding. This certificate enables creative personal realization and, for those playing in a group, will foster a sense of community engagement. $\frac{1}{2}$ Credit

Competencies

- **Creating:** students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become more refined and complete.
- **Presenting:** students will apply the skills and language of music by refining artistic works for presentation.
- **Responding:** students will apply the skills and language of music to interpret intent and meaning of musical pieces and thus further their playing skills.
- Students will be able to play up to barre chords in all 12 keys.
- Execution of major and minor arpeggios in all 12 keys.
- Sight reading of melodies and basic chord charts.
- Performances of intermediate etudes with correct timing, pitch, and dynamics.

Outcomes

Students will be able to:

- Read and notate music with some confidence. Read and interpret many common songs and guitar pieces.
- Perform on instruments, alone and/or with others, a more varied repertoire of music. Play basic guitar repertoire with excellent interpretation of melody,

rhythm, and harmony. Be able to play intermediate accompaniment chords and strumming patterns.

The *Beginner Voice 1* Certificate will allow students the opportunity to learn how to develop and control their voice by introducing breath and pitch control, muscle development of the supporting muscles, interval matching, and musical notation. Current and classic works are used to nurture these ideas. Students will also learn to execute these skills in a performance situation, thus developing their ability to perform with understanding, and promoting creative personal realization. **1/2 Credit**

Competencies

- **Creating:** students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become more refined and complete.
- **Presenting:** students will apply the skills and language of music by analyzing, interpreting, and selecting vocal performances for presentation.
- **Responding:** students will apply the skills and language of music by perceiving and analyzing vocal performances.
- **Connecting:** students will apply the skills and language of music by relating knowledge and experience to musical ideas and vocal performance.
- Basic ability to read treble clef notation.
- Understanding basic musical terminology and language
- Performance of published works with correct pitch, time, and dynamics.

Outcomes

Students will be able to:

- Read and notate music.
- Sing alone and/or with others, a small repertoire of music.
- Listen to, analyze, and describe music in relation to vocal performance.
- Evaluate vocal performances. Correctly interpret basic vocal works.
- Develop the muscles in and around the voice for structured singing.
- Accurately match musical pitches with their voice.

The *Beginner Voice 2* Certificate expands the ideas learned in Beginner Voice 1 by adding concepts such as harmonization, expanding vocal range, interpretation of classical vocal repertoire such as Italian Opera and dynamics and time. Students will continue to develop these skills in performance situations, thus furthering their ability to perform with understanding, and promoting creative personal realization. **1/2 Credit**

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become more refined and complete.
- Presenting: students will apply the skills and language of music by realizing, developing, and refining vocal performances for presentation.
- Responding: students will apply the skills and language of music by perceiving and analyzing vocal performances and interpreting their intent and meaning.
- Connecting: students will apply the skills and language of music by synthesizing and relating knowledge and experience to musical ideas and vocal performance.
- Intermediate ability to read treble clef notation and harmony.
- Understanding and interpretation of basic musical terminology and language.
- Performance of published works with correct pitch, time, and dynamics.

Outcomes

Students will be able to:

- Read and notate music well. Sight read basic vocal melodies.
- Sing alone and/or with others, a varied repertoire of music.
- Listen to, analyze, and describe music in relation to vocal performance with confidence. Correctly interpret intermediate vocal works in several styles.
- Accurately match musical pitches and harmonize with their voice.
- Evaluate their own and other vocal performances.

The *Beginner Piano 1* Certificate enables creative personal realization by giving beginner students a full introduction to the piano by teaching them note values, basic notation and reading, scale warm-ups as well as chords and melodies with variations and accompaniments, developing their ability to perform and respond with understanding. Students will thus be able to further their musical proficiency in instrumental music, developing these skills through published works that they will master by performing solo and in duets with their instructor. **1/2 Credit**

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas.
- Presenting: students will apply the skills and language of music by developing musical pieces for presentation.
- Responding: students will apply the skills and language of music by beginning to interpret intent and meaning of musical pieces and thus develop their playing skills.
- Basic music reading on treble and bass clefs.
- Ability to play major scales in the keys of C, F, G and Bb
- Beginner level sight reading of melodies and basic chord accompaniments.
- Performances of intermediate etudes with correct timing, pitch, and dynamics.

Outcomes

Students will be able to:

- Read and notate music. Sight read basic piano repertoire with competent timing and execution. Obtain basic music reading skills applicable to most instruments.
- Perform on instruments, alone and/or with others, a small repertoire of music. Use their skills to perform with other similar level musicians.

The *Beginner Piano 2* Certificate enables creative personal realization by continuing to build the repertoire from Beginner Piano 1. Students will develop their two- handed technique and dual staff reading, more advanced scales and modes and melodies, as well as more challenging accompaniments that increase the development of musical time, tempo and dynamics, thus furthering their ability to perform and respond with understanding. Performance skills are enhanced via more complex solos and duets with their instructor. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become more refined and complete.
- Presenting: students will apply the skills and language of music by refining artistic works for presentation.
- Responding: students will apply the skills and language of music to interpret intent and meaning of musical pieces and thus further their playing skills.

- Intermediate music reading on treble and bass clefs.
- Ability to play major scales in all 12 keys.
- Intermediate level sight reading of melodies and basic chord accompaniments.
- Major and minor arpeggios in all 12 keys.
- Performances of intermediate etudes with correct timing, pitch, and dynamics.

Outcomes

Students will be able to:

- Read and notate music with some confidence. Sight read intermediate piano repertoire with competent timing and execution. Obtain intermediate music reading skills applicable to most instruments.
- Perform on instruments, alone and/or with others, a more varied repertoire of music. Use their skills to perform with other similar level musicians.

The *Music History and Appreciation* Certificate allows students to listen to, analyze and describe music from primitive Gregorian chants to present day pop music. Emphasis will be put on understanding musical terminology and what mechanically makes music work as well as its place in history and culture. Evaluation of classic musical performances and published works will be analyzed. Students will analyze and evaluate works from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate pieces; they will also be taught to recognize exemplary musical works from a variety of historical periods and cultures, as well as understand historical development within the discipline of Music. This will help students to understand relationships among music, the other arts, and disciplines outside the arts, as well as understand music in relation to history and culture. $\frac{1}{2}$ Credit

Competencies

- Responding: students will apply the skills and language of music to evaluate how music conveys meaning, by listening to and analyzing music; interpreting intent and meaning of music; and applying criteria to artistic work.
- Connecting: students will apply the skills and language of music to relate personal meaning and external context to specific music pieces. They will synthesize and relate knowledge and experience to artistic ideas within music and apply societal, cultural, and historical contexts to musical performances.

Outcomes

Students will be able to:

- Listen to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships among music, the other arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

The *Music Technology* Certificate takes a look at sound design and electronic music through recording mediums and sound reinforcement and enables students to use technology as ways to create, perform, or respond in the discipline of music. Students will learn the basics of signal flow, recording and mixing, music streaming and sound creation. Apps and computer DAW's are fused with classic analog sound capturing devices to give a comprehensive overview of modern practices. Students will compose and create beats and sounds using these techniques and thus have the opportunity to develop, build, and apply developmentally appropriate mastery in music-making skills and ideas using new technologies. **1 Credit**

Competencies

- **Creating:** students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become refined and complete.
- **Presenting:** students will apply the skills and language of music by realizing, developing, and refining music works for presentation.
- **Responding:** students will apply the skills and language of music to perceive and analyze recorded performances. They will demonstrate an understanding of how technology can be used to generate meaning within music.
- **Connecting:** students will apply the skills and language of music to relate personal meaning to their music.
- Students will understand signal flow as applicable to live sound and/or recording purposes.
- Understand basic DAW functions including editing and sound processing.
- Demonstrate basic mixing of multiple tracks of audio and how to make them work together cohesively.

Outcomes

Students will be able to:

- Compose and arrange music within specified guidelines. Express and create musical ideas in a recorded format. Be able to create synthesized sounds of their own.
- Understand the relationship between music and new technologies.
- Improvise melodies, variations and accompaniments using computer-based sound design.
- Capture sound that can be used for public address or recording purposes.
- Analyze recorded performances competently.

The *Music Career* Certificate allows the instructor to work closely with students looking to pursue music as a profession. Instruction will therefore be provided that embeds Music-related, competency-based academic knowledge. This will be accomplished by reinforcing required skills for University and College music programs as well as teaching necessary tech, ear training and music theory. These occupation-specific skills will provide the individual student with the ability to be college and career ready and able to adapt to the changing demands of the workplace. Music-based careers are explored, and the basics of the music business are taught. The flexibility of this course allows a mentorship that enables students to be successful as they move into a career in the arts.

1/2 Credit

Competencies

- **Creating:** Students will obtain a clearer pathway into a music-based career
- **Presenting:** Students will get feedback on musical ideas and projects.
- **Responding:** Students will learn how to monetize and market their skills.
- **Connecting:** The ability to work with industry professionals and get valuable advice and mentorship.

Outcomes

Students will be able to:

- Identify the range of careers in the field of music.
- Develop a complete music skill set that will enable success at any music school or university.
- Learn how to best market and present themselves in a competitive marketplace.
- Develop self-knowledge, self-confidence, and self-awareness in defining and refining life and work roles within this field.
- Become familiar with the skills and knowledge essential for making individual career and educational decisions.

C. Assessment Plan

Assessments of student learning outcomes in NHLA are expressed in a four-point scale. These four achievement levels are as follows:

- Level 1 (Beginning): The student is beginning the Learning Outcomes.
- Level 2 (Approaching): The student is approaching the Learning Outcomes.
- Level 3 (Meeting): The student is meeting the Learning Outcomes.
- Level 4 (Exceeding): The student is exceeding the Learning Outcomes.

Our school director prepares a Progress Report for all Learn Everywhere students, evaluating each of the relevant Outcomes and assigning the student a value between 1 and 4 for each Outcome. This Progress Report will be provided upon completion of all modules and courses. Students who receive a 3 or 4 in an Outcome have met expectations for developing proficiency in the Outcome. Once the student achieves this proficiency in each of the four relevant Outcomes, the student is awarded a Certificate. To ensure that our Team Leaders have a clear and sufficient basis on which to establish assessments, we require that students complete their program before receiving their certificate.

Students move forward through the assigned material by demonstrating competency in a musical environment. This would include written work as well as playing course material with the instructor. The student will be expected to grow and stay current with the assignments with applied weekly practice. A final assessment will often include a culmination of materials learned in the course by showcasing a student in a performance setting where they will be graded.

Example of Assessment Rubric:

Music Theory and Composition 1 Outcomes Assessment Rubric				
<i>Competency</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	The student struggles processing the material and requires additional instruction.	The student struggles with parts of the course, but with proper further instruction can make noticeable improvements.	The student has fundamental understanding of the learned materials and can demonstrate competency with the applied skills.	The student shows exceptional ability and can process and interpret the coursework with few problems.

D. Communication of Student Progress

The School Director and instructors are consistently engaged in a continuous feedback loop with students throughout the program, including verbal feedback to both the student and their parent(s). We will send students monthly Progress Reports, letting them know where their assessments stand and what their progress towards a Certificate is. Should they receive a 3 or higher in all of the Competency categories for their certificate, we will let them know they have completed the requirements and have earned a Certificate. All scores are calculated based on their progress in the course, as observed by the instructors, as well as qualitative feedback from their Team Leader and instructors.

For each student registered with NHLA who is seeking Learn Everywhere credit, we will maintain a Student Scorecard that registers each Certificate the student is taking, the progress they make on the relevant competencies, whether they are awarded the Certificate, and when the Certificate is awarded. In this way, we can maintain a clear record of each student's current progress towards each Certificate for which they have begun working on developing the Competencies.

Example of a Student Progress Report:

Student's Progress Report				
Certificate:	Score	Strengths	Challenges	Opportunities & Recommendations
Beginning				
Approaching				
Meeting				
Exceeding				

7/8/2021

EXECUTIVE SUMMARY

New Learn Everywhere Program

Seacoast Science Center

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the Learn Everywhere application for the Seacoast Science Center.

B. Friends Forever International

Application submitted by:
Kate Leavitt
Contact for Seacoast Science Center

C. RATIONALE FOR ACTION

Ed 1403.03 gives the state board of education authority to approve Learn Everywhere programs.

D. EFFECTS OF THIS ACTION

Approval of this application will allow the applicant to award certificates to students upon completion of the program towards graduation credit.

E. POSSIBLE MOTION

I move that the State Board of Education approve the Seacoast Science Center Learn Everywhere Application.

OR:

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



NH Department of Education Learn Everywhere Program Initial Application

Sponsoring Organization Name	Seacoast Science Center
Name of Primary Contact	Kate Leavitt, Chief Program Officer
Address	570 Ocean Blvd. Rye, NH 03870
Phone Number	603-436-8043 x27

I. Organizational Details

Organization

It is the mission of the [Seacoast Science Center \(SSC\)](#) to spark curiosity, enhance understanding and inspire conservation of our Blue Planet. Leveraging its remarkable ocean-side location within Odiorne Point State Park, the SSC has cultivated its signature brand of marine and environmental education based on the belief that through first-hand interactions, people establish personal connections with the natural environment. Through these meaningful connections, people's appreciation of our environment and their motivation to take actions in their daily lives to conserve its resources increases, benefitting the sustainability of our Blue Planet.

Seacoast Science Center is open throughout the year serving a broad array of visitors from across the New England region, including 50,000 patrons who come to participate in public programs and view the Center's exhibits, 30,000 students in school-related field trips and camp programs, and 10,000 participants at SSC events or private functions, offering over 30 live animal and interactive exhibits that introduce regionally relevant natural science and cultural history topics. SSC actively engages in wildlife conservation, serving as the federally authorized marine mammal response entity for New Hampshire and northern Massachusetts. The Seacoast Science Center, an independent 501(c)-3 organization, has been providing transformative educational experiences within Odiorne Point State Park since 1992.

SSC believes that through increased awareness and appreciation, people will be motivated to take actions in their daily lives to help to sustain our environment and a healthy World Ocean. To this end, Seacoast Science Center programming includes:

- Educational programs and environmental day camps for children, age 1 to 12th grade.
- A diverse collection of high quality, standards-aligned STEM school programs offered as destination field trips, in-school outreach programs and off site after-school activities.
- Family learning experiences with daily public programs, special after hours family oriented educational programming, and both domestic and international eco-adventure travel.
- Distance learning programs delivered to remote audiences, literally around the world, from SSC's Gregg Interactive Learning Studio



- In concert with the marine mammal conservation activities, the Center has developed numerous school and public programs that feature marine mammals as a case study in ocean health and conservation.
- Community events that have become part of the cultural fabric of seacoast New Hampshire including the Music-by-the-Sea summer concerts, the Rescue Run for Marine Mammals and Earth Day Celebration, World Ocean Day Family Festival, Sippin' for Seals, Veterans Day Science and Nature Extravaganza, and BioBlitz!, a park-wide dawn to dusk species scavenger hunt.

Contact Information

Primary Contact: Kate Leavitt, Chief Program Officer

Address: 570 Ocean Blvd., Rye, NH 03870

Phone: (603)436-8043 x27

Email: k.leavitt@sscnh.org

II. Program Description

Seacoast Science Center proposes a 0.5 credit Marine Science Certificate (science elective) for consideration in the Learn Everywhere suite of offerings.

- The **Marine Science Fellowship** Certificate (0.5 credit science elective) is a semester-long marine science field science investigation and research learning opportunity for high school sophomores, juniors and seniors.

This certificate is available to high school students in grades 10-12. The course is taught at Seacoast Science Center (SSC), in Rye, New Hampshire. Remote learning may be utilized as necessary, although due to the emphasis on *in situ* hands-on field science most aspects of this course are best experienced in person to maximize practice of new science inquiry skills, engagement with peers and scientists, and to achieve proficiency of competencies. This program will provide students with an introduction to marine biology and marine science, engage students in hands-on field investigations, foster scientific inquiry skills and practices, build self-efficacy around nature of science, and introduce students to local scientists, conservationists, and other career professionals in the marine sciences fields.

III. Policies

Instructor Qualifications

SSC instructors are required to have an undergraduate degree in marine biology, biology, conservation biology, or relative experience in the field, such as five or more years of marine field experience, and/or teaching experience. Our current instructor developed this program and holds a bachelor's in marine biology, as well as ten years of aquaria, lab and teaching experience. SSC confirms that all instructors meet or exceed these standards.

Criminal History Records Check

SSC runs a criminal background check on **all** prospective naturalists (educators/instructors) and staff members prior to hiring. Educators that work in direct contact with students, both onsite



and off (outreach), all undergo fingerprinting checks by local police departments. SSC does 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. SSC confirms that all of our instructors and support staff who will be in contact with students have satisfied our criminal history requirements.

Admissions

This is a semester-long course that requires an application for admission. The application process is not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law, but is used by SSC staff to assess student interests, goals, grade level, credit requirements (if any), and experience. All students are accommodated, regardless of race, ethnicity, religion, and age. Students seeking school credit will be required to disclose their school and district information, including the name and contact information for their school guidance department. SSC Program Director will maintain an annually updated list of the appropriate Local Education Agencies with whom we may need to liaise for each student. Students are admitted on a first-come, first-served basis and financial assistance to cover the cost of the course is available.

Liaison with Local Education Agencies

SSC is committed to providing an accessible learning opportunity for all students and will work with local education agencies to ensure that the learning experience is differentiated appropriately. We understand that we have responsibilities to provide students with disabilities equal access and equal opportunities to participate in the Learn Everywhere program, including providing reasonable accommodations for all students.

Indemnification Statement

If a school should refer a student to our program, the student's parent or legal guardian must sign the following statement:

"I (the parent/legal guardian of, or the emancipated student, _____/_____) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

IV. Facilities

Educational Facilities Description

Seacoast Science Center is a 15,000 foot museum and learning center located inside Odiorne Point State Park (OPSP). The museum hosts exhibits on ocean and coastal ecology, natural



history, and coastal cultural history in addition to numerous aquatic tanks, a shark and skate touch tank and a large 250-gallon intertidal invertebrates touch tank. There are two classrooms in the museum, one of which, the Gregg Interactive Learning Studio (GILS), is used to host the Teen Fellows classes. This classroom has 32 learning stations, an overall capacity of 90, and a teaching station linked to three large screens (each ~5'x6') in the front of the room. The room is flanked by two restrooms, a water fountain/water bottle filling station, and exits to both the museum and outside to the park. The park is comprised of 130 acres of coastal habitat, including 7 distinct habitats for study, including the rocky intertidal, sandy beach, freshwater pond, and salt marsh.

Students will meet in GILS for lectures, discussions, research project work and may explore the museum and utilize the tanks and exhibits for their research inquiries and to enhance or supplement learning. SSC works in partnership with New Hampshire State Parks, and as such students will have the opportunity to extend their studies with hands-on field experiences right outside the doors of their SSC classroom. Students will safely access the rocky intertidal, sandy beach, freshwater pond and salt marsh in OPSP with their instructor for field investigations and studies.

The combination of live animal tanks, indoor classroom, hands on exhibits, microscopes, water quality and environmental testing equipment, field survey tools, fishing gear, and safe, accessible outdoor field sites, students will have a rich learning environment with both an indoor and outdoor classroom.

Safety Compliance

Our studio space complies with all federal and state safety laws, including all fire codes, including 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.

Proof of Insurance

V. Educational Program

Proposed Certificate for Learn Everywhere program

Seacoast Science Center proposes a 0.5 credit Marine Science Certificate (science elective) for consideration in the Learn Everywhere suite of offerings.

- The **Marine Science Fellowship** Certificate (0.5 credit science elective) is a semester-long marine science field and research learning opportunity for high school sophomores, juniors and seniors. The course will provide students with an introduction to marine biology and marine science, engage students in hands-on field investigations, foster scientific inquiry skills and practices, build self-efficacy around nature of science, and



introduce students to local scientists, conservationists, and other career professionals in the marine sciences fields.

The purpose of this certificate course is to offer students a hands-on field science investigation and research introduction to marine biology and marine science. Students will have access to the incredible resources of the Center's fresh and saltwater tanks, museum exhibits, microscopes, marine life, field research tools, staff scientists and educators, and 130 acres of coastal habitat (rocky intertidal, salt marsh, sandy beach, freshwater pond). The course is taught at Seacoast Science Center (SSC), in Rye, New Hampshire. Remote learning may be utilized as necessary, although due to the emphasis on in situ hands-on field science most aspects of this course are best experienced in person to maximize practice of new science inquiry skills, engagement with peers and scientists, and to achieve proficiency of competencies.

The course is 10 weeks long. Students attend class on Saturdays from 10am-1pm, plus additional study, independent project work and/or volunteer time to be conducted on the student's own time, as arranged by the instructor. Please visit <https://www.seacoastsciencecenter.org/programs/grade-k-12/marine-science-fellowship/> for more information.

Competencies:

- **Scientific Skills and Practices**

Students will demonstrate efficacy and understanding of the NGSS science and engineering skills and practices:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

in their explorations of the rocky intertidal, sandy beach, salt marsh, and marine lab investigations

- **Nature of Science**

Student will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in a various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions.

- **Ecology of Marine and Coastal Ecosystems**

Students will demonstrate an understanding of the interconnectedness of factors that affect population size, health and growth within an ecosystem by investigating coastal



systems such as the rocky intertidal, sandy beach and salt marsh. Students will evaluate the claims, evidence and reasoning that complex interactions in ecosystems maintain relative consistency of numbers and types of organisms under stable conditions, but changing conditions may result in new ecosystems or ecosystem dynamics

- **Ocean Literacy**

Students will demonstrate an understanding of the premise that humans and the ocean are inextricably linked with the following guiding principles as the bedrock for class topics, discussions and investigations:

Ocean Literacy Principle #1: The Earth has one big ocean with many features.

Ocean Literacy Principle #2: The ocean and life in the ocean shape the features of Earth.

Ocean Literacy Principle #3: The ocean is a major influence on weather and climate.

Ocean Literacy Principle #4: The ocean made the Earth habitable.

Ocean Literacy Principle #5: The ocean supports a great diversity of life and ecosystems.

Ocean Literacy Principle #6: The ocean and humans are inextricably interconnected.

Ocean Literacy Principle #7: The ocean is largely unexplored.

- **Biodiversity and Natural Selection**

Students will demonstrate an understanding of biodiversity and natural selection by analyzing the biological diversity within a system, the interactions of organisms, and investigating a marine population's habitat, health and adaptations that lead to diversity over time.

- **Marine Chemistry**

Students will demonstrate an understanding of the importance of ocean chemistry and how this relates to the health of different organisms. Students will be able to understand the real world effects of the ocean acidification equation and ways this phenomenon unfolds in the ocean and coastal environment

- **Ocean Productivity**

Students will identify and demonstrate understanding of what makes some ocean zones productive versus others. Students will learn about different zones of the ocean and their relations to productivity

- **Marine Mammals**

Students will investigate the dangers faced by marine mammals and learn more about the marine mammals of the Gulf of Maine and local stranding response and wildlife conservation efforts. Students will meet members of the Marine Mammal Rescue team and other regional marine mammal rescue professionals

- **Marine Science Careers**

Students will understand different career pathways and options in marine sciences. Students will meet a variety of experts, scientists, conservationists and others in the field to gain a better understanding of the diversity of jobs available, current research and work that is happening regionally, skills/education/experience necessary in these roles,



and how to pursue them. Students will learn about other programs like this one and college or training opportunities that might help them achieve their goals.

- **Human Impacts on Marine Life**

Students will demonstrate an understanding of the human impact on marine life by researching and reflecting on the history of human impact on marine ecosystems, investigating the influence of the human impact, including the interrelationships between humans and the living and nonliving marine environment.

- **Ocean and Coastal Conservation**

Students will demonstrate an understanding of conservation and the future of the ocean by researching and examining marine conservation issues that impact the marine environment and providing examples of how to protect our current and future ocean.

Expected Student Outcomes:

Students will be able to:

- practice scientific inquiry skills and practices through hands-on marine science and field science experiences at Seacoast Science Center.
- develop an essential question for independent research / inquiry project that is either exploratory or experimental in design and meets criteria for selection.
- meet and talk with a range of professionals in the marine biology, marine science, ocean conservation and aquaria fields.
- connect to a new network of like-minded peers, marine scientists and environmental conservation professionals.
- understand the impacts (positive and negative) they have on the ocean, the important ecosystem services provided by healthy oceans, bays and waterways, climate-related threats and challenges, and ways we can contribute to a sustainable and healthy ocean.
- work with instructor, peers, and the student science advisory team to design an independent research / inquiry project that is completed over the course of the semester. This project is peer reviewed and findings are communicated via posters and short presentations to family, staff and SSC visitors.

Assessment Plan

Summative assessments of student learning outcomes are expressed in a four-point scale. These four achievement levels are as follows:

- Level 1 (Beginning): The student is beginning the Learning Outcomes.
- Level 2 (Approaching): The student is approaching the Learning Outcomes.
- Level 3 (Meeting): The student is meeting the Learning Outcomes.
- Level 4 (Exceeding): The student is exceeding the Learning Outcomes.



Enrolled SSC Marine Science Fellows seeking Learn Everywhere credit will receive a Final Progress Report, evaluating course outcomes and assigning the student a value between 1 and 4 for each of the six learning outcomes. This Progress Report will be generated by the course instructor and provided upon completion of the course. Students who receive a 3 or 4 in an outcome have met expectations for developing proficiency in the outcome. Once the student achieves this proficiency in each of the six relevant outcomes, the student is awarded a Certificate. To ensure that our Team Leaders have a clear and sufficient basis on which to establish assessments, we require that students complete their program before receiving their certificate.

Example of Assessment Rubric:

Marine Science Fellowship Outcomes Final Assessment Rubric				
<i>Outcome</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	The student struggles processing the material and requires additional instruction.	The student struggles with parts of the course, but with proper further instruction can make noticeable improvements.	The student has fundamental understanding of the learned materials and can demonstrate competency with the applied skills.	The student shows exceptional ability and can process and interpret the coursework with few problems.

Communication of Student Progress

The SSC Program Director and course instructor are consistently engaged in a continuous feedback loop with students throughout the program, including verbal feedback to both the student and their parent(s). Students will receive monthly Progress Reports, letting them know where their assessments stand and how their progress towards a Certificate is proceeding. Should they receive a 3 or higher in all of the Competency categories for their certificate, we will let them know they have completed the requirements and have earned a Certificate. All scores are calculated based on their progress in the course, as observed by the instructor, as well as qualitative feedback from the assistant and head instructors.

For each student registered with SSC who is seeking Learn Everywhere credit, we will maintain a Student Scorecard that registers the progress they make on the relevant competencies, with



detail on student strengths and challenge areas. In this way, we can maintain a clear record of each student's current progress toward the Certificate.

Student competencies for this certificate are classified as:

- Scientific Inquiry
 - Science and Engineering skills and practices
 - Nature of Science
- Marine Ecology and Coastal Ecosystems
 - Ocean Literacy
 - Biodiversity and Natural Selection
 - Marine Chemistry
 - Ocean Productivity
 - Marine Mammals
- Conservation
 - Human Impacts on Marine Life
 - Ocean and coastal conservation
- Marine Science Careers
 - Career pathways and networking

Formative assessments of student learning outcomes by the instructor will include, but are not limited to, instructor observation of project-based learning, observation of field science skills and practices, including off-site learning projects and competency-based and performance-based assessments of students' progress toward their final research project.

- Students will conduct hands-on field science investigations of the rocky intertidal, sandy beach and salt marsh ecosystems. The small class size (14 students) allows the instructor to work collectively and individually with students to practice comfort and proficiency of different scientific tools and sampling techniques (quadrats, refractometers, thermometers, seine nets, etc.) The instructor will observe students' grasp of the competencies involved and work with students to support skills acquisition.
- Students will engage in a research / inquiry project. They will design, implement, and communicate findings via poster and presentation at a student symposium at the end of the semester. Students will have the opportunity to explore different topics of interest to them within the confines of the assignment and to select an area of research. The research project can be either experiment-based or exploratory/research-based. Students will formulate their own essential question(s) and follow the scientific inquiry process for completion of their final product / research poster: Essential Question, Hypothesis, Introduction, Background, Methods or Comparison, Results, Discussion and Works Cited. Students will work with their peers, the instructor and with the SSC Student Science Advisory Team to formatively assess, tweak and develop their projects.
- Indoor class time not spent on research projects will focus on Marine Science Content-based Competencies, via lectures, class discussions and experiments:



Competencies will be assessed based on student engagement, class discussions, written progress toward final research projects, and student reflections.

Example of a Student Progress Report:

Student Progress Report (Monthly)				
Marine Science Fellowship Certificate	Score	Strengths	Challenges	Opportunities & Recommendations
Beginning				
Approaching				
Meeting				
Exceeding				

Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, Chairman
Bedford

Helen G. Honorow
Nashua

Cindy C. Chagnon
Bedford

Celina Griffin
Gilford

STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
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Concord, NH 03301
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EXECUTIVE SUMMARY
Conditional Approval Response: Ed 1000– Vocational Rehabilitation Programs
Rules Expired January 10, 2021

Submitted to the State Board of Education, July 8, 2021:

- A. ACTION NEEDED**
A vote is needed by the State Board of Education to approve the Conditional Approval Response for Ed 1000, Vocational Rehabilitation Programs.
- B. RATIONALE FOR ACTION**
At its meeting on June 18, 2021, the Joint Legislative Committee on Administrative Rules (JLCAR) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2021-26 of the Board of Education (Board) containing rule Ed 1000 relative to vocational rehabilitation programs. The Committee’s approval was conditioned on amending Final Proposal 2021-26 as specified in the Board’s conditional approval request which was filed on June 14, 2021. That amendment is annotated on page 19 of the attached conditional approval response
- C. EFFECTS OF THIS ACTION**
The Board is required to submit a response in accordance with the conditional approval no later than Thursday, July 15, 2021.
- D. POSSIBLE MOTION**
I move that the State Board of Education approve the conditional approval response for Ed 1000, Vocational Rehabilitation Programs.

Adopt Ed 1000, previously effective 1-11-21 (Document #13157, EMERGENCY), and repealed effective 1-15-21 (Document #13157-A, REPEAL OF EMERGENCY RULE), to read as follows:

CHAPTER Ed 1000 VOCATIONAL REHABILITATION PROGRAMS

PART Ed 1001 PURPOSE AND SCOPE

Ed 1001.01 Purpose. Chapter Ed 1000 for the New Hampshire vocational rehabilitation services program provides the rules for uniform application of the State Vocational Rehabilitation Services Program authorized by Title I of the Rehabilitation Act of 1973 (the Act), as amended, 29 U.S.C. 701 et seq and regulated by 34 CFR Parts 361, 363, and 397.

Ed 1001.02 Scope.

(a) The New Hampshire vocational rehabilitation services (NHVR) program shall be responsible for assessing, planning, developing, and providing vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they can prepare for and engage in gainful employment. The rules for the NHVR services program implement the Act.

(b) NHVR shall work with individuals with disabilities to obtain an employment outcome in the most competitive and integrated employment settings consistent with the individual's unique employment factors, as described in Ed 1006.02. In addition, NHVR provides training and services to employers. Services include training and technical assistance on disability awareness issues, providing guidance on developing work-based learning experiences, providing pre-employment transition services for students with disabilities, providing recruitment training, as well as training techniques to assist in successful employment outcomes.

(c) NHVR shall comply with the provisions of this chapter, 34 CFR 361, and 34 CFR 363 when determining the eligibility and scope of vocational rehabilitation services for individuals with disabilities.

PART Ed 1002 DEFINITIONS

Ed 1002.01 Definitions. In addition to the definitions in 34 CFR 361.5, the following definitions shall apply to Ed 1000, unless context makes another meaning manifest:

(a) "Available resources" means the amount that an eligible individual has available to contribute toward NHVR's financial need based services as determined by a financial needs review outlined in Ed 10111;

(b) "Commensurate" referencing comparable services and benefits, means the service or benefit from another source shall be similar in scope and quality to the service or benefit offered by vocational rehabilitation services;

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

(d) "Individual" means the individual requesting services or the individual's representative, as appropriate;

(e) "Individual with a most significant disability" means an individual with a significant disability:

(1) Who has a significant mental or physical impairment that seriously limits 3 or more functional capacities such as mobility, motor skills, communication, self-care, self-direction, interpersonal skills, and work tolerance or work skills in terms of employment goals; and

(2) Whose vocational rehabilitation is expected to require 3 or more vocational rehabilitation services over a period of 6 months or longer;

(f) "New Hampshire Vocational Rehabilitation (NHVR)" means the department of education, division of workforce innovation, bureau of vocational rehabilitation, which shall serve as the designated state unit as defined in 34 CFR 361(c)(13); and

(g) "Program for the deaf and hard of hearing" means the program established under RSA 200-C:18.

PART Ed 1003 PROTECTION, USE AND RELEASE OF PERSONAL INFORMATION

Ed 1003.01 Notice to the Individual.

(a) At the time of the initial interview, and as appropriate through the rehabilitation process, the counselor shall inform an individual of NHVR's policies on acquiring, using, and protecting personally identifiable information (PII) and other personal information and data. Such notice shall be given in a language or method of communication understandable to the individual. The explanation shall include at a minimum general information about the principal purposes for which NHVR intends to acquire, use, or release the information and shall identify those agencies and circumstances under which NHVR shall share the information. The individual shall give full and informed consent in writing to release any information. The individual shall also be informed that they can withdraw their consent for release of information by notifying NHVR in writing.

(b) If an individual indicates that information in his or her file is misleading or inaccurate, NHVR shall consider the individual's reasons and request verification documents as necessary. Obvious errors shall be corrected, but information confirmed by the counselor as accurate and necessary for an eligibility determination, plan development, or provision of services, shall be retained. If the information is not amended, the record of services shall document that the individual requested such an amendment, and the individual shall be informed of the availability of the hearing process pursuant to Ed 1021.

(c) If an individual refuses to grant permission for NHVR to release information or obtain needed information from another agency or source, the reasons for the refusal shall be discussed and the potential consequences shall be explained to the individual. If the refusal results in NHVR being unable to share or obtain information required to make an eligibility determination or complete the individualized plan for employment (IPE), NHVR shall close the case pursuant to Ed 1003.03(d).

Ed 1003.02 Confidentiality. In addition to the requirements under 34 CFR 361.38, the following shall apply regarding confidentiality:

(a) NHVR's acquisition of PII and other personal information and data about individuals includes the obligation to fully inform individuals about what information is gathered and how it will be used, and how it will be safeguarded against unnecessary or inappropriate dissemination. PII and other personal information and data shall be material which is identifiable to an individual, including reports, evaluations, case histories, notes, photographs and directory information. NHVR's obligation to preserve

confidentiality shall apply to its own use of information directly, and the release of PII and other personal information and data to third parties, other individuals, and agencies. Release of PII and other personal information and data shall also involve the individual's access to his or her own personal information and records pursuant to (c) below;

(b) To the greatest extent possible, NHVR shall use existing information in determining eligibility or providing services to an individual. To the extent existing information is insufficient, NHVR shall obtain only information necessary to determine eligibility or to provide services to an individual. Necessary information may already exist and be available from the individual and his or her family members, treating physicians, other agencies, or it may be information acquired by NHVR specifically for the purpose of serving the individual; and

(c) An individual shall have full, timely access to any information that NHVR maintains about him or her, unless NHVR determines that some information may be harmful to the individual based on counselor professional judgement in consultation with a NHVR supervisor, or if NHVR obtained the information from a source which has restricted its dissemination to the individual. Information that may be harmful shall be released in accordance with 34 CFR 361.38(c).

Ed 1003.03 Personally Identifiable Information (PII) and Other Personal Information and Data Collection. In addition to the requirements of 34 CFR 361.38, the following shall apply to PII and other personal information and data collection:

(a) The collection of PII and other personal information and data by NHVR personnel concerning individuals shall be authorized by the individual through completion of the “Application for Vocational Rehabilitation Services and Authorization to Release Information” form, revised November 2020.

(b) The individual, or the individual’s representative, shall complete and file the “Personal Information Form” revised November 2020;

(c) The signature of the parent or guardian shall be required when the individual is under 18 years old or has a legal guardian.

(d) The NHVR shall collect PII and other personal information and data under 34 CFR 361.38. Failure by the individual to provide sufficient personal information to the NHVR to determine eligibility, or to prepare an IPE or to monitor progress of services provided, shall result in the case being closed.

Ed 1003.04 Release of Information. In addition to the requirements of 34 CFR 361.38, the following shall apply to the release of information:

(a) By completing the form referenced in Ed 1003.03(a) above, an individual shall authorize NHVR to release relevant information when requested in accordance with this section.

(b) NHVR shall use PII only for the person's participation in the NHVR program, and shall safeguard and preserve the confidentiality of all PII and other personal information and data it possesses, including the way information is used within NHVR. Information shall be shared with other programs and agencies only with the individual's informed, written consent pursuant to Ed 1003.01 above, if the information is necessary for the program. If NHVR has received information from another source with restrictions or conditions for any further dissemination, NHVR shall release the information only under the conditions established by the other agency or organization;

(c) PII and other personal information and data shall also be released for approved audit, evaluation, and research for purposes in accordance with 34 CFR 361.38(d);

(d) When a third party requests particular information about an individual, the third party shall provide a written request signed by the individual or their guardian designating the third party as a representative who may have access to the individual's PII and other personal information and data. Third parties may include attorneys, service providers, and other public or private agency or organizations; and

(e) The request shall include:

- (1) The individual's name;
- (2) The information being requested;
- (3) The reasons why the information is being requested; and
- (4) The signature of the individual.

Ed 1003.05 Exchanging PII and Other Personal Information and Data with Other Parties.

(a) When the NHVR is working with an agency or organization on behalf of an individual, PII and other personal information and data shall be exchanged after the individual completes and files the "Authorization to Disclose Information to NH Vocational Rehabilitation" form, revised November 2020, the "Authorization for Release/Disclosure of Personal Information" form revised November 2020, or both, or his or her parent or guardian if the individual is under 18 years old or has a legal guardian. For agencies and organizations having an agreement with the NHVR to exchange PII and other personal information and data, said information regarding mutual applicants or eligible individual's PII and other personal information and data shall be exchanged without obtaining an individual's release. The agencies and organizations having such cooperative agreements shall be identified by the NHVR on the forms described in Ed 1003.03(a)-(b).

(b) Agencies and organizations with which the NHVR shall exchange information shall include but not be limited to:

- (1) The New Hampshire department of health and human services;
- (2) The New Hampshire department of labor, division of workers' compensation;
- (3) New Hampshire WORKS Partners established under the Workforce Innovation and Opportunity Act of 2014 (WIOA), as described in the cooperative agreement;
- (4) Community rehabilitation programs;
- (5) New Hampshire disability determination services; and
- (6) The Social Security Administration.

(c) In situations not covered by the provisions of Ed 1003.05(a), upon receiving the informed written consent of the applicant or eligible individual the NHVR shall release PII and other personal information and data in accordance with 34 CFR 361.38(e)(1).

Ed 1003.06 Exceptions. When required by law, NHVR shall release PII or other personal information and data without an individual's written consent in accordance with 34 CFR 361.38(e)(2)-(5).

PART Ed 1004 REFERRALS AND APPLYING FOR SERVICES

Ed 1004.01 Intention to Achieve an Employment Outcome. During the application process, individuals shall be informed that vocational rehabilitation services are only provided if they intend to achieve an employment outcome as defined in 34 CFR 361.5(c)(15). Individuals with disabilities shall be active partners with the vocational rehabilitation counselor and together work to establish employment outcomes and the steps to reach those goals.

1004.02 Participant Involvement. NHVR shall encourage the greatest degree of independence and responsibility as desired by an individual. Individuals shall be encouraged to actively participate in developing their own IPE's, schedule their own appointments, complete investigatory assignments, and perform other tasks with the full support and guidance of their counselors, as needed.

Ed 1004.03 Referrals and Applying for Services. In addition to the provisions of 34 CFR 361.41, the following shall apply to referrals and applications for services:

(a) Any individual who has a disability which results in a substantial impediment to employment shall be eligible to receive services from NHVR if determined eligible pursuant to Ed 1006;

(b) Individuals with disabilities shall:

(1) Seek NHVR services directly; or

(2) Be referred by family members, guardians, friends, schools, independent living centers, federal, state, or local agencies, medical providers, and other sources.

(c) Referral information shall include the person's name, address, date of birth, and as much of the following information as is available:

(1) Referral disability; and

(2) Source of referral.

(d) When referring an individual to NHVR for services, the referral source may, at the time of the referral, provide all necessary and available information related to the individual's disability and employment needs to expedite eligibility decisions and planning for services;

(e) When information received from referral sources does not include name, address, or date of birth, NHVR staff shall request that the referral source provide the data as well as other necessary information;

(f) When referral information is received from a referral source other than the individual, without a signed application as described in (h)(1), or without a signed letter as described in (h)(2) requesting services, NHVR shall request the individual complete and file the application required in Ed 1003.03(a) above;

(g) Cooperative agreements and memoranda of understanding shall be established between NHVR and agencies enumerated in Ed 1003.05(b), which shall include specific referral criteria and processes to promote referral and shall be used pursuant to the agreements and MOUs;

(h) An individual shall be considered to have submitted an application, which means that eligibility shall be determined within 60 calendar days, when the individual or the individual's representative, as appropriate:

(1) Has either:

- a. Completed and signed NHVR's application required in Ed 1003.03(a) above;
- b. Submitted a signed letter with the necessary information enumerated in Ed 1004.03(c); or
- c. Has requested services verbally, because he or she cannot sign a form or letter due to a disability;

(2) Has provided information necessary to initiate an assessment to determine eligibility; and

(3) Is available to directly participate in and complete the assessment process.

(i) When applying for services, the individual shall provide information including, but not limited to, employment history, medical information, work status, or school records necessary to determine eligibility and shall be available to meet, provide available information, and to participate in assessments as necessary.

PART Ed 1005 ASSESSMENT

Ed 1005.01 Assessment: Generally. In addition to the requirements of 34 CFR 361.42 and 34 CFR 361.45, the following shall apply to assessments for determining eligibility, developing an IEP, determining priority for services, and as needed to monitor and provide vocational rehabilitation services:

(a) The assessment process shall begin when an individual with a disability applies for NHVR services with the intent to reach an employment outcome;

(b) The assessment process shall be utilized for the following:

- (1) To determine eligibility;
- (2) To determine the significance of disability;
- (3) To identify the scope of required services and supports to meet rehabilitation needs;
- (4) To substantiate appropriateness for supported employment;
- (5) To develop the individualized plan for employment (IPE);
- (6) To determine progress during the implementation of the IPE; and

(7) To determine if the individual has achieved an employment outcome in a competitive integrated setting consistent with the individual's employment factors; and

(c) An individual shall be accommodated to participate in the assessment process using the most appropriate mode of communication to enable the individual to comprehend and respond to information being communicated during the assessment process.

Ed 1005.02 Role of the Vocational Rehabilitation Counselor.

(a) The NHVR counselor shall:

- (1) Collect, analyze, synthesize, and interpret available information;
- (2) Engage the individual with a disability in the assessment process; and
- (3) Develop a positive counseling and guidance relationship by making every effort to understand the individual's priorities during the assessment process.

(b) If additional information is needed, the NHVR counselor, along with the individual receiving services, shall decide how to obtain the information and establish appropriate timeframes for completion.

(c) The decision to pursue any additional assessments shall be fully discussed and explained to the individual.

(d) The NHVR counselor shall obtain only the information necessary for eligibility or service planning.

(e) The individual's active involvement shall be documented in the record of services.

Ed 1005.03 Individual's Participation in the Assessment Process.

(a) The individual shall be offered every opportunity to actively participate in the assessment and decision-making process.

(b) The individual shall:

- (1) Work with the NHVR counselor to understand how the assessment process is used to determine eligibility, plan for services, and identify an employment outcome;
- (2) Be available for assessment services and complete any agreed upon assessment activities within the timeframe established; and
- (3) Participate in a discussion of the results and what they mean in terms of achieving an employment outcome.

(c) The individual shall have an opportunity to respond to assessment results and include a representative in any discussions.

(d) While the decision-making process shall be collaborative, decisions shall reflect the judgment of the NHVR counselor in accordance with Ed 1000 and 34 CFR 361.

Ed 1005.04 Focus on Functional Capacities and Employment Factors.

(a) Assessment shall focus on the overall functional capacities of the individual, particularly the strengths related to pursuing employment.

(b) Assessment shall include a review of the individual's disability and its impact on one or more functional capacities as described in Ed 1007.02(b)(2).

(c) The results of the assessment process shall then identify how one or more of these functional capacities impact the individual's unique employment factors as described in Ed 1006.02(d).

(d) Assessment shall specify what supports, if required to achieve the employment outcome, shall be provided to the individual to enhance strengths and overcome limitations.

Ed 1005.05 Assessment for Determining Eligibility and Priority for Services. In addition to the requirements of 34 CFR 361.42 the following shall apply to assessments for determining eligibility and priority for services:

(a) An assessment for determining eligibility and priority for services shall begin when an individual with a disability applies for NHVR services, as outlined in Ed 1004.03(g), with the intent to reach an employment outcome;

(b) An assessment and determination shall be completed within 60 days of receipt of one of the application types described in Ed 1004.03(g);

(c) Existing information shall be reviewed by the NHVR counselor to determine if the information is sufficient to determine eligibility and this shall include establishing the disability(ies), identifying the impediment to employment, and determining whether there is a need for vocational rehabilitation services;

(d) After the execution of the "Authorization to Disclose Information to NH Vocational Rehabilitation" form, revised May 2021, and all other applicable releases, written documentation of the person's disability shall be obtained. This documentation may be from treatment facilities, providers, medical and other diagnosticians, educational sources, federal or state agencies, therapists, and professionals who evaluate and report on disability or medical and psychological disorders. Referrals, or information obtained by request with an authorized release, by other agencies, may include information about the individual's disability, resulting functional limitations, and how it relates to the individual's employment needs;

(e) Individuals may obtain and provide documentation from their treating physician, certified treatment program, a licensed or certified practitioner skilled in the diagnosis and treatment of the disability, or other source that verifies the existence and extent of an impairment to assist with the eligibility determination process;

(f) If additional information is needed, the applicant and counselor shall decide how best to obtain the information and establish appropriate time frames. If the applicant is unable to provide appropriate evidence, NHVR shall obtain the required information as part of the assessment process;

(g) If not already completed, the applicant and counselor shall complete the form required in Ed 1003.03(b) during the assessment process using the information gathered before and during the process;

(h) Existing information shall be considered adequate if, in the NHVR counselor's judgment, it provides sufficient information to document the person's disability(ies) and employment factors, resulting impediments to employment, ability to benefit from services, and requirements for services;

(i) If an individual meets NHVR's eligibility criteria, eligibility shall not be delayed while waiting for information to be used for vocational planning purposes; and

(j) A determination of eligibility shall not be a guarantee of the provision of specific services.

Ed 1005.06 Assessment for Developing the Individualized Plan for Employment (IPE). In addition to the requirements of 34 CFR 361.44, the following shall apply to assessments for developing the individualized plan for employment (IPE):

(a) NHVR shall conduct an assessment for determining vocational rehabilitation needs for each eligible individual. The assessment shall be used to determine the employment outcome and the nature and scope of vocational rehabilitation services to be included in the IPE;

(b) A comprehensive assessment of the eligible individual shall be limited to information necessary to identify the rehabilitation needs of the eligible individual and to develop the individual's IPE as follows:

(1) Existing information shall be used as the primary source of information; and

(2) Information provided by the individual and other sources shall be subject to the rules of confidentiality and release of information under Ed 1003 and 34 CFR 361.38.

Ed 1005.07 Referral for Assessment Services.

(a) When referring for assessment services, the NHVR counselor shall provide necessary information, through the most appropriate communication mode for the individual, which focuses on the individual's unique vocational needs. The referral shall include relevant background information about the individual's disability, previous education and work experience, available pertinent records, and existing reports, as appropriate.

(b) The NHVR counselor shall prepare the individual for the assessment in advance.

(c) The NHVR counselor shall assist the individual in understanding the findings and develop a plan.

PART Ed 1006 ELIGIBILITY FOR SERVICES

Ed 1006.01 Eligibility. In addition to the requirements under 34 CFR 361.42 the following shall apply when determining eligibility and an individual's priority under an order of selection for services:

(a) A person shall be eligible for vocational rehabilitation services when the individual, because of the substantial impediment to employment caused by their disability, cannot achieve an employment outcome consistent with an individual's employment factors without receiving vocational rehabilitation services that are identified as essential and necessary for the person to overcome their barriers to employment due to their disability;

(b) For purposes of an assessment for determining eligibility and vocational rehabilitation needs under 34 CFR 361.42(a):

(1) An individual shall be presumed to benefit in terms of an employment outcome; and

(2) Any individual who has been determined eligible for social security benefits because of the individual's disability shall be presumed eligible for vocational rehabilitation services and considered an individual with a significant disability pursuant to 34 CFR 361.42(a)(3);

(c) A determination of eligibility shall not constitute a guarantee of the provision of specific services or of NHVR's financial support;

(d) The NHVR shall inform individuals, through its application process for vocational rehabilitation services, that individuals who receive services under the program shall intend to achieve an employment outcome;

(e) The applicant's completion of the application process for vocational rehabilitation services shall be sufficient evidence of the individual's intent to achieve an employment outcome, and no additional demonstration on the part of the applicant shall be required for purposes of satisfying Ed 1010.04(e); and

(f) Nothing in this section shall be construed to create an entitlement to any vocational rehabilitation service.

Ed 1006.02 Employment Factors.

(a) The NHVR counselor shall begin the eligibility process with the presumption that the individual can benefit from vocational rehabilitation services in terms of an employment outcome.

(b) Eligibility for services shall be determined in relationship to the individual's need for services to achieve an employment outcome consistent with the individual's employment factors as described in (d) below.

(c) Employment factors shall be assessed, as necessary, documented, and considered together when determining eligibility and planning services, relying on existing information available from the individual and other sources, as well as any additional assessments where appropriate.

(d) Employment factors shall be assessed, as necessary, and documented, as appropriate, in the following categories:

(1) Strengths as demonstrated by the individual's positive attributes or inherent expertise related to an employment field such as intellectual aptitude, motivation, talents, work and volunteer experience, work skills, work-related hobbies, and transferable life skills;

(2) Resources as demonstrated by the individual's sources of available support, including financial, social, information, and technological, on which the person can rely to prepare for and meet employment objectives. These resources could be available from the individual, the family, or other community or public sources;

(3) Priorities as demonstrated by the individual's consistency with and relationship to employment-related preferences, based on informed choice among available options;

- (4) Concerns as demonstrated by the individual's employment-related issues that need to be considered in vocational planning such as financial, self-sufficiency, medical, residential, transportation and family considerations;
- (5) Abilities as demonstrated by the individual's existing physical, mental, or functional capacity to successfully engage in employment through natural aptitude or acquired proficiency;
- (6) Capabilities as demonstrated by the potential for an individual to develop the skills necessary for employment through the provision of vocational rehabilitation services;
- (7) Interests as demonstrated by occupational areas on which an individual has focused special attention; and
- (8) Informed choice as demonstrated by the active involvement of participants contributing to the success of and satisfaction with their employment goals in the selection of a long-term employment outcome, rehabilitation objectives, and vocational rehabilitation services including assessment services and service providers.

Ed 1006.03 Trial Work Experiences for Individuals with Significant Disabilities.

- (a) Before an individual is determined unable to benefit from vocational rehabilitation services because of the severity of the individual's disability, the NHVR counselor shall explore the individual's abilities, capabilities, and capacity to perform in work situations through trial work experiences;
- (b) A trial work experience shall assess individuals with significant disabilities by providing an opportunity to demonstrate their potential capacities through real work experiences;
- (c) The trial work experiences shall provide an opportunity for experiences with on-the-job supports and training, including assistive technology, except when determined not appropriate for an individual to participate in such experience;
- (d) If a trial work experience is not appropriate for an individual, the vocational rehabilitation counselor shall document in the case record the circumstances for that determination;
- (e) The results of the trial work experience shall be used demonstrate that the individual can benefit from services or it shall enable the NHVR counselor to determine with clear and convincing evidence that the applicant cannot benefit from vocational rehabilitation services in terms of an employment outcome;
- (f) NHVR counselors shall enlist community rehabilitation providers through vocational assessments that include activities such as situational assessments, community-based workplace assessments, work try-outs, and supported employment as a means to provide the required trial work experiences;
- (g) NHVR counselors shall have a high degree of certainty before concluding that a person is incapable of benefiting from vocational rehabilitation services, and there shall be clear and convincing evidence for the conclusion. For purposes of this rule, clear and convincing evidence shall mean that no employment outcome is possible considering information from the trial work experience and more than one opinion considered and utilized as evidence; and

(h) A written plan for the trial work experience shall be outlined in the record of services that describes the services necessary to determine eligibility. Only services to determine eligibility or to determine the existence of clear and convincing evidence that the individual is incapable of benefiting, in terms of an employment outcome because of the severity of the disability, shall be provided during a trial work experience. The written plan shall include the expected duration of services, identification of the service provider, and how the experience will contribute to the determination of the individual's eligibility.

Ed 1006.04 Timeline for Determining Eligibility.

(a) Pursuant to 34 CFR 361.41(b), an eligibility determination shall be made within 60 days of applying for services, as pursuant to Ed 1004.01(h) unless there are exceptional or unforeseen circumstances, or a trial work experience is necessary;

(b) When eligibility cannot be determined within 60 days, as stated in (a) above, NHVR staff shall reach an agreement with the applicant to extend the 60-day time limit. The applicant shall be informed of:

- (1) The reasons for the delay and the steps necessary to reach an eligibility determination; and
- (2) A date for which eligibility shall be determined;

(c) If the determination will be delayed beyond the projected date, staff shall work with the applicant to resolve any impediments and a new projected date for eligibility determination shall be based on the anticipated time frame to collect the necessary information;

(d) If an agreement to extend the timeline for determination cannot be achieved one of the following shall apply:

- (1) If the delay is not due to the individual's refusal to provide information, but rather to the individual's unavailability to provide additional information or participate in additional assessment for determining eligibility, the case shall be closed pursuant to Ed 1003.03(d), and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021;
- (2) If the delay is due to the individual declining to provide additional information or participate in additional assessment activities after initial documentation is received, the eligibility decision shall be made as quickly as possible based on the available information, and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021; or
- (3) If the delay is due to the individual's refusal to provide information, the case shall be closed pursuant to Ed 1003.03(d), and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021.

Ed 1006.05 Eligibility Determination. Except as provided in Ed 1006.04(b) through (d), within 60 days of an individual's application for services pursuant to Ed 1004.01(h), NHVR shall notify the individual regarding eligibility as follows:

(a) When sufficient information and documentation exists to determine eligibility, that the applicant is eligible for services, and planning for services continues;

(b) When eligibility cannot be determined because of the severity of the person's disability, that a written plan shall be developed for the services to be provided during a trial work experience to determine if the individual can benefit from NHVR services;

(c) When sufficient information and documentation exists to determine that the applicant is not eligible for services because NHVR has documented that the individual:

- (1) Does not have a disability;
- (2) Does not have a substantial impediment to employment;
- (3) Is unable to benefit from vocational rehabilitation services in terms of an employment outcome because of the severity of the disability, justified by clear and convincing evidence demonstrated by a trial work experience pursuant to Ed 1006.03; or
- (4) Does not require services.

Ed 1006.06 Provisions of an Ineligibility Determination. NHVR shall comply with 34 CFR 361.43 when making an ineligibility determination as described in Ed 1006.05(c).

Ed 1006.07 Closure without Eligibility Determination. Pursuant to 34 CFR 361.44 the NHVR shall not close an applicant's record of services prior to making an eligibility determination unless the applicant declines to participate in, or is unavailable to complete, an assessment for determining eligibility and priority for services, and the NHVR has made a minimum number of 2 attempts to contact the applicant or, if appropriate, the applicant's representative to encourage the applicant's participation.

PART Ed 1007 SIGNIFICANCE OF DISABILITY

Ed 1007.01 Significance of Disability Categories.

(a) NHVR shall assign and track levels of significance of disabilities to:

- (1) Ensure vocational rehabilitation services for individuals with the most significant disabilities; and
- (2) To establish priority of services when NHVR determines an order of selection is necessary.

(b) The NHVR counselor shall identify an individual as having a most significant, significant, or less significant disability using existing information without delaying the eligibility decision based on criteria including, but not limited to:

- (1) The individual's functional capacities;
- (2) The services needed to reduce the impact of disability-related limitations; and
- (3) The duration of the rehabilitation services required for the individual to achieve an employment outcome.

(c) Significance of disability shall not be based on a specific diagnosis or disability and the determination may be changed any time NHVR becomes aware of additional relevant information consistent with the requirements of Ed 1007.02 during the life of the case.

(d) Significance of disability shall be categorized as follows:

- (1) Individuals with a most significant disability as defined in Ed 1002.01(e);
- (2) Individuals with a significant disability as defined in 34 CFR 361.5(30); and
- (3) Individuals with a less significant disability.

Ed 1007.02 Determining Significance of Disability.

(a) ***The NHVR counselor shall determine the significance of disability by*** reviewing the following 3 criteria:

- (1) Serious impairments to functional limitation areas;
- (2) More than one rehabilitation service required to reduce the impact of limitations on employment; and
- (3) Duration of services for 6 months or more.

(b) ***The NHVR counselor shall apply the following to determine*** serious functional limitations:

- (1) “Serious limitation” means a reduction, due to a severe physical or mental impairment, to the degree that the individual requires services or accommodations not typically made for other individuals in order to prepare for, enter into, engage in, advance in, or retain competitive integrated employment; and
- (2) Functional capacities to be considered shall include, but not be limited to:
 - a. Mobility which shall refer to a person’s ability to move to and from work or within a work environment including walking, climbing, coordination, accessing and using transportation, and use of spatial and perceptual relationships;
 - b. Communication which shall refer to a person’s ability to transmit and receive information through spoken, written, or other non-verbal means;
 - c. Self-care which shall refer to a person’s ability to perform activities of daily living, to participate in training or work-related activities, including eating, toileting, grooming, dressing, cooking, shopping, washing, housekeeping, financial management, and health and safety needs;
 - d. Self-direction which shall refer to a person’s ability to independently plan, learn, reason, problem solve, memorize, initiate, organize, and make decisions in order to allow individuals to assimilate information and learn specific skills related to job functions;

e. Interpersonal skills which shall refer to a person's ability to establish and maintain personal, family, or community relationships as the skills affect job performance;

f. Work tolerance which shall refer to a person's capacity to meet the demands of the workplace regardless of the work skills already possessed by the individual and where limitations may be due to physical disability, stamina and fatigue, effects of medication, or psychological factors;

g. Motor skills which shall refer to a person's purposeful movement and control of the body and its members to achieve specific results to the degree necessary to get and keep a job; and

h. Work skills which shall refer to a person's ability to perform specific tasks required to carry out job functions, the capacity to benefit from training in the necessary skills, and the capacity to practice the work habits needed to stay employed.

(c) The NHVR counselor shall only include those services that are necessary, as a direct result of the disability, in the determination of the significance of disability, including without limitation:

(1) Agency provided services;

(2) Assistive technology or rehabilitation technology;

(3) Job or training accommodations other than assistive technology;

(4) Job-related services or community rehabilitation program (CRP) services;

(5) Physical restoration services, mental restoration services, or both;

(6) Reader, rehabilitation technology, and orientation and mobility for individuals who are blind;

(7) Supported employment; and

(8) Training, including vocational, college, or on-the-job training, or equivalent as determined by NHVR;

(d) Assessment services, counseling and guidance, and job placement services shall be provided to all individuals to meet a specific employment outcome, and may be provided by other federal, state, or local public agencies, by health insurance, or by employee benefits as comparable benefits and services, but shall not be considered when determining significance of disability.

(e) A determination that services will be required for an extended period of time shall be made when required services are expected to last 6 or more months after a plan is developed.

(f) An individual who has a disability and is receiving supplemental security income (SSI) or social security disability insurance (SSDI) benefits as a result of the disability, as determined by the social security administration (SSA), shall be presumed to have at least a significant disability, as described in Ed 1006.01(c). Further review by the NHVR counselor of the individual's functional capacities may result in a determination that the individual has a most significant disability and changes to disability designation may occur any time additional information becomes available.

PART Ed 1008 INDIVIDUALIZED PLAN FOR EMPLOYMENT

Ed 1008.01 Individualized Plan for Employment (IPE); Generally. The NHVR shall comply with the provisions of 34 CFR 361.45 and 34 CFR 361.46 in the development and completion of a written IPE, in addition to the following:

(a) The IPE shall contain a written plan consistent with the requirements of 34 CFR 361.45(d)(2)(i), to include the steps that shall measure progress toward the employment outcome;

(b) The IPE shall outline how the individual shall achieve a specific employment outcome in accordance with 34 CFR 361.45(b)(2);

(c) The individual shall be informed of his or her rights and responsibilities and the steps necessary to achieve an employment outcome during the process of developing the IPE; and

(d) The NHVR counselor and the eligible individual shall agree on the criteria to evaluate progress toward the employment outcome.

Ed 1008.02 Timelines for IPE Development.

(a) The IPE shall be developed as soon as possible, within 90 days of the determination of eligibility pursuant to Ed 1006.

(b) If the NHVR counselor anticipates the IPE development will be delayed, the eligible individual shall be informed of, and the NHVR counselor shall document in the record of services, the:

- (1) Reasons for the delay;
- (2) Steps necessary to complete the development of the IPE;
- (3) Date for which the IPE shall be completed; and
- (4) Completion of the “IPE Extension Form”, August 2020;

Ed 1008.03 Basic Requirements of the IPE.

(a) The eligible individual and the counselor shall develop the IPE based on results of the planning that began during the assessment for determining eligibility and continued through comprehensive assessment, to the degree necessary, for plan development pursuant to Ed 1005 and Ed 1006.

(b) An approved IPE shall confirm the agreement between the individual and the counselor regarding the employment outcome and the NHVR services necessary to achieve that goal as follows:

- (1) The IPE shall be agreed to and signed by the eligible individual and reviewed, approved, and signed by the counselor or supervisor before implementation of the IPE;
- (2) Any amendments to the individual’s employment outcome, services provided, provider of services, or change in the cost of services shall be considered a substantive or major change to an individual’s IPE and shall be agreed to and signed as outlined in (1) above;

(3) To the maximum extent possible, a written copy of the IPE, including any amendments, shall be provided to the individual in the native language or mode of communication of the individual; and

(4) The IPE shall be reviewed as often as necessary, but shall be reviewed at least annually by the individual and the counselor.

Ed 1008.04 Contents of the IPE. In addition to the requirements of 34 CFR 361.45, the following shall apply to the contents of an IPE:

(a) NHVR shall comply with the provisions of 34 CFR 361.46 in developing the content of the IPE, except that the NHVR shall not fund or assist in the funding of intensive hospitalization or surgery including, but not limited to, organ or bone marrow transplantations pursuant to Chapter 252:2 of the Laws of 1993;

(b) The IPE shall contain information necessary for an individual to understand their rights, responsibilities, expected actions, service(s), service provider(s), and criteria to evaluate progress toward reaching the employment outcome, including:

(1) The employment outcome of the eligible individual based on assessments described in Ed 1005;

(2) Specific vocational rehabilitation services required and agreed to by the individual and the counselor to achieve the employment outcome including the start and end dates for each service;

(3) A description of criteria to evaluate progress toward achievement of the employment outcome such as timelines and a description of the steps or benchmarks to be reached by such timelines;

(4) The service provider(s);

(5) An explanation of the extent to which the individual and family shall contribute to the cost of services and the extent to which comparable benefits and services shall be available to the person receiving services;

(6) The responsibilities of the individual and the counselor to implement the IPE, such as the individual maintaining a particular attendance pattern during training, or contacting the counselor on an agreed upon schedule;

(7) Post-employment services that the individual shall need once employed;

(8) Information regarding the individual's rights and how to express and resolve any dissatisfaction through due process as described in Ed 1021; and

(9) Information regarding the availability of the local Client Assistance Program (CAP).

Ed 1008.05 Options for Development of the IPE. In accordance with 34 CFR 361.45(c)(1), the following applies to the options for development of the IPE:

(a) As soon as possible after determining eligibility, not to exceed 15 business days, the individual shall be notified in writing of the options available to the eligible individual for developing all or part of the IPE;

(b) The individual may combine any of the options, and take on a greater degree of responsibility for the IPE, or receive increased assistance from NHVR over the course of time;

(c) The individual shall choose one or more of the following methods to develop the IPE:

(1) Without assistance from NHVR;

(1) With assistance from a NHVR counselor; and

(2) With technical assistance from other sources such as independent living centers, school guidance counselors, parents, friends, or community rehabilitation programs, which shall include the organizations and individuals receiving a copy of the IPE.

(d) Regardless of the option chosen in (b) above, the counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes, and shall provide counseling and guidance to the eligible individual.

(e) The individual shall be informed of:

(1) The required content or components of the IPE;

(2) The requirement that the counselor shall review and approve the IPE and that the IPE shall be signed by both the counselor and the eligible individual prior to implementation;

(3) The financial commitments for the services in the IPE, including information about NHVR administrative rules on economic need, comparable benefits, and service purchase;

(4) Additional information the eligible individual requests or NHVR determines to be necessary to complete an IPE;

(5) The rights and responsibilities of the individual in carrying out the IPE, including remedies available through due process pursuant to Ed 1021; and

(6) The availability of the CAP and how to contact the CAP provider.

Ed 1008.06 Counseling and Guidance During IPE Development.

(a) The counselor shall facilitate the development of the IPE by engaging the eligible individual through counseling and guidance to identify the employment outcome and the steps and services needed to reach that goal to the degree necessary based on the option for developing the IPE in accordance with CFR 361.45(c)(1) and 1008.05.

(b) The counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes as described in Ed 1008.13.

(c) NHVR shall be responsible for coordinating and monitoring the services provided under the IPE.

(d) When jointly developing the IPE with the eligible individual, the counseling and guidance shall focus on options including, but not limited to:

- (1) Exploring the impact of the disability and options and resources which allow the individual to achieve an employment outcome;
- (2) Engaging in assessment activities that identify the individual's rehabilitation needs and help the individual make informed choices about employment options and the employment outcome;
- (3) Using current labor market information to help identify a potential employment outcome;
- (4) Identifying an employment goal consistent with abilities, interests, rehabilitation goals and labor market information;
- (5) Developing positive employment attitudes and behaviors;
- (6) Explaining services available through various community resources;
- (7) Identifying needed services and coordinating referrals as appropriate;
- (8) Developing job-seeking and networking skills; and
- (9) Monitoring post-employment adjustment to determine need for additional services.

(e) When the eligible individual chooses to independently develop the IPE, NHVR shall be available to provide substantial technical assistance related to IPE development which shall include:

- (1) Explaining the IPE process, procedures, and requirements of NHVR rules;***
- (2) Advising the individual on where to obtain information about careers, labor market information, and demand occupations;***
- (3) Identifying other sources of technical assistance, services, and funding; and***
- (4) Recommending potential service providers and sharing available information about their performance outcomes.***

Ed 1008.07 Secondary Students with Disabilities.

(a) Students with disabilities shall be referred to NHVR by school districts when the school's assessment and planning process concerning the individual indicates that NHVR services shall be necessary for the students to successfully achieve employment, either immediately upon leaving school or following additional vocational training, postsecondary education, or other services.

(b) For students with disabilities who are not receiving special education services, NHVR staff shall work with school guidance counselors, nursing staff, or section 504 coordinators for appropriate referrals.

(c) Parents and students may directly apply for services from NHVR without a referral from the school.

(d) For students with disabilities receiving special education services who are determined eligible for vocational rehabilitation services, IPEs shall be developed prior to their exiting the secondary program, or within 90 days of eligibility determination, whichever occurs first.

(e) Students not already evaluated, or with an incomplete assessment, by the student's special education team, shall require assessments and reports completed prior to identifying an employment outcome and determining the specific vocational rehabilitation services in an IPE. In these circumstances, the NHVR counselor shall document the specific assessment activities and services conducted to develop the IPE and how this will affect the timeframe for IPE development.

(f) NHVR staff shall take the following steps in developing an IPE for a secondary student with disabilities:

(1) NHVR staff shall review school information and reports to determine if there is transition information contained in the student's IEP, and if appropriate, include the information in the IPE, including, but not limited to:

- a. Assessment information;
- b. Employment outcome; and
- c. A description of vocationally-related services;

(2) The IPE shall reflect NHVR funded services when they contribute to the achievement of a post-school employment goal and are coordinated with the student's educational plan. The counselor shall determine that these services shall be required to enable the individual to achieve the post-school employment goal and that those specific NHVR services shall not be the program or fiscal responsibility of the school district; and

(3) The results of the planning by NHVR shall be made available to the school liaison, with a signed release of information from the parent or adult student, pursuant to Ed 1003. The NHVR shall request the student's IEP be amended to contain the school services identified in (2) above as those that will contribute to the success of the student's plan.

Ed 1008.08 IPE and Supported Employment. For individuals with the most significant disabilities for whom an employment outcome in a supported employment setting is determined to be appropriate, the IPE shall also include the following:

- (a) A description of the extended services needed, including natural supports when necessary;
- (b) The source of extended services, or if not possible during the development of the IPE, an explanation of why there is a reasonable expectation that such sources shall be available; and
- (c) Coordination of NHVR services with vocationally-relevant services provided under other individualized plans under related federal or state programs, which shall be documented in the record of services.

Ed 1008.09 IPE Documentation Requirements. The following areas shall be documented, and the NHVR shall indicate any opportunities that the individual was afforded to exercise informed choice pursuant to Ed 1013:

(a) Employment outcome development, including, but not limited to:

- (1) The employment outcome selected by the individual in developing the IPE;
- (2) The rationale for that goal, based on the employment factors, as describe in Ed 1006.02;
- (3) The results of assessment services;
- (4) The alternatives considered by or with the individual;
- (5) If applicable, the coordination with the individual education program (IEP), or if coordination with the IEP cannot be realized in the IPE, the case note shall contain the reason;
- (6) The level of integration in the employment outcome; and
- (7) Discussion of rehabilitation technology, accommodations, support services, and transportation considerations pursuant to Ed 1006 and Ed 1007;

(b) Service options, including, but not limited to:

- (1) The rationale that describes why the planned services are required to reach the employment outcome;
- (2) Vocational rehabilitation services;
- (3) The cost effectiveness of the service selected;
- (4) Service providers;
- (5) The level of integration in the settings in which services shall be provided;
- (6) The need for extended services; and
- (7) The need for post-employment services;

(c) Comparable benefits that indicate the availability of resources that shall be used to help pay the costs of vocational rehabilitation services;

(d) An indication of the result of, or the exemption from, the financial need determination when services are to be provided contingent on financial need as described in Ed 1006;

(e) Impact on financial benefits, including, but not limited to:

- (1) A description of the availability of benefits counseling, work incentive planning and advisement resources, and the option for referral to these programs, as needed, concurrent with the implementation of the IPE;

- (2) Employment earnings that may have an impact on supplemental security income (SSI), social security disability insurance (SSDI), temporary assistance for needy families (TANF), medicaid, medicare, housing subsidies, and other public benefits; and
- (3) The availability of work incentive programs, including, but not limited to social security trial work period and on-going medicaid coverage; and
- (f) The need for the provision of assistive technology devices, assistive technology services, and personal assistance services, including training in the management of those services.

Ed 1008.10 Preparing the Original IPE.

- (a) The original IPE shall be completed based on the existing information and comprehensive assessment that identifies the employment outcome and the nature and scope of NHVR services.
- (b) The IPE, or explanation of the IPE, shall be provided in the primary language or mode of communication of the eligible individual.
- (c) When completing the “New Hampshire Vocational Rehabilitation Individualized Plan for Employment” form, revised August 2020, the NHVR counselor shall adhere to the following guidelines:
 - (1) The original IPE date shall be on or after the eligibility date, and on or before the start of services;
 - (2) The employment outcome shall be as specific as possible;
 - (3) The anticipated month and year the eligible individual is expected to reach the employment outcome shall include the 90-day employment period prior to case closure;
 - (4) Planned services shall be discussed with the eligible individual and all known services that the individual needs during the rehabilitation process shall be included in the IPE;
 - (5) For supported employment services, the extended services provider and the funding source shall be entered on the IPE if known at the time. If a provider cannot be identified by the time the document is to be signed, but there is a reasonable expectation that such a provider will become available, then a description of the basis for concluding that there is a reasonable expectation that those sources will become available shall be documented in the IPE;
 - (6) The services section shall contain specific information about the individualized vocational rehabilitation services, including support services such as transportation, interpreter services, and note taker services that shall be required to reach the employment outcome. All services shall be provided, as appropriate, in the most integrated setting.
 - (7) Vocational rehabilitation services or support services shall include:
 - a. Those provided directly by NHVR staff, such as counseling and placement services;
 - b. Those authorized to service providers;
 - c. Those received by the individual as a comparable benefit; and

d. Those received by the individual through other organizations such as independent living centers, community rehabilitation programs, mental health clinics, or other treatment services when they are necessary for the successful completion of the IPE;

(8) Identification of services on the IPE shall include:

- a. The specific vocational rehabilitation or support service;
- b. The service provider;
- c. The start and end dates of the service;
- d. NHVR responsibility, or the estimated amount NHVR shall be responsible for;
- e. The amounts of comparable benefits;
- f. Individual responsibility after the financial needs assessment and comparable benefits and services are determined; and
- g. The estimated cost of services;

(9) Criteria to evaluate progress shall be clearly stated and outlined as steps in the IPE. Each step shall specify a behavior or action and the evaluation criteria for that step. An expected date of completion for each step shall not be required, except that eligible individual responsibilities, such as “participate in treatment services” or “advise your counselor of any change of medication” shall be itemized; and

(10) The rights and responsibilities section of the IPE shall contain preprinted information regarding both the individual and NHVR’s role in achieving the IPE and shall include information concerning the CAP, administrative reviews, mediation, and impartial hearings.

Ed 1008.11 Reviewing the IPE.

- (a) The IPE shall be reviewed at least annually.
- (b) The eligible individual or the NHVR counselor may initiate a review of the IPE at any time.
- (c) The results of any review shall be recorded in the “Plan Review Form”, revised August 2020.
- (d) If changes are initiated following a review, those changes shall be recorded in an amendment to the IPE pursuant to Ed 1008.12.
- (e) At least 30 days prior to the date of the annual review, the NHVR counselor shall communicate with the individual to schedule an IPE review.

Ed 1008.12 Changes to the IPE.

- (a) Changes to the IPE shall occur at any time when agreed to by the eligible individual and the NHVR counselor.

(b) All changes shall be documented in the record of services by completing IPE form referenced in Ed 1008.10(c) or the “New Hampshire Vocational Rehabilitation Amendment-Individualized Plan for Employment” form, revised August 2020.

(c) A case note shall be completed to indicate how the individual was involved in developing the changes.

(d) When making changes to the IPE, the individual has the same options enumerated in Ed 1008.05(b).

(e) Major changes to an IPE shall include, but not be limited to:

(1) A change in the employment outcome, which may affect a change in the anticipated date of employment which shall be modified accordingly;

(2) An increase in the level of individual participation in the cost of services, if, as a result of a change in the IPE, the total expenditure that the individual is expected to contribute increases over the amount the individual contributed to the original IPE, or most recent major change if applicable;

(3) New services being added to the IPE; and

(4) A new provider of services.

(f) Minor changes to an IPE shall include, but not be limited to:

(1) Service start or end dates;

(2) The anticipated date of employment;

(3) The evaluation progress section of the IPE, which shall include the criteria to evaluate progress and any relevant individualized responsibilities;

(4) The types of services that the individual may need; and

(5) An increase in the cost of an authorized service that does not increase the level of the individual’s participation in the cost of services.

Ed 1008.13 IPE Approvals and Signatures.

(a) The NHVR counselor shall review and evaluate the proposed IPE and proposed changes to an IPE.

(b) The NHVR counselor shall evaluate the IPE to ensure:

(1) The employment outcome is consistent with the individual’s employment factors;

(2) The plan to reach the goal is feasible;

(3) Services are required to reach the employment outcome;

- (4) Services are cost effective; and
- (5) NHVR policies and procedures are followed.

(c) If the IPE development is approved, NHVR shall prepare an original IPE as referenced in Ed 1008.10(c) or revised IPE as described in Ed 1008.12(b).

(d) Supervisory approval shall be required on the IPE if the IPE:

- (1) Is developed by a NHVR counselor I;
- (2) Includes services that require supervisory approval such as, but not limited to:
 - a. Graduate school training; or
 - b. Plans for self-employment; or
- (3) Requires supervisory approval based on a plan for supervision.

(e) If no supervisory approval was required, or if supervisory approval was granted, the following shall apply:

- (1) The forms for an original IPE pursuant to Ed 1008.10(c) or a revised IPE pursuant to Ed 1008.12(b) shall be signed by the counselor and supervisor, as required;
- (2) The individual shall be provided with a copy of all signed forms; and
- (3) The forms shall be signed before the initiation of services, except in an emergency situation where the NHVR counselor determined a delay in obtaining a signature would cause a significant delay in services.

Ed 1008.14 Record of Services. The NHVR shall maintain for each applicant and eligible individual a record of services that complies with the provisions of 34 CFR 361.47.

PART Ed 1009 ORDER OF SELECTION

Ed 1009.01 Determination, Establishment, and Implementation. The provisions under 34 CFR 361.36 shall be used to determine the ability to serve all eligible individuals or an order of selection in addition to the following:

(a) NHVR shall comply with the provisions of 34 CFR 361.36 to either:

- (1) Provide the full range of vocational rehabilitation services listed in 29 U.S.C. 723(a), as appropriate, to all eligible individuals; or
- (2) In the event that vocational rehabilitation services cannot be provided to all eligible individuals who apply for the services, implement the order of selection established in (e) below in selecting eligible individuals to be provided vocational rehabilitation services;

(b) The NHVR shall consult with the state rehabilitation council established under 34 CFR 361.16 and meeting the requirements of 34 CFR 361.17 regarding the:

- (1) Need to establish an order of selection;
- (2) Priority categories of the particular order of selection;
- (3) Criteria for determining individuals with the most significant disabilities; and
- (4) Administration of the order of selection

(c) If the NHVR determines that it does not need to establish an order of selection, the NHVR shall reevaluate this determination in accordance with 34 CFR 361.36(b)(2);

(d) If NHVR establishes an order of selection, but determines that it does not need to implement that order at the beginning of the fiscal year, NHVR shall continue to meet the requirements of Ed 1009.01(c). If the NHVR does not continue to meet the requirements of Ed 1009.01(c) it shall implement the order of selection by closing one or more priority categories;

(e) If, in accordance with 34 CFR 361.36, the NHVR determines that it is unable to provide the full range of services to all eligible individuals, the NHVR shall implement an order of selection for eligible individuals according to the following priority categories:

- (1) Priority one shall include individuals determined eligible for services prior to the effective date of the implementation of the order of selection in accordance with 34 CFR 361.36(e)(3)(i), and individuals determined eligible for services after the effective date of the implementation of the order of selection and who are individuals with a most significant disability;
- (2) Priority 2 shall include individuals with a significant disability; and
- (3) Priority 3 shall include all other eligible individuals who do not have a significant disability;

(f) NHVR shall provide services to individuals who require specific services or equipment to maintain employment.

(g) NHVR shall continue to provide pre-employment transition services to students with disabilities who were receiving such services prior to being determined eligible for vocational rehabilitation services.

Ed 1009.02 Referring Individuals Under an Order of Selection. The NHVR shall comply with 34 CFR 361.37 to implement an information and referral system adequate to ensure that individuals with disabilities, including eligible individuals who do not meet the NHVR's order of selection criteria for receiving vocational rehabilitation services if the NHVR is operating on an order of selection, shall be provided accurate vocational rehabilitation information and referral guidance.

PART Ed 1010 COMPARABLE SERVICES AND BENEFITS

Ed 1010.01 Comparable Services and Benefits.

(a) NHVR shall comply with the provisions of 34 CFR 361.53 in the determination and use of comparable services and benefits.

(b) Comparable benefits and services shall be:

- (1) Provided or paid for, in whole or in part, by other federal, state, or local public agencies, by health insurance, or by employee benefits;
- (2) Available to the individual at the time needed to achieve the intermediate objectives in the IPE; and
- (3) Commensurate to the services that the individual would otherwise receive from NHVR.

(c) NHVR shall determine whether comparable benefits and services are available to an individual prior to paying for all vocational rehabilitation services, excluding only those services and circumstances listed as exceptions in (g) below. NHVR staff and participants shall seek comparable benefits and services in order to maximize the vocational rehabilitation resources available to individuals with disabilities. If an individual refuses to apply for or accept available comparable benefits, NHVR funds shall not be used instead of, or to replace, comparable benefits.

(d) Prior to initiating comparable benefits and services, the NHVR staff shall determine the following:

- (1) Whether the determination of the availability of comparable services and benefits would delay services to an individual who is at extreme medical risk, as determined by an appropriate licensed medical professional; and
- (2) Whether an immediate job placement would be lost due to a delay in the provision of such comparable benefits.

(e) When comparable benefits or services are available, they shall be used prior to using NHVR funds or services;

(f) When comparable benefits or services are unavailable or if an individual is required to initiate a new application to another program, NHVR funds shall not be used in the interim except when in the judgment of NHVR staff in consultation with the individual, waiting for benefits would prevent the individual from achieving the intermediate objectives of the IPE;

(g) Comparable benefits shall not be required for the following exempt services:

- (1) Assessment services to determine eligibility and vocational rehabilitation needs;
- (2) Counseling and guidance, including information and support services to assist an individual exercising informed choice;
- (3) Referral and other services to secure needed services from other agencies;
- (4) Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
- (5) Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices; and
- (6) Post-employment services as noted above in (1) through (5).

(h) If an individual is in default of a student loan, financial aid, including a Pell grant, shall not be available to the individual. NHVR shall be prohibited from paying for any training or related services at a post-secondary program eligible for a Pell grant, including, but not limited to, colleges and business and trade schools, for an individual who owes a refund on a Pell Grant or is in default of a student loan, unless the individual makes maximum effort to resolve the default. Maximum effort shall mean that the individual has a repayment plan, or documented correspondence attempting to set up a repayment plan, with the lending institution or grantor.

(i) When making a determination of whether to secure comparable benefits prior to using vocational rehabilitation funds, counselors shall:

- (1) Acquire at least general knowledge about the nature of services available from other sources, their eligibility criteria, and the application and appeals process;
- (2) Explore with the individual all possible sources of comparable benefits and assess, through discussion with the participant, the appropriateness of pursuing specific benefits or services and the availability of such benefits;
- (3) Document in the case record the participant's application for benefits or the reasons NHVR funds are being used in place of benefits; and
- (4) Monitor the application of benefits and assist the individual, if necessary.

(j) Individuals shall also exercise initiative in exploring the availability of and in securing the comparable benefits available to them, as appropriate to their disability by:

- (1) Applying in a timely manner for all comparable benefits and services which are appropriate, with counselor assistance if necessary;
- (2) Accepting and use comparable benefits and services when available; and
- (3) Informing the NHVR counselor of the status of any application and the receipt of denial of any comparable benefit.

PART Ed 1011 PARTICIPATION OF INDIVIDUALS IN COST OF SERVICES BASED ON FINANCIAL NEED

Ed 1011.01 Financial Needs Assessment.

(a) NHVR shall consider the financial need of eligible individuals who are planned to receive services that require a financial needs assessment pursuant to (f) below. The financial needs assessment shall be used for determining the extent of the individual's participation in the costs of vocational rehabilitation services.

(b) Although eligible individuals shall require a financial needs assessment, the services listed in (g) below shall not require a financial needs assessment.

(c) There shall be a shared responsibility between the eligible individual and the NHVR counselor in determining financial need as follows:

(1) The eligible individual shall be responsible for providing their complete and accurate personal and household financial information to the NHVR counselor, including, but not limited to:

- a. Most recent federal tax return;
- b. SSI/SSDI award letter;
- c. Public assistance budget; and
- d. Most recent pay stubs; and

(2) Pursuant to Ed 1003, the NHVR counselor shall obtain, document, maintain, and safeguard the personal and household financial information required to review the individual's financial need and to calculate the extent of their participation in the cost of services.

(d) A financial needs assessment shall be completed at least annually. A financial needs assessment shall also be conducted if there is a significant change in the eligible individual's financial situation and they are receiving a financial need-based service.

(e) The financial needs assessment shall:

- (1) Be applied uniformly to eligible individuals; and
- (2) Explain the method for determining the financial need of an eligible individual as follows:
 - a. The method shall be a review of the person's financial status; and
 - b. The method shall compare income and resources to determine the amount of monthly resources that shall be utilized for specific vocational rehabilitation services.

(f) The following services shall not be provided until the participant has been determined to meet financial need and available resources have been applied toward the cost:

- (1) All training services at college and vocational training programs, including, but not limited to, tuition, room and board, required fees, and required textbooks and materials;
- (2) Physical and mental restoration;
- (3) Vocational and other training services;
- (4) Maintenance;
- (5) Driver training;
- (6) Transportation, except during evaluation, special transportation, when used for the provision of pre-employment training services, and transportation to attend an administrative review or impartial hearing;
- (7) Vocational rehabilitation services to family members of an applicant or eligible individual if necessary to enable the applicant or eligible individual to achieve an employment outcome;

- (8) Supported employment services;
- (9) Post-employment services;
- (10) Occupational and business licenses, tools, equipment, initial stocks, and supplies;
- (11) Goods, inventory, equipment, and supplies for self-employment;
- (12) Rehabilitation technology, including vehicle modification, telecommunications, sensory, and other technological aids and devices;
- (13) Modifications to homes, vehicles, and worksites;
- (14) Transition services;
- (15) Technical assistance and other consultation services to conduct market analyses, develop business plans and otherwise provide resources, to the extent those resources are authorized to be provided through the statewide workforce investment system, to eligible individuals who are pursuing self-employment; and
- (16) All other goods and services not exempt under (g) below.

(g) The NHVR shall not require a financial needs assessment or require the financial participation of the individual for any of the services listed in 34 CFR 361.54(c)(3)(i).

(h) The provisions of comparability pursuant to Ed 1010 shall apply to the services listed in (g) above.

(i) Eligible individuals shall be exempt from a financial needs assessment who:

- (1) Receive public benefits, including, but not limited to:
 - a. Temporary assistance for needy families (TANF); and
 - b. Aid to the permanently and totally disabled (APTD); and
- (2) Receive SSI or SSDI pursuant to Ed 1006.01(b)(2).

(j) Eligible individuals in accordance with (i)(1) above shall be determined to meet NHVR's financial need and shall be exempt from a financial needs assessment except that NHVR shall provide funding for financial need-based services after all comparable benefits have first been applied.

PART Ed 1012 STANDARDS FOR PROVIDERS OF SERVICES

Ed 1012.01 Standards for Facilities and Providers of Services. The NHVR shall comply with the provisions of 34 CFR 361.51 regarding the standards for facilities and providers of services including accessibility of facilities, affirmative action, and special communication needs personnel.

PART Ed 1013 INFORMED CHOICE

Ed 1013.01 Informed Choice. The NHVR shall comply with the provisions of 34 CFR 361.52 to assist applicants and recipients of services in exercising informed choice throughout the rehabilitation process.

PART Ed 1014 SEMI-ANNUAL AND ANNUAL REVIEW

Ed 1014.01 Semi-Annual and Annual Review. The NHVR shall comply with the provisions of 34 CFR 361.55 and Ed 1008.11 when conducting semi-annual and annual reviews.

PART Ed 1015 REQUIREMENTS FOR CLOSING THE RECORD OF SERVICES OF AN INDIVIDUAL WHO HAS ACHIEVED AN EMPLOYMENT OUTCOME

Ed 1015.01 Closing the Record of Services. The record of services of an individual who has achieved an employment outcome shall be closed only if all the requirements of 34 CFR 361.56 are met to include employment outcome achieved, employment outcome maintained, satisfactory outcome, and post-employment services.

PART Ed 1016 SUPPORTED EMPLOYMENT SERVICES PROGRAM

Ed 1016.01 Purpose. The purpose of Ed 10156 is to develop and implement a collaborative program with appropriate entities, consistent with state and federal law, to provide a program of supported employment services for individuals with the most significant disabilities who require supported employment services to enter or retain competitive employment.

Ed 1016.02 Definitions. Except where the context makes another meaning manifest, terms incorporated in 34 CFR 363.6 and used in Ed 10156 shall have the same meaning.

Ed 1016.03 Eligibility for Services. In order to be considered for services under the state supported employment services program, an individual shall:

(a) Be eligible for vocational rehabilitation services in accordance with the provisions of 34 CFR 361.42 and Ed 1006;

(b) Be an individual with the most significant disabilities pursuant to Ed 1007; and

(c) Have supported employment identified as the appropriate rehabilitation objective for the individual on the basis of a comprehensive assessment of rehabilitation needs, including an evaluation of rehabilitation, career, and job needs.

Ed 1016.04 Authorized Activities. Activities authorized by the state supported employment services program shall include the following:

(a) A particularized assessment that is needed to supplement the assessment for determining eligibility and vocational rehabilitation needs done under 34 CFR 361.42 and that is provided after the development of the IPE in accordance with 34 CFR 363.4(a);

(b) Development of and placement in jobs for individuals with the most significant disabilities; and

(c) Supported employment services that are needed to support individuals with the most significant disabilities in employment including but not be limited to the following:

(1) Intensive on-the-job skills training and other training provided by skilled job trainers, co-workers, and other qualified individuals, and other services specified in the Act, in order to achieve and maintain job stability;

(2) Follow-up services, including regular contact with employers, trainees with the most significant disabilities, parents, guardians or other representatives of trainees, and other suitable professional and informed advisors in order to reinforce and stabilize the job placement; and

(3) Discrete post-employment services following transition that are unavailable from an extended services provider and that are necessary to maintain the job placement, such as job station redesign, repair and maintenance of assistive technology, and replacement of prosthetic and orthotic devices.

Ed 1016.05 Developing Collaborative Agreements.

(a) The NHVR shall enter into one or more written cooperative agreements or memoranda of understanding with other state agencies, private nonprofit organizations, and other available funding sources to ensure collaboration in a plan to provide supported employment services and extended services to individuals with the most significant disabilities.

(b) A cooperative agreement or memorandum of understanding shall, at a minimum, specify the following:

(1) The supported employment services to be provided by the NHVR with funds received under a federal grant for the state supported employment services program;

(2) The extended services to be provided by state agencies, private nonprofit organizations, or other sources following the cessation of supported employment services under Ed 1016;

(3) The estimated funds to be expended by the participating party or parties in implementing the agreement or memorandum; and

(4) The projected number of individuals with the most significant disabilities who will receive supported employment services and extended services under the agreement or memorandum.

Ed 1015.06 Information Collection and Reporting Requirements.

(a) The NHVR shall collect and report information as required under the Act, for each individual with the most significant disabilities served under the supported employment services program.

(b) The NHVR shall collect and report separately information for:

(1) Supported employment clients served under the supported employment services program; and

(2) Supported employment clients served under Ed 1010.15 and Ed 1010.16.

Ed 1016.07 Coordinating Services and Activities. The NHVR shall coordinate the services provided to an individual under Ed 1015 and under Ed 1010.15 and Ed 1010.16 to ensure that the services are complementary and not duplicative.

Ed 1016.08 Transition of an Individual to Extended Services. The NHVR shall provide for the transition of an individual with the most significant disabilities to extended services no later than 18 months after placement in supported employment, unless a longer period is established in the IPE, and only if the individual has made substantial progress toward meeting the hours-per-week work goal identified in the IPE, the individual is stabilized in the job, and extended services are available and can be provided without a hiatus in services.

Ed 1016.09 Requirements for Successfully Rehabilitating an Individual in Supported Employment. An individual with the most significant disabilities who is receiving supported employment services shall be considered to be successfully rehabilitated if the individual maintains a supported employment placement for 90 days after making the transition to extended services.

Ed 1016.10 Client Assistance Program. In accordance with the informed provisions of 1013 the NHVR shall inform applicants and recipients, or as appropriate, the parents, family members, guardians, advocates, or authorized representatives of those individuals, of the availability and purposes of the client assistance program (CAP) established in New Hampshire under the Act, including information on seeking assistance from that program.

PART Ed 1017 GENERAL PROVISIONS FOR INDEPENDENT LIVING SERVICES PROGRAM AND CENTERS FOR INDEPENDENT LIVING PROGRAM

Ed 1017.01 Purpose. The purpose of Ed 1017 is to provide uniform application of 45 CFR 1329 regarding state independent living services and centers for independent living.

Ed 1017.02 Definitions. Except where the context makes another meaning manifest, the terms defined in 45 CFR 1329.4 and 34 CFR 77.1 have the meaning indicated when used in Ed 1016.

Ed 1017.03 Requirements for Processing Referrals and Applications. The service provider shall adhere to the requirements of Ed 1004 for referrals and applications for IL services from individuals with significant disabilities.

Ed 1017.04 Requirements for Determining Eligibility.

(a) Before or at the same time that an applicant for IL services begins receiving IL services funded under Ed 1017, the service provider shall determine the applicant's eligibility and maintain documentation that the applicant has met the basic requirements specified in 29 USC 796b. relative to assuring that any individual with a significant disability is eligible to receive IL services.

(b) The documentation for eligibility shall be dated and signed by a staff member of the service provider.

Ed 1017.05 Requirements for Determining Ineligibility.

(a) If a determination is made that an applicant for IL services is not an individual with a significant disability, the service provider shall provide documentation of the ineligibility determination which shall be dated and signed by a staff member.

(b) The service provider shall determine an applicant to be ineligible for IL services only after full consultation with the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, or after providing a clear opportunity for this consultation.

(c) The service provider shall notify the applicant in writing of the action taken for the ineligibility determination and inform the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, of the applicant's rights and the means by which the applicant may appeal the action taken.

(d) The service provider shall provide a detailed explanation of the availability and purposes of the CAP established in New Hampshire under the Act, including information on how to contact the program.

(e) If the service provider determines that the applicant can benefit from services other than IL, the service provider shall refer the applicant to other agencies and facilities, including the NHVR.

Ed 1017.06 Review of Ineligibility Determination.

(a) If an applicant for IL services is found ineligible, the service provider shall review the applicant's ineligibility at least once within 12 months after the ineligibility determination was made and whenever the service provider determines that the applicant's status has materially changed.

(b) The review shall not be conducted in situations where the applicant has refused the review, no longer resides in New Hampshire, or their location is unknown.

Ed 1017.07 Requirements for an Independent Living Plan.

(a) Unless the individual signs a waiver in accordance with Ed 1017.07(b), the service provider, in collaboration with the individual with a significant disability, shall develop and periodically review an IL plan for the individual in accordance with the requirements in Ed 1017.08 through Ed 1017.11.

(b) The requirements of Ed 1017.07 with respect to an IL plan shall not apply if the individual knowingly and voluntarily signs a waiver stating that an IL plan is unnecessary.

(c) Subject to Ed 1017.07(b), the service provider shall provide each IL service in accordance with the IL plan.

Ed 1017.08 Initiation and Development of an Independent Living Plan.

(a) Development of an individual's IL plan shall be initiated after documentation of eligibility under Ed 1017.04(a) and shall indicate the goals or objectives established, the services to be provided, and the anticipated duration of the service program and each component service.

(b) The IL plan shall be jointly developed and signed by a staff member of the service provider and the individual with a significant disability or, if the individual chooses, by the individual's guardian, parent, or other legally authorized advocate or representative.

(c) A copy of the IL plan, and any amendments, shall be provided in an accessible format to the individual with a significant disability that uses appropriate modes of communication consistent with the informed choice of the individual.

Ed 1017.09 Review.

(a) The IL plan shall be reviewed as often as necessary but at least on an annual basis to determine whether services should be continued, modified, or discontinued, or whether the individual should be referred to a program of vocational rehabilitation services under Ed 1010.15 and Ed 1010.16 or to any other program of assistance.

(b) Each individual with a significant disability or, if consistent with state law and the individual chooses, the individual's guardian, parent, or other legally authorized advocate or representative, shall be given an opportunity to review the IL plan and, if necessary, jointly redevelop and agree by signature to its terms.

Ed 1017.10 Coordination with Vocational Rehabilitation, Developmental Disabilities, and Special Education Programs. The development of the IL plan and the provision of IL services shall be coordinated to the maximum extent possible with any individualized:

(a) Written rehabilitation program for vocational rehabilitation services for that individual;

(b) Habilitation program for the individual prepared under the Developmental Disabilities Assistance and Bill of Rights Act, 42 USC 15001; and

(c) Education program for the individual prepared under part B of the Individuals with Disabilities Education Act 20 USC 1440, et seq., as implemented by 34 CFR 300 and 303.

Ed 1017.11 Termination of Services. If the service provider intends to terminate services to an individual receiving IL services under an IL plan, the service provider shall follow the procedures in Ed 1017.05(c)-(e) and Ed 1017.06.

Ed 1017.12 Maintaining Records for the Individual.

(a) For each applicant for IL services other than information and referral and for each individual receiving IL services other than information and referral, the service provider shall maintain a service record that includes:

(1) Documentation concerning eligibility or ineligibility for services;

(2) The services requested by the applicant or individual;

(3) Either the IL plan developed with the applicant or individual or a waiver signed by the applicant or individual stating that an IL plan is unnecessary;

(4) The services actually provided to the applicant or individual; and

(5) The IL goals or objectives:

a. Established with the applicant or individual, whether or not in the applicant's or individual's IL plan; and

b. Achieved by the applicant or individual.

(b) A service record for an applicant and an individual shall be maintained either electronically or in written form, except that the IL plan and waiver shall be in writing.

Ed 1017.13 Durational Limitations on Independent Living Services. The service provider shall not impose any uniform durational limitations on the provision of IL services, except as otherwise provided by federal law or regulation.

Ed 1017.14 Standards for Service Providers. In providing IL services to individuals with significant disabilities, service providers shall comply with:

- (a) The written standards for IL service providers established by the NHVR pursuant to Ed 1017; and
- (b) All applicable state or federal licensure or certification requirements.

Ed 1017.15 Personally Identifiable Information (PII). Personally identifiable information (PII) and other personal information and data shall be collected and shared pursuant to the provisions of Ed 10043.

Ed 1017.16 Review Procedures Available to Individuals.

(a) The review procedures in Ed 1021 shall be available to an individual to request and receive a timely review of any adverse decision made by the service provider concerning the individual's request for IL services or the provision of IL services to the individual.

(b) Each service provider shall inform each individual who seeks or is receiving IL services from the service provider about the review procedures required by Ed 1017.16(a). The information about the review procedures shall be in an accessible format that uses appropriate modes of communication consistent with the informed choice of the individual.

PART Ed 1018 INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND

Ed 1018.01 Purpose. The purpose of the independent living services for older individuals who are blind program is to support projects that:

- (a) Provide any of the IL services as described in 34 CFR 367.3(b);
- (b) Conduct activities that will improve or expand services for older individuals who are blind; and
- (c) Conduct activities to help improve public understanding of the problems of older individuals who are blind.

Ed 1018.02 Definitions. Except where the context makes another meaning clear, the terms defined in 34 CFR 367.5 shall have the same meaning in Ed 1018.

Ed 1018.03 Services for Older Individuals Who Are Blind. For the purposes of Ed 1018.01(a), IL services for older individuals who are blind shall include:

- (a) Services to help correct blindness including:
 - (1) Outreach services;
 - (2) Visual screening;

- (3) Surgical or therapeutic treatment to prevent, correct, or modify disabling eye conditions; and
- (4) Hospitalization related to these services;
- (b) The provision of eyeglasses and other visual aids;
- (c) The provision of services and equipment to assist with becoming more mobile and more self-sufficient;
- (d) Mobility training, Braille instruction, and other services and equipment to help an older individual who is blind adjust to blindness;
- (e) Guide services, reader services, and transportation;
- (f) Any other appropriate service designed to assist an older individual who is blind in coping with daily living activities, including supportive services and rehabilitation teaching services;
- (g) IL skills training, information and referral services, peer counseling, and individual advocacy training; and
- (h) Other IL services as defined in the Act, 29 USC 707(30), and as listed in 34 CFR 365.22.

Ed 1018.04 Administering the Program.

- (a) The NHVR shall administer the program in Ed 1018 in order to carry out the purposes listed in Ed 1018.01 either directly or through:
 - (1) Grants to public or private nonprofit agencies or organizations; or
 - (2) Contracts with individuals, entities, or organizations that are not public or private nonprofit agencies or organizations.
- (b) Notwithstanding Ed 1018.04(a), the NHVR may enter into assistance contracts with public or private nonprofit agencies or organizations by following the requirements in 34 CFR 366.32(e).
- (c) Notwithstanding Ed 1018.04(a), the NHVR shall not enter into procurement contracts with public or private nonprofit agencies or organizations, as provided in 34 CFR 366.32(f).

PART Ed 1019 NEW HAMPSHIRE BUSINESS ENTERPRISE PROGRAM

Ed 1019.01 Purpose. The purpose of the New Hampshire Business Enterprise Program (BEP) is to provide blind persons with remunerative employment, enlarge the economic opportunities for the blind, and stimulate the blind to strive to make them self-supporting. The department, through the BEP of the office of services for blind and visually impaired, (SBVI) shall be the state licensing agency (SLA) for legally blind individuals who operate food and vending service facilities on federal, state, and other properties.

Ed 1019.02 Authority. The implementation of agreed-upon policies, standards, and procedures affecting the overall operation of the vending facilities program shall be subject to review by the

committee, as defined in Ed 1019.03(g). SBVI shall have final authority and responsibility for the administration and operation of the vending facilities program.

Ed 1019.03 Definitions. Except where the context makes another meaning manifest, the terms defined in 34 CFR 395.1, Ed 1002.01, and Ed 1109 shall have the same meanings in addition to the following terms:

(a) “Active participation” means an ongoing process of negotiations between SBVI and the committee to achieve joint planning and approval of program policies, standards, and procedures affecting the overall operation of the vending facilities program, prior to their implementation by SBVI;

(b) “Business enterprise program (BEP)” means the New Hampshire business enterprise program in the department of education;

(c) “Individual who is legally blind” means a blind person as defined in 34 CFR 361.1(c);

(d) “Manager” means an individual who is legally blind who is licensed to operate a vending facility on federal or other property;

(e) “Roster” means a list of all qualified candidates who have successfully completed all BEP training requirements and are eligible and awaiting assignment to a vacant vending facility;

(f) “Services for blind and vision impaired (SBVI)” means “Blind Services” as defined in RSA 186-B:10-II; and

(g) “State committee of licensed managers (the committee)” means an officially constituted body within state government, functioning as an integral part of the state's BEP. The committee shall consist of all licensed managers and shall carry out its duties in accordance with 34 C.F.R. 395.14;

Ed 1019.04 Issuance of Vending Facility Manager Licenses.

(a) SBVI shall issue licenses only to a candidate who is:

(1) A citizen of the United States;

(2) Legally blind as defined in Ed 1019.03(b); and

(3) Qualified to operate a vending facility by evidence of having successfully completed training prescribed by SBVI or by virtue of demonstrated experience.

(b) Preference shall be given to qualified candidates who:

(1) Are in need of employment; and

(2) Are residents of the state of New Hampshire.

(c) Candidates, who have satisfactorily completed the training and probationary period described in Ed 1019.05 and Ed 1019.06, shall be issued a manager license.

Ed 1019.05 Training Program and Probationary Period.

(a) All manager candidates shall complete a training program developed by SBVI.

(b) In selecting a candidate who is deemed appropriate to enter the BEP training program, SBVI shall focus on the candidates' individual skills, abilities, and personal qualifications especially suited to the operation of a vending facility as determined by materials submitted by the candidate, NHVR counselor, or both, including but not limited to evaluation reports, educational background, work experience, and resumes.

(c) SBVI shall document that the candidate possesses the necessary skills to function as an independent blind person and the aptitude to be a successful business owner.

(d) The candidate shall meet with the committee chair and administrator of SBVI during the initial interview phase of the acceptance process.

(e) After considering all available information including the interview and recommendation of the committee chair, the administrator shall make the decision as to whether or not to accept the candidate into the training.

(f) Training shall be developed by SBVI with the active participation of the committee.

(g) Training shall consist of a standardized training curriculum combined with on-the-job training in areas including, but not be limited to:

- (1) Health and sanitation;
- (2) Customer service;
- (3) Vending management;
- (4) Café management;
- (5) Marketing;
- (6) Human resources;
- (7) Business processes;
- (8) Accounting;
- (9) Randolph-Sheppard Act; and
- (10) State rules and regulations.

(h) Candidates, who have been accepted and have satisfactorily completed the training prescribed by SBVI shall be placed on a roster.

Ed 1019.06 Probationary Candidates (Individuals on the Roster).

(a) When a location becomes available for bid, an individual on the roster may bid along with the licensed managers.

(b) A candidate from the roster who is awarded a first location shall serve a probationary period not to exceed 6 months.

(c) At the end of the probationary period, a candidate who is acceptable to SBVI and wishes to remain in the program shall be issued a license based on the following criteria:

(1) The candidate receives satisfactory evaluation reports as acknowledged by SBVI, and these reports have been reviewed with the NHVR counselor if applicable and the committee chair; and

(2) The evaluation reports attest that the candidate effectively demonstrates the ability to:

- a. Provide good customer service;
- b. Maintain proper food service sanitation standards;
- c. Understand the principles of:
 1. Product inventory control;
 2. Daily cash control;
 3. Banking procedures;
 4. Proper licensing procedures; and
 5. Submission of city, state and federal taxes; and
- d. Maintain the required monthly profit and loss reports.

(d) A candidate whose performance is not acceptable to SBVI shall not be licensed by SBVI and shall be removed from the program when the candidate fails to meet the criteria listed in Ed 1019.06(c) during the training or the probationary periods.

(e) Licenses shall be issued to the manager by SBVI for an indefinite period and shall be subject to termination as provided in Ed 1019.14 and Ed 1019.15.

Ed 1019.07 Transfers and Promotions of Licensed Managers.

(a) When a location becomes available for bid, the vacancy shall be announced to all licensed managers and individuals on the roster.

(b) When an opportunity to bid on a location is announced, a manager may bid or not bid without prejudice to future consideration of a subsequent bid by the potential applicant.

(c) A manager shall be informed of additional requirements of a particular property management, including, but not limited to, security clearance background checks and drug screenings, and shall agree to the additional requirements as a condition of being assigned.

(d) Any manager who is in probationary status as outlined in Ed 1019.06(b), has not completed the continuing education requirements set forth in Ed 1019.18, or is delinquent with respect to filing any

reports or had any indebtedness to the BEP or the state of New Hampshire at the time of the vacancy announcement shall not be permitted to bid for the vacancy.

(e) A selection committee shall be convened by the administrator of SBVI when new opportunities become available for promotion or transfer. The selections committee shall include a representative of the state committee of licensed managers assigned by the chair or co-chairs, the BEP coordinator, and a SBVI representative appointed by the SBVI administrator.

(f) The selection committee shall interview all candidates who submit a bid and score the candidates using the following criteria:

- (1) Record of performance for the past 2 years;
- (2) The manager's plan for the new business including a business plan if applicable;
- (3) Responses to interview questions; and
- (4) Personal appearance, demeanor, and attitude.

(g) After considering all criteria, each review committee member shall award points to the candidates as follows:

- (1) First choice, 3 points;
- (2) Second choice, 2 points; and
- (3) Third choice, 1 point.

(h) The BEP coordinator shall total up the points, and the candidate with the most points shall be awarded the facility. In the event of a tie, the candidate with the most seniority shall be awarded the facility.

(i) When experience has proven that a manager, who SBVI has determined is committed to the successful operation of their vending facility, is assigned to a location or locations beyond the manager's capacities, the manager shall be given opportunities for training. Except that if the training does not result in improved performance, an assignment to a location commensurate with the manager's ability shall be made. If no such facility is available, the manager's name shall be placed on the roster.

(j) A manager shall not be assigned to a facility of lesser income or convenient location without an explanation and an evidentiary hearing if requested by the manager.

(k) If no qualified manager has submitted a bid on a vacant vending facility, BEP, with active participation of the committee shall:

- (1) Assign the vending facility on a temporary basis to a licensed manager assigned to another vending facility;
- (2) Enter into a third-party agreement with a private entity with the commissions being used in accordance with any state or federal regulations to perpetuate the BEP. Such agreements shall not exceed one year and are subject to renewal if no manager is still available to manage the vending facility; or

(3) Permanently attach the vending facility to another vending facility being managed by a licensed manager if it is evident that the location will never sustain a manager nor will there be an opportunity in the foreseeable future to use the location when creating a vending route.

Ed 1019.08 Teaming Arrangements. A manager shall enter into a teaming arrangement with a private vendor only when the following criteria are met:

(a) The manager a made a qualified bid on the location in response to a bid notification by SBVI;

(b) The manager demonstrated his or her active role in the day-to-day operation of the business as the person responsible for all reports and accountabilities under applicable federal and state laws and regulations;

(c) The financial arrangements are acceptable to the program and not less than the manager could make if managed independently; and

(d) The written agreement was reviewed and approved by the program.

Ed 1019.09 Vending Routes.

(a) Individual vending routes shall be established by the program when deemed appropriate by SBVI, and only when accepted by the state committee of licensed managers by a simple majority vote.

(b) Once a vending route is established it shall remain an intact route. When the manager no longer wishes to, or cannot, serve one or more of the locations on the established vending route the vending route as a whole shall go out to bid as a single vending location.

(c) Altering the composition of a vending route requires the submission of a written proposal which shall be jointly approved by the program and the state committee of licensed managers.

Ed 1019.10 Maintenance and Replacement of Equipment.

(a) SBVI shall be responsible for repair and maintenance of equipment for the first 4 months after such equipment is furnished to the vending facilities when:

(1) A new manager begins operating a vending facility;

(2) A manager transfers to a different vending facility; or

(3) A manager adds a new vending facility.

(b) After the initial 4-month period referenced in (a) above, the manager shall be assessed a \$100 deductible on each repair call in accordance with 34 CFR 395.8(c) and 34 395.9(c).

(c) SBVI shall replace a piece of equipment based upon funds available if it is deemed to be more cost effective to replace, and the manager has called in a repair.

(d) If SBVI becomes aware of malfunctioning equipment and the manager has not called in a repair, SBVI shall repair and maintain, or cause to be repaired and maintained, any equipment in need of repair

and maintenance in order to keep the facility operable and in an attractive condition, and the manager shall be assessed the full amount of the repair charge.

Ed 1019.11 Setting Aside of Funds.

(a) In accordance with 34 CFR 395.8(c) and 34 CFR 395.9(c), SBVI shall set aside funds from the net proceeds of the operation of vending facilities and vending machine income to the extent necessary for the following purposes:

- (1) Maintenance and replacement of equipment;
- (2) Purchase of new or replacement equipment;
- (3) Management services as defined in Ed 34 CFR 395.1(j), including training and continuing education for managers;
- (4) Retirement and pension funds, health insurance contributions, paid sick leave and vacation time if it is determined by a majority vote of the managers licensed by SBVI to contribute and use funds set aside for these purposes after SBVI provides each manager information on all matters relevant to such funds; and
- (5) The establishment of a fair minimum return.

(b) The charge for each purpose listed in Ed 1019.11(a) shall be determined by SBVI with the active participation of the state committee of licensed managers and shall be designed to prevent, so far as is practicable, a greater charge than is reasonably required. SBVI shall maintain adequate records to support the reasonableness of the charges, including any reserves necessary to assure that these purposes can be achieved on a consistent basis.

(c) The amount of funds set aside Ed 1019.11(a) shall:

- (1) Be assessed monthly; and
- (2) Be a percentage of net proceeds of the monthly profit and loss statement provided that:
 - a. The manager has net proceeds before set aside of over \$1,700 for that month; and
 - b. Either:
 1. The set aside charge does not reduce the net proceeds below \$1,700; or
 2. In order to assure a fair minimum return to managers, any set aside assessment which lowers a manager's net proceeds below \$ 1,700 for that month shall be reduced by the amount required to raise the net proceeds to \$1,700.

(d) The percentage in Ed 1019.11(c) shall be a percentage of net proceeds and shall be reviewed every 2 years by SBVI with the active participation of the committee of licensed managers. The new percentage shall be set utilizing the running average balance of the set aside account over the previous 2-year period, the Consumer Price Index, and projected needs.

(e) If the set aside percentage is changed, SBVI shall submit the change to the secretary of the committee for approval prior to implementation.

Ed 1019.12 Distribution and Use of Income from Vending Machines on Federal Property.

(a) Vending machine income from vending machines on federal property which has been disbursed to SBVI by a property managing department, agency, or instrumentality of the United States under 34 CFR 395.32 shall:

(1) Accrue to each manager operating a vending facility on such federal property in New Hampshire in an amount not to exceed the average net income of the total number of manager within the state, as determined each fiscal year on the basis of each prior year's operation; and

(2) Not accrue to any manager in any amount exceeding the average net income of the total number of managers in the United States.

(b) No manager shall receive less vending machine income than a manager was receiving during the calendar year prior to January 1, 1974, as a direct result of any limitation imposed on such income under Ed 1019.12 as provided in 34 CFR 395.8(a).

(c) No limitation shall be imposed on income from vending machines, combined to create a vending facility, when the facility is maintained, serviced, or operated by a manager.

(d) Vending machine income disbursed by a property managing department, agency, or instrumentality of the United States to SBVI in excess of the amounts eligible to accrue to managers in accordance with Ed 1019.12 shall be retained by SBVI.

(e) SBVI shall disburse vending machine income to managers within the state on at least a quarterly basis.

(f) Vending machine income which is retained by SBVI under Ed 1019.12 shall be used for:

(1) The establishment and maintenance of retirement or pension plans;

(2) Health insurance contributions; and

(3) The provision of paid sick leave and vacation time for managers, if it is so determined by a majority vote of managers licensed by SBVI, after SBVI has provided to each manager information on all matters relevant to such purposes.

(g) Any vending machine income not necessary for the purposes in Ed 1019.12(f) shall be used by SBVI for maintenance and replacement of equipment, purchase of new equipment, management services, and assuring a fair minimum return to managers. Any amounts used for these purposes shall require a reduction in set aside in an equal amount on a pro rata basis.

(h) If SBVI determines that a vending location is not suitable for a blind manager, SBVI shall arrange vending services through a third party. Income that accrues to SBVI as a result shall be used to:

(1) Purchase new equipment;

(2) Replace equipment as needed;

- (3) Purchase merchandise inventory;
- (4) Provide training for managers; or
- (5) Establish retirement, health insurance, vacation, or sick pay plans.

Ed 1019.13 Operating Agreement Between SBVI and Manager.

(a) Before assuming management of one or more vending facilities, a manager shall enter into an operating agreement with SBVI. The operating agreement shall set forth the terms and conditions and state the responsibilities of both the manager and SBVI.

(b) The agreement shall include:

- (1) The manager's name;
- (2) The vending facility name and location;
- (3) The hours of operation for the vending facility;
- (4) The articles to be sold at the vending facility;
- (5) The insurance requirements for the vending facility;
- (6) The financial records that must be kept by the manager; and
- (7) The rights and obligations of the manager and SBVI relative to assignments, subcontracts, and default.

(c) The agreement shall contain, but not be limited, to the following items adapted to the individual conditions applying to the specific location:

- (1) The duties of the manager and the performance of such duties in accordance with the following:
 - a. SBVI rules, policies, and standards developed with the active participation of the state committee of managers;
 - b. Applicable health laws and regulations;
 - c. Terms of the permit granted by, or the contract entered into with, the federal or other agency or organization in control of the site of the vending facility; and
 - d. Security clearance requirements for the vending facility such as the process to obtain access cards. This may include background checks and security clearance applications for the manager and their employees or partners. If a licensed manager cannot receive clearance for a particular location, the location shall be released from the manager and put out to bid, unless the manager had not assumed management of the facility and there is an opportunity to award it to the next highest ranked candidate pursuant to Ed 1019.07;

- (2) The responsibilities of SBVI to provide management services to the manager including assistance and supervision, and the ways in which such responsibilities shall be carried out;
 - (3) A statement that the manager shall receive the net proceeds from the vending facility that the manager operates;
 - (4) The responsibility of the manager to furnish:
 - a. A monthly profit and loss statement that includes payment for assessed set asides no later than the last day of the month following the close of the previous month's accounting period;
 - b. One copy each of business liability insurance and workers compensation insurance; and
 - c. One copy of automobile collision and liability insurance in the case of managers with vending delivery vehicles;
 - (5) The right of the manager to terminate the operating agreement at any time;
 - (6) The termination of the operating agreement upon termination of the permit or contract; and
 - (7) The termination or revocation of the operating agreement upon the failure of the manager to operate the vending facility in accordance with the operating agreement or applicable federal, state, or local laws or regulations.
- (d) The manager and the administrator of SBVI shall both sign the agreement.

Ed 1019.14 Performance Probation.

- (a) Licensed managers shall be placed on performance probation when SBVI determines that the vending facility is not being operated in accordance with:
- (1) The rules governing the program pursuant to Ed 1019;
 - (2) The terms and conditions of the permit or contract;
 - (3) The terms and conditions of the operating agreement;
 - (4) State law, the violation of which is, or reasonably may, result in financial or physical harm to the customers of the facility or other persons, the department or the manager; or
 - (5) Rules of other agencies of the state of New Hampshire which have regulatory authority directly related to the operation of a vending facility.
- (b) A written notice of performance probation shall state the reason(s) for probation, steps to be taken, if any, to avoid termination, and the manager's right to appeal SVBI's action pursuant to Ed 1019.21.

(c) The probationary period shall be in effect for 30 days from the date of a written notification as follows:

- (1) If hand delivered, the program representative shall document that the notice was received by the manager as evidenced by a signed acknowledgment of receipt. The 30-day probationary period shall begin on the date the manager signed the receipt;
- (2) If sent by U.S. mail, the notice shall be sent certified mail with return receipt requested. The 30-day probationary period shall begin on the date the manager signed the return receipt; or
- (3) If sent via email, it shall be sent to an email address provided by the manager for all official correspondence. The 30-day probationary period shall begin on the date the email is sent.

(d) Managers placed on performance probation pursuant to (a) above shall not be permitted to bid on vacant vending facilities.

(e) If a manager is placed on disciplinary probation for the same offense for the third time during a 12-month period, the manager's license shall be terminated in accordance with Ed 1019.16 and Ed 1019.21.

Ed 1019.15 Removal of a Manager.

(a) If a manager determines that it is in the manager's best interest to withdraw from a permanently or temporarily assigned facility, the manager may do so and shall be immediately placed on the roster if the withdrawal is not for the purpose of avoiding disciplinary action. The manager shall provide 30 days written notice and shall not accrue seniority.

(b) SBVI shall remove a manager from a facility if circumstances prevent a manager from fulfilling the manager's obligations. Prior to or within 24 hours of the removal, SBVI shall contact the Committee chair and inform the manager of the action.

(c) In facilities that require security clearance by property management, the manager shall meet all such security requirements in order to service a vending facility in such locations. If property management rescinds security clearance for a manager for any reason, SBVI shall remove the manager from that facility. SBVI shall investigate and consult with property management regarding security clearance reinstatement. If the security clearance is not reinstated, the removal shall be permanent.

(d) In the event of the documented misconduct by the manager jeopardizing the existence of the facility, or if SBVI reasonably determines there is a hazardous situation involving the manager which poses an immediate threat to the safety of the manager or others, SBVI shall declare that emergency circumstances exist, whereupon the manager shall be immediately removed. In the case of such removal, the committee chair shall be advised of the action prior to or within 24 hours of the removal.

(e) Any involuntary removal of a manager is subject to appeal pursuant to Ed 1019.21.

(f) In the event of a manager's removal under paragraphs (b), (c), (d), or (e) of this section, SBVI shall, within 10 working days, do one of the following:

- (1) Return the manager to the vending facility;

- (2) Mandate re-training;
- (3) Place the manager's name on the roster;
- (4) Assign the manager to a vending facility with lesser sales and less responsibility; or
- (5) Initiate disciplinary action against the manager.

(g) In lieu of removing a manager from a facility, if SBVI determines that the manager has made a good faith effort to perform all duties required, SBVI shall relieve the manager of responsibility for a portion of the facility if such action would enable the manager to fulfill their obligations in the remaining areas that they service. This provision shall only be applicable if a vending facility has multiple locations and relieving the manager of responsibility for one or more of the locations will help the manager manage the main facility.

(h) When a manager is operating a facility on property not protected under federal or state law with respect to a statutory priority or preference, SBVI shall, upon the request of property management, be required to remove the manager from the facility, but SBVI shall be bound to proceed in accordance with the terms and conditions of the permit. If the removal is a result of violation(s) of the rules, SBVI shall initiate disciplinary proceedings as appropriate. If the removal is not as a result of a violation of the rules, SBVI shall place the manager's name on the roster.

Ed 1019.16 Termination of Licenses.

(a) A license issued to a manager shall be terminated after affording the manager an opportunity for an administrative review, an evidentiary hearing, and arbitration under Ed 10+21.15, when one or more of the following conditions apply:

- (1) When vision is improved so that the manager no longer meets the definition of an individual who is legally blind;
- (2) When there is extended illness with medically documented diagnosis of prolonged incapacity of the manager to operate the vending facility in a manner consistent with the needs of the location or other available locations in the vending facility program;
- (3) When the manager withdraws from the BEP; and
- (4) When SBVI finds that a vending facility is not being operated in accordance with:
 - a. The provisions of Ed 1019;
 - b. The terms and conditions contained in the licensing agreement between the manager and SBVI;
 - c. The terms and conditions of the vending facility's permit or contract between SBVI and the manager of the property on which the vending facility is located; or
 - d. State or federal statutes or regulations of other agencies with jurisdiction over vending facilities.

(b) Fifteen days prior to termination, written notice shall be given to any manager whose license is to be terminated or who is in jeopardy of losing the license, including a statement of the reason.

(c) Such notice shall:

(1) Inform the manager of the manager’s right to request an administrative review, an evidentiary hearing, and arbitration under Ed 200; and

(2) Be hand-delivered or sent via US mail with a signed receipt requested.

Ed 1019.17 Vending Facility Equipment and Initial Stock.

(a) SBVI shall furnish each vending facility with adequate, suitable equipment and initial stocks of merchandise sufficient for the establishment and operation of the facility for an initial 2-week period. If the manager obtaining the agreement to operate the location is on the roster or in a probationary period per Ed 1019.05, the manager shall not be eligible to obtain additional locations or inventory until a license has been obtained.

(b) If a licensed manager is provided with initial inventory for a new assignment, it shall be sufficient to operate the location for no more than a 2-week period. The funds provided shall be an interest free loan. SBVI shall establish a monthly payment plan to begin 3 months after the manager has been assigned and assumed management of the location.

(c) The right, title to, and interest in the equipment of each vending facility used in the program and in the initial stocks of merchandise shall be vested in accordance with the laws of the state in either the name of SBVI or the manager.

Ed 1019.18 Continuing Education and Upward Mobility.

(a) Each licensed manager and each candidate on the roster shall complete 10 continuing education or upward mobility credits every 2 calendar years.

(b) Credits shall be awarded in accordance with Table 1019-1 as follows:

Table 1019-1 Continuing Education Credits

Continuing Education/Upward Mobility Type	Credits Awarded
Annual training sponsored by the committee or program	3
Consumer driven regional or national training	4
On-line training approved by the BEP in advance	2
On-line Webinars approved by the BEP in advance	1
State or regional food shows	2
State conventions sponsored by consumer groups	1
National conventions sponsored by consumer groups	3
College level course in business related field	10
Other training, comparable to the list above, as determined by the BEP and committee	TBD based on credits awarded above

(c) If, by December 31 of the second year, the manager has not fulfilled the training requirement, the program shall inform the manager and shall grant a 90-day extension to complete all requirements. If after 60 days of the extension, the manager has not completed the necessary training, SBVI shall place the manager on performance probation in accordance with Ed 1019.14. If at the end of the probationary period the manager still has not completed the necessary training, SBVI shall terminate the manager's license and remove the individual as the manager of the vending facility in accordance with Ed 1019.16 and 1019.21. The SBVI administrator shall grant additional time to complete the necessary training if extreme circumstances exist. Such extension of time shall be approved by the state committee of licensed managers.

(d) To the extent funds are available, SBVI shall provide financial assistance to managers who show evidence of financial need in order to complete the training. If funds are not available, SBVI shall make every effort to provide committee or program sponsored training at no cost to the manager.

(e) For the purposes of (c) above, extreme circumstances shall mean a hardship or challenge which impacts the licensed manager's ability to complete their program training in a timely manner, including but not limited to:

- (1) Serious illness of the blind manager or family member, particularly a family member who plays a role in supporting the blind manager with the administration or operation of the business;
- (2) The loss of critical paperwork through fire, flood, or other natural or man-made disasters that effectively destroys such documents;
- (3) A local, state, or federal declared emergency that slows processes; and
- (4) Any planned blindness independence training, including attending a residential guide dog training program or a residential blindness skills program.

Ed 1019.19 Manager Secured Locations.

(a) Managers may seek out new locations on properties not protected by any state or federal priority or preference. If a manager identifies a potential location, and property management is willing to allow the manager to establish a vending facility, the manager shall notify the program coordinator who shall conduct a survey to determine the feasibility of establishing a vending facility. If the results of the survey are favorable and funds are available, SBVI shall enter into an agreement with the entity. The location shall be added to the one being managed by the manager. If the manager bids on and is awarded a different facility, SBVI shall determine on an individual basis, with the active participation of the state committee of licensed managers, to either leave the location attached to the current facility or allow the manager to take it to the new facility.

(b) Nothing in this part shall obligate SBVI to establish a vending facility at a site secured by a manager.

Ed 1019.20 Election, Organization, and Functions of State Committee of Licensed Managers.

(a) The managers licensed by the state shall comprise the membership of the state committee of licensed managers.

(b) Pursuant to 34 CFR 395.14, the committee shall:

- (1) Actively participate with SBVI in major administrative decisions, including rule, policy development, and program development decisions affecting the overall administration of the state's vending facility program;
 - (2) Receive and transmit to SBVI all grievances at the request of managers and serve as advocates for such managers in connection with such grievances;
 - (3) Actively participate with SBVI in the development and administration of a state system of transfer and promotion of managers;
 - (4) Actively participate with SBVI in the development of training and retraining programs for managers; and
 - (5) Sponsor, with the assistance of SBVI, meetings and instructional conferences for managers within the state.
- (c) The committee chairperson shall be elected by a majority vote of committee members. The chairperson shall be elected every 2 years. The election shall also include an election for a vice-chair who shall assume the responsibilities of the chair if the chair is unable to attend to his or her duties.
- (d) Quarterly meetings shall be held between the committee and SBVI to discuss policy, administrative matters affecting the program, provide a training opportunity, and carry on other business of the committee or SBVI, as needed. The chair has the authority to call special meetings in between quarterly meetings as necessary.
- (e) Between the regular meetings individual committee members shall be designated, or sub-committees established, by the chair(s) to carry on the functions of the committee.
- (f) All written material pertaining to the administration of the program shall be provided to the chairperson of the committee by SBVI in a format that is accessible by the chairperson(s). SBVI shall distribute the materials to all members of the committee upon approval by the committee chair affording the committee an opportunity to actively participate in policy or major administrative changes.
- (g) If, after affording the committee with an opportunity as described in (f) above, a consensus cannot be achieved, the chairperson(s) of the committee shall be notified in writing stating the reasons therefore, prior to implementation of the changes by SBVI.

Ed 1019.21 Administrative Reviews, Evidentiary Hearings, and Arbitration of Manager Complaints. If a manager or the committee is aggrieved by any action of SBVI with regard to the administration of the program, the manager, or the committee, the individual aggrieved may file a written complaint to resolve the matter in accordance with Ed 200. If the matter is not resolved to the satisfaction of the complainant at the conclusion of the process outlined in Ed 200, the complainant may appeal the decision under 34 CFR 395.13 and 34 CFR 395.37.

Ed 1019.22 Access to Program and Financial Information. Each manager shall be provided access to all financial data of SBVI relevant to the operation of the program, including quarterly and annual financial reports, provided that such disclosure does not violate applicable federal or state laws pertaining to disclosure of confidential information. At the request of a manager, SBVI shall arrange a convenient time to assist in interpretation of such financial data.

Ed 1019.23 Manager and SBVI Responsibilities.

(a) Each manager shall submit to SBVI a monthly operating statement along with the set aside assessment detailing, among other things, gross sales, purchases, operating costs, and net profits. Forms for this purpose shall be furnished to each manager by SBVI. SBVI shall retain complete access to the manager's records.

(b) The manager shall:

- (1) Perform faithfully and to the best of manager's ability the necessary duties in connection with the operation of the vending facility in accordance with SBVI's rules, as well as rules of other applicable state and federal agencies;
- (2) Cooperate with officials and duly authorized representatives of SBVI in connection with their official program responsibilities;
- (3) Operate the vending facility in accordance with all applicable health laws and rules, and maintain a clean appearance at all times;
- (4) Abide by the regulations and policies of the agency controlling the property upon which the facility is located;
- (5) Comply with all terms of the permit including maintaining the agreed upon hours; and
- (6) Furnish such reports as SBVI may from time to time require.

(c) SBVI shall assume responsibility for providing:

- (1) Management services as defined in 34 CFR 395.1(j);
- (2) Supervision to ensure the effective operation of the vending facility;
- (3) New and replacement equipment as necessary for the successful operation of the vending facility;
- (4) Maintenance and repair of equipment; and
- (5) Initial stock.

Ed 1019.24 State Licensing Rules. SBVI shall furnish a copy of the state licensing rules to each candidate or manager in addition to all written documents pertaining to the administration and management of the program.

Ed 1019.25 Responsibilities of Vending Facilities.

(a) Unless otherwise exempted by RSA 186-B, any properties owned or leased by the state shall recognize the rights granted to SBVI to establish vending facilities on such properties. SBVI shall be permitted to conduct surveys of state-owned or leased properties to determine the feasibility of establishing one or more vending facilities on a particular property. No state entity shall be permitted to enter into an agreement with a third party for a vending facility unless a determination is made by SBVI that it cannot provide services of a high quality at reasonable prices. Property management shall take all

necessary steps to ensure that the installation occurs, and that the space and the utilities required shall be provided at no cost to the SBVI or the manager for the operation, except telephone or internet service. SBVI shall provide the necessary alterations, plumbing and equipment, merchandise, a licensed manager, and the appropriate supervision of the manager.

(b) In the event that existing buildings are purchased or leased, or new buildings are constructed by any state entity, written notice shall be given to SBVI in ample time to afford the BEP an opportunity to make plans to provide the service.

(c) All vending facility operations shall be governed by an agreement between SBVI and property management, and known as a permit. The permit shall include the location, type of facility, space available, all necessary equipment, and the operating hours of the facility. In the negotiation process between SBVI and property management regarding either the terms and conditions of an occupancy permit or a contract, the committee shall have an opportunity to participate in making final determinations with respect to the terms and conditions of an occupancy permit or contract. The terms and conditions of the permit may be changed after consultation with the manager for purposes of soliciting their input. Once the changes have been made, the revised document shall be provided to the manager. The absence of an executed permit does not relieve a manager of their responsibilities to otherwise comply with these rules and to provide effective management of the vending facility.

(d) Property management shall not require the payment of rent, utilities, or commissions as a condition for operating a vending facility on its property. Except that, at its discretion and with the active participation of the state committee of licensed managers, may negotiate less restrictive agreements that do require such payments. If such payments are negotiated and are included in the permit agreement, the licensed manager shall be obligated to make such payments; except that, no subsequent priority shall be waived either expressly or by implication.

(e) If SBVI determines that a site is suitable for a blind person, it shall negotiate an agreement with a third party vendor to provide services.

PART Ed 1020 INTERPRETER CLASSIFICATION SYSTEM

Ed 1020.01 Purpose. The purpose of the classification system program shall be to evaluate competency skills of sign language interpreters, to maintain records of interpreter classification, and to maintain records of continuing education units required for maintenance of classification.

Ed 1020.02 Program Designation. ~~This~~ program shall be designated "The New Hampshire interpreter classification system" (NHICS).

Ed 1020.03 Classification. An individual who applies for and meets the requirements for classification under Ed 1020.10 shall be qualified as a sign language interpreter by the department's program for the deaf and hard of hearing.

Ed 1020.04 Applicability; Administration of Classification System Program. These rules shall apply to the classification process for sign language interpreters as conducted and managed by the program for the deaf and hard of hearing, in the department of education, division of workforce innovation, bureau of vocational rehabilitation. The classification system program shall be managed by a coordinator appointed by the director of the bureau of vocational rehabilitation.

Ed 10230.05 Definitions. The following definitions shall apply to Ed 1020:

(a) “Deaf interpreter” means a person who is deaf and provides interpreting services as defined in section (e), below;

(b) “Director” means the director of bureau of vocational rehabilitation, division of workforce innovation, department of education;

(c) “Classification system program” means the New Hampshire interpreter classification system operated by the coordinator;

(d) “Coordinator” means the person appointed by the program for the deaf and hard of hearing, bureau of vocational rehabilitation, division of workforce innovation, department of education to coordinate the classification;

(e) “Interpreting” means the process of converting spoken English into American Sign Language (ASL) and the process of converting ASL into spoken English;

(f) “Rater” means an individual who has successfully completed training approved under Ed 1020.12 by the program for the deaf and hard of hearing in the evaluation of interpreter skills;

(g) “State classification test” means the test administered under Ed 1020.08 for the purposes of determining an interpreter’s classification as a qualified interpreter under Ed 1020.10; and

(h) “Rater stipend” means the appropriate level payment made to the rater for their work.

Ed 1020.06 Administration of State Classification Test; Classification Fees.

(a) The state classification test for the purpose of classifying interpreters shall be administered at least once every 6 months, unless there have been no requests for a test. If 3 or more individuals request a test, a test shall be scheduled at a date sooner than the next regularly scheduled test.

(b) The fee for the state classification test shall be \$225.00.

(c) A re-test fee of \$140 shall allow a retake of the performance test by an applicant for initial classification within one year after passing the structured interview portion.

(d) Applicants shall obtain a refund for a scheduled state classification test when providing at least 30 days’ advance written notification of cancellation to the coordinator. Otherwise, test fees shall be nonrefundable.

(e) The coordinator or designee shall collect fees and maintain receipt records and invoices from raters and expenses incurred by the program for:

(1) Rater and interviewer stipends for the evaluation of candidates;

(2) The cost of the interpreter for the deaf or hard of hearing rater during the testing process; and

(3) Testing equipment.

Ed 1020.07 Application Process.

(a) Applicants shall contact the program for the deaf and hard of hearing for an information packet which contains:

- (1) A description of the classification process;
- (2) A completed “NH Interpreter Classification System (NHICS) Application” form, November 2020 edition;
- (3) A description of the fee charged for testing; and
- (4) A description of the appeal procedure.

(b) Each applicant shall submit an application and the fee for the test. Individuals shall not take the test until payment and a complete application are received, and the application is approved as complete by the coordinator or designee.

(c) The coordinator or designee shall notify each applicant who has submitted an application approved as complete of the scheduled date, time, and place for the test.

Ed 1020.08 State Classification Test.

(a) The state classification test shall consist of 2 sections. Section one shall be a structured interview scored by a minimum of 4 raters. Section 2 shall be a pass or fail performance test scored by a minimum of 4 raters.

(b) The structured interview shall be pass or fail and demonstrate the following:

- (1) Knowledge of and ability to make practical use of the code of professional conduct of the Registry of interpreters for the Deaf;
- (2) Knowledge of the role and responsibilities of an interpreter;
- (3) Understanding of professional business practices, including the limitations of an interpreter’s role, diplomacy required of an interpreter, and the need for attire that enhances the background for signing such as plain clothing and jewelry that does not distract from the interpreting process;
- (4) Communication skills in ASL and English; and
- (5) The interpreter’s overall professional presentation.

(c) The performance test shall consist of an interpreting dialogue, preceded by a warm-up.

(d) Each applicant’s performance on sections 1 and 2 of the test shall be videotaped.

(e) The performance test scoring sheet shall consist of a numerical rating covering the following areas:

- (1) The rater’s ability to comprehend the applicant, based on the applicant’s clarity, use of grammar, level of discourse, and use of classifiers;

- (2) The message equivalency transmitted by the applicant, including:
 - a. Message accuracy;
 - b. Accurate use of morphology;
 - c. Use of affect and register of the original message; and
 - d. The amount of information transmitted;
- (3) The interpreting process, including:
 - a. Phrasing; and
 - b. Process management; and
- (4) The applicant's professionalism, including:
 - a. Composure; and
 - b. Objectivity.

Ed 1020.09 Administration of State Classification Test.

(a) The coordinator or designee shall videotape section 1, the interview, and section 2, the performance portion, of the test.

(b) The coordinator or designee shall send the rater scoring packet to 4 qualified raters within one week of the taping. The coordinator shall make sure each packet includes a copy of the candidate's tape, scoring sheets, and the rater instruction information.

(c) Candidates who pass both the performance section and the interview section shall be state classified and notified.

(d) Candidates who successfully pass the performance portion of the test but do not successfully pass the interview portion of the test shall not be considered for state classification and they shall retake both sections of the test.

(e) The coordinator shall mail to each applicant who has completed the performance test written notice of the test results within one month of the date of the test.

(f) A person who fails either the structured interview or the performance test may request from the coordinator, in writing, copies of the raters' scoring sheets. The coordinator shall supply such sheets, upon written request.

(g) Applicants for initial classification not passing the performance test may retake the performance portion of the test, within one year after passing the structured interview portion.

Ed 1020.10 Classification of Interpreters. An applicant shall be classified as a qualified sign language interpreter who:

- (a) Has a high school diploma or its equivalent;
- (b) Is 18 years of age or older; and
- (c) Receives a score of 75% or more on the performance test.

Ed 1020.11 Maintenance of Classification.

(a) “Continuing education units (CEUs),” for the purpose of this rule, means:

- (1) Participation in professional workshops sponsored by a post-secondary interpreter training program, the RID, the National Association of the Deaf (NAD) or the state chapters of such organizations, or any other professional training organization which focus on issues related to the deaf community, the interpreting process, or both;
 - (2) Conventions or conferences of either deafness or interpreting organizations;
 - (3) Tutoring sessions, if such sessions are qualified under paragraph (b); and
 - (4) For the 20% required in areas not related to deafness or interpreting, participation in a course, workshop, or training session on a topic unrelated to deafness, but which has an impact on the interpreter’s activities as a sign language interpreter.
- (b) To qualify, a tutoring session shall be provided by RID certified interpreters who hold their NIC, Certificate of Interpretation (CI) or NAD level V.
- (c) Classification as a qualified interpreter under Ed 1020.10 shall be valid for 6 years from date of issue.

(d) All state-classified interpreters shall earn CEU’s. The number of CEU’s earned shall be the same number of hours as those required by RID over each 4 year period, 80% of which shall be deafness/*or* interpreting related, and 20% of which shall be either deafness or interpreting related or in other areas as pursuant to Ed 1020.11(a)(4) above. CEU hours shall be awarded based on clock hours of participation and shall require documentation from such training programs such as an agenda, conference packet, or syllabus. No one convention, workshop, or course shall be used to satisfy the entire requirement.

(e) An individual’s classification shall lapse for an individual who fails to obtain national certification before the expiration of the 6-year classification period, and the individual shall no longer be:

- (1) Listed in the department of education’s directory of interpreters for the deaf; and
- (2) Considered a licensed interpreter by the state of New Hampshire.

Ed 1020.12 Raters.

(a) Each team of raters shall be comprised of 2 raters who can hear and 2 raters who are deaf or hard of hearing. Raters who can hear shall possess a valid certification from RID or the NAD level V. The program for the deaf and hard of hearing shall solicit applicants from certified interpreters and the deaf community. Selection shall be made by the program for the deaf and hard of hearing based on skill level, availability, and experience.

(b) The program for the deaf and hard of hearing shall provide rater training for new raters. New raters shall complete the rater training, which shall consist of instruction and materials on the principles of interpreter classification evaluation, practice tapes, and inter-rater reliability data.

(c) A rater shall not have a conflict of interest regarding the person to be rated. A conflict of interest shall be deemed to exist if the person to be rated is a member of the rater's immediate family which shall mean the rater's spouse, parent, mother-in-law, father-in-law, sibling, sister-in-law, brother-in-law, or child, or anyone related to the rater by blood or marriage and living in the same household as the rater. The rater shall disclose any other circumstances which create a conflict of interest as to a particular person, and shall withdraw as a rater for that person. The rater shall also disclose to the coordinator any circumstances likely to create the appearance of a conflict of interest.

(d) Scoring by raters shall be done as follows:

(1) For the part I-interview portion of the test, the applicant shall be rated by both deaf and hard of hearing raters and raters who can hear; and

(2) For the part II- performance portion of the test, the raters who can hear shall score primarily the ASL-to-English components of the evaluation and the deaf or hard of hearing raters shall score primarily the English-to-ASL components of the evaluation.

(e) Raters shall receive the rater stipend from the interpreter classification fund for scoring each applicant and to receive payment, raters shall submit an invoice, which shall include the rater's name, address, name of applicant, and date of rating.

(f) All documents, paperwork, and digital media, shall be sent back to the coordinator for record keeping to ensure the applicant's confidentiality.

Ed 1020.13 Publication of Directory of Interpreters for the Deaf. The name and date of award of each individual classified under the classification system program shall be published by the department of education in a directory of interpreters for the deaf, which shall be printed at least biennially. The directory shall also include name, source of national certification, state of NH licensure status, and date of certification for any interpreter certified by the RID or the NAD who wishes to be included in the directory. Contact information shall be included at the option of the interpreter. The primary source for this document shall be located on the NHVR's website and an annual printing shall occur.

Ed 1020.14 Retention of Test and Directory Data. The program for the deaf and hard of hearing shall keep the following data in confidential files for a period of at least 7 years:

(a) Correspondence with individual applicants;

(b) Records of scores of individual tests for each applicant tested, whether the applicant was successful or unsuccessful;

(c) Records of CEU's for each interpreter who has completed the state classification process;

(d) The original CD of each applicant's interview and performance test;

(e) The date classification under Ed 1020.10 was awarded; and

(f) Name, address, and telephone number for each state classified and nationally certified interpreter listed in the department of education directory of interpreters for the deaf.

Ed 1020.15 Appeal. An applicant aggrieved by a decision of the program relating to classification shall file a petition for reconsideration along with supporting documentation to the director within 20 business days after receipt of the decision regarding classification. If the petition for reconsideration is denied, the applicant shall appeal the director's decision pursuant to RSA 21-N: 11, III and Ed 200. Any person may file a written complaint charging a person qualified as a deaf interpreter with misconduct pursuant to the process set forth in INT 205 of the board of licensing for interpreters of the deaf and hard of hearing.

PART Ed 1021 REVIEW PROCEDURE

Ed 1021.01 Review Procedures.

(a) Review procedures shall comply with 34 CFR 361.57 and New Hampshire law.

(b) An individual who is dissatisfied with any determination made by personnel of the NHVR that affects the provision of vocational rehabilitation services shall request, or, if appropriate, shall request through the individual's representative, a timely review of that determination.

(c) The NHVR shall make reasonable accommodation for the individual's disability in conducting hearings and mediation procedures. Reasonable accommodation shall include using appropriate modes of communication consistent with the informed choice of the individual.

Ed 1021.02 Notification of Right to Mediation and Hearings.

(a) The NHVR shall provide an individual or, as appropriate, the individual's representative, notice as enumerated in 34 CFR 361.57(b)(1).

(b) The notice required in Ed 1021.04(a) shall be provided by using the appropriate mode of communication consistent with the requirements of 34 CFR 361.57(b)(2).

(c) Determinations for which a review may be requested include the NHVR's failure to release harmful information directly to the individual.

Ed 1021.03 Informal Dispute Resolution.

(a) An individual, or a representative of the individual, seeking review of a determination shall file a complaint with the NHVR.

(b) Filing a complaint shall not prevent the individual from requesting mediation or a due process hearing in the case where the complaint is not resolved to the individual's satisfaction.

Ed 1021.04 Mediation.

(a) Mediation shall be voluntary and available to individuals in accordance with 34 CFR 361.57(d), and Ed 205.

(b) If mediation as described in Ed 205.03 is selected by the parties and resolution is not achieved, the individual selected as a mediator shall not be the same individual who is subsequently appointed as a hearing officer to preside at a hearing in the same matter pursuant to Ed 1021.10(c).

(c) Inconsistencies between mediation procedures in Ed 205.03 and Ed 1021.05 shall be resolved in favor of the provisions of Ed 1021.05.

Ed 1021.05 Mediation Procedure.

(a) An individual shall have the option of using mediation to resolve disputes involving NHVR determinations that affect the provision of vocational rehabilitation services. Mediation shall be made available, at a minimum, whenever an individual or, as appropriate, the individual's representative requests a hearing. Mediation may also be requested without filing a complaint or requesting a hearing.

(b) Mediation shall not be used to deny or delay the individual's right to pursue resolution of the dispute through a hearing held within the 60-day time period for holding hearings required by 34 CFR 361.57(e). At any point during the mediation process either the individual or the mediator shall have the option of electing to terminate the mediation. In the event mediation is terminated, the individual shall have the option of pursuing resolution through a hearing.

(c) An individual may be represented during mediation sessions by counsel or another advocate selected and paid for by the applicant or individual.

(d) Mediation sessions shall be conducted by a qualified and impartial mediator who shall be chosen at random from a pool of mediators who are knowledgeable about vocational rehabilitation services.

(e) Mediation sessions shall be arranged by the office of legislation and hearings in the designated state agency. Mediation shall be scheduled within 30 days from the date a written request for mediation is received by the NHVR.

(f) Discussions that occur during the mediation sessions shall be kept confidential and shall not be used as evidence in any subsequent hearings or civil proceedings. The parties to the mediation sessions shall sign a confidentiality pledge prior to the commencement of the sessions.

(g) An agreement reached by the parties to the dispute in the mediation sessions shall be described in a written mediation agreement that is developed by the parties with the assistance of the qualified and impartial mediator and signed by both parties. Copies of the agreement shall be sent to both parties.

(h) The costs of the mediation process shall be paid by the NHVR.

Ed 1021.06 Scheduling of Mediation, Prehearing Conference, and Hearing.

(a) At the time of the filing of a request to initiate a hearing under Ed 1021.07, the parties shall notify the office of legislation and hearings in the designated state agency of whether they wish to pursue mediation prior to a prehearing conference and a hearing.

(b) If the parties choose not to engage in mediation, the office of legislation and hearings in the department of education shall schedule the prehearing conference and hearing based on hearing officer availability, as provided in Ed 1021.10.

(c) The scheduling shall allow for the following:

- (1) A day for an alternative dispute resolution, if the parties so decide;
- (2) A half day for a prehearing conference; and
- (3) A minimum of 2 days for a hearing.

Ed 1021.07 Initiation of Hearing by Applicant or Individual.

(a) An individual who is dissatisfied with any determination made by personnel of the NHVR that affects the provision of vocational rehabilitation services shall notify the office of legislation and hearings in the designated state agency, in writing, if he or she wishes to request a due process hearing. The written request for a hearing shall be made within 30 days after the NHVR notifies the individual of its determination or completion of an alternative dispute resolution procedure.

(b) The written request required to initiate the hearing process shall include:

- (1) The full name and address of the individual;
- (2) A description of why the individual is not satisfied with the determination; and
- (3) The desired outcome of the complaint or mediation procedure, if applicable.

(c) When providing a written request for a hearing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept a request in the appropriate mode of communication that is consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.08 Commencement of Hearing Process. The hearing shall be held no later than 60 days after the office of legislation and hearings receives a request for the hearing under Ed 1021.07, unless an agreement is reached prior to the 60th day, or unless the parties agree to a specific extension of time.

Ed 1021.09 Denial, Dismissal, or Withdrawal of Request for Hearing.

(a) The office of legislation and hearings in the department of education shall not deny or dismiss a request for a hearing unless:

- (1) The individual withdraws the request in writing;
- (2) The hearing officer determines a party to be in default for failure to appear at the hearing without good cause that constitutes illness, accident, or any other circumstances beyond the control of the individual; or
- (3) The hearing officer grants a motion to dismiss.

(b) An individual may withdraw a request for a hearing without prejudice until such time as he or she retains legal counsel.

(c) When withdrawing a request for a hearing in writing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept requests in the appropriate mode

of communication that are consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.10 Scheduling Mediation Proceedings and Hearings.

(a) The governance unit in the department of education shall schedule mediation, if requested, and a prehearing conference and a hearing as follows:

(1) As soon as the mediation, if any, the prehearing conference, and the hearing have been scheduled, the office of legislation and hearings shall notify the parties in writing of:

- a. The date, time, and place of the requested mediation and the prehearing conference;
- b. The date, time, place, and nature of the hearing;
- c. Legal authority under which the hearing is to be held;
- d. The particular sections of the statutes and rules involved, including a copy of Ed 1021;
- e. A short and plain statement of the issues involved; and
- f. The party's right to have an attorney present to represent the party at the party's expense.

(2) The name and address of the hearing officer who shall preside at a hearing shall be selected:

- a. From a list of hearing officers, who have knowledge of state and federal vocational rehabilitation law, that is maintained by the office; and
- b. On a random basis.

Ed 1021.11 Elements of a Hearing. A hearing shall include the following elements:

- (a) A prehearing conference, governed by Ed 1021.12;
- (b) A hearing, governed by Ed 1021.15, that shall, ~~except for good cause shown,~~ be limited to 2 days; and

(c) A hearing officer's decision under Ed 1021.16(a) shall be considered the final decision of the NHVR.

Ed 1021.12 Prehearing Procedures. The prehearing conference required by Ed 1021.10(a) shall be conducted by a hearing officer and governed by Ed 208 along with the following:

- (a) Parties shall be prepared to discuss the issues described in RSA 541-A:31, V(c);
- (b) Parties shall exchange, and provide to the hearing officer, witness lists including a brief description of each witness's testimony, and documentary evidence at least 5 business days before the hearing. Documentary evidence exchanged shall be legibly labeled in the upper right-hand corner with

consecutive Arabic numerals as either "Individual Exhibit (number)" or "NHVR (number)", as appropriate. An index, by title, of all exhibits submitted shall also be exchanged;

(c) In order to limit testimony at the hearing to only those factual matters which remain in dispute between the parties, each party shall submit a statement of facts;

(d) The party who initiated the hearing shall present his or her case first unless the hearing officer determines that the change in the order of presentation would not materially prejudice any party's right to a full and fair hearing and:

(1) The hearing would proceed in a more timely manner if the party not initiating the hearing presents his or her case first; or

(2) The hearing would proceed in a more efficient manner if the party not initiating the hearing presents his or her case first.

Ed 1021.13 Voluntary Production of Information.

(a) Each party shall attempt in good faith to make a complete response to requests, as soon as practicable, for the voluntary production of information.

(b) When a dispute between parties arises concerning a request for the voluntary production of information, releases, or documents, any party may file a motion to compel the production of the requested information under Ed 1021.14.

Ed 1021.14 Motion to Compel Production of Information.

(a) Any party may file a motion requesting that the hearing officer compel the parties to comply with information requests. The motion shall be filed at least 15 days before the date scheduled for the hearing, or as soon as possible after receiving the notice of hearing. Any objection to the motion to compel shall be filed within 5 days of the date receipt of the motion.

(b) The moving party's motion shall:

(1) Set forth in detail those factors which it believes justify its request for information; and

(2) List with specificity the information it is seeking to discover.

(c) When a party has demonstrated that such requests for information are relevant to the issues described in the hearing notice and might be necessary for a full and fair presentation of the evidence at the hearing because they have the potential to affect the outcome of the hearing, the hearing officer shall grant the motion to compel.

Ed 1021.15 Hearing Procedures. The hearing shall be conducted by a hearing officer, governed by Ed 200 along with the following:

(a) All hearings shall be electronically recorded by the hearing officer or his or her designee. The hearing officer's recording shall be the official record of the hearing unless a party requests and pays for stenographic recording of such hearing. If a party requests and pays for a stenographic recording of the hearing, the stenographic record shall be under the control of the hearing officer and shall be the official record;

(b) Any party to a hearing shall have the right to:

- (1) Be accompanied and advised by counsel, who shall be an attorney, or by an individual with special knowledge or training with respect to vocational rehabilitation services and whose services shall be paid for by the party retaining counsel;
- (2) Present evidence and confront and cross-examine witnesses;
- (3) Request that the hearing officer prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least 5 business days before the first day of the scheduled hearing;
- (4) Obtain a verbatim record of the hearing, at any point during the hearing or afterwards;
- (5) Obtain written findings of facts and decisions; and
- (6) Record the hearing;

(c) At the conclusion of the hearing an applicant, eligible individual, or previously eligible individual may request, at no cost, a verbatim record of the hearing in either electronic or written format and written findings of fact and decisions at no cost for the first copy of each item. Any additional copies or copies of any of the items in the case file shall be available at the department's cost to produce them;

(d) An applicant, eligible individual, or previously eligible individual shall have the right to open the hearing to the public. However, if a hearing is open to the public, the hearing officer shall seat the members of the public and position their equipment in such a way that the public and equipment do not interfere with the proceedings;

(e) Each party shall have a maximum of one day to present its case, unless additional time is necessary for a full, fair disclosure of the facts necessary to arrive at a conclusion;

(f) The hearing officer shall limit the number of additional witnesses to eliminate redundant, cumulative, or irrelevant testimony; and

(g) The hearing officer shall limit examination of a witness by either party to avoid redundant, cumulative, or irrelevant testimony.

Ed 1021.16 Agreement Prior to Hearing.

(a) If the parties reach an agreement prior to the hearing, both parties shall sign a written statement requesting the cancellation of the hearing.

(b) When signing a written statement requesting the cancellation of the hearing is a burden to the applicant, eligible individual, or previously eligible individual because of the individual's disability, the office of legislation and hearings shall accept such requests in the appropriate mode of communication that is consistent with the informed choice of and used by the applicant, eligible individual, or previously eligible individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.17 Continuance of Hearing.

(a) A hearing officer shall grant extensions of time beyond the period set out in Ed 1021.15(e) for specific periods of time at the request of either party if:

- (1) The party's vocational rehabilitation services would not be jeopardized by the delay;
- (2) The party would not have adequate time to prepare and present the party's position at the hearing in accordance with the requirements of due process; and
- (3) The need for the delay is greater than any financial or other detrimental consequences likely to be suffered by a party in the event of delay.

(b) A hearing shall not be continued by the hearing officer because of the hearing officer's schedule.

Ed 1021.18 Decision.

(a) The hearing officer shall issue a final decision not later than 30 days after the hearing is completed. The final decision shall be consistent with RSA 541-A:35. The final decision shall be based on the provisions of the approved state plan, the Act, federal vocational rehabilitation regulations, and state rules that are consistent with federal requirements.

(b) The hearing officer shall provide to the individual or, if appropriate, to the individual's representative, and to the NHVR a full written report of the findings and grounds for the final decision within 30 days after the hearing is completed.

(c) A copy of the final decision shall be sent by certified mail to each of the parties.

Ed 1021.19 Impact on Provision of Services During Proceedings.

(a) The NHVR shall not institute a suspension, reduction, or termination of vocational rehabilitation services being provided to an applicant or eligible individual, including evaluation and assessment services and IPE development, pending resolution of a request for review of a determination through mediation or pending a decision by a hearing officer unless:

- (1) The individual or, in appropriate cases, the individual's representative requests a suspension, reduction, or termination of services;
- (2) The NHVR has evidence that the services have been obtained through misrepresentation, fraud, collusion, or criminal conduct on the part of the individual or the individual's representative; or
- (3) The individual or the individual's representative engages in delaying tactics to avoid a determination of the issue for the purpose of continuing services the NHVR believes are inappropriate or inconsistent with the program or the employment aptitudes and interests of the individual. In the case of apparent delaying tactics, the following shall apply:
 - a. Any case that remains open after 180 days shall be presumed to be a case where delay tactics are being employed; and
 - b. In any case open longer than 180 or whenever the hearing officer believes a party is hindering the prosecution of the case, the hearing officer shall require the offending

party to show good cause pursuant to Ed 206.04(a) why the hearing officer should not dismiss the case with prejudice.

(b) If a party brings a civil action under Ed 10021.20 to challenge the final decision of the hearing officer made under Ed 1021.18, the final decision of the hearing officer shall be implemented pending review by the court.

Ed 1021.20 Civil Action. Any party who disagrees with the findings and decision of the hearing officer may bring a civil action to appeal that decision in a state or a United States district court of competent jurisdiction as provided in 34 CFR 361.57(i).

Appendix

Rule	Statute or Federal Regulation Implemented
Ed 1001	34 CFR 361; RSA 200-C:1
Ed 1002	34 CFR 361.5
Ed 1003	34 CFR 361.38
Ed 1004	34 CFR 361.41
Ed 1005	34 CFR 361.42
Ed 1006	34 CFR 361.42-44
Ed 1007	34 CFR 361.42
Ed 1008	34 CFR 361.45-46
Ed 1009	34 CFR 361.36
Ed 1010	34 CFR 361.53
Ed 1011	34 CFR 361.54
Ed 1012	34 CFR 361.51
Ed 1013	34 CFR 361.52
Ed 1014	34 CFR 361.55
Ed 1015	34 CFR 361.56
Ed 1016	34 CFR 363
Ed 1017	45 CFR 1329; 34 CFR 77.1
Ed 1018	34 CFR 367
Ed 1019	RSA 196-B:10-II
Ed 1020	RSA 326-I:5, RSA 200-C:19, IV
Ed 1021	RSA 541-A:30-a; 34 CFR 361.57

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EXECUTIVE SUMMARY

Final Proposal: Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09 regarding Criminal History Record Check Clearance credentials

Submitted to the State Board of Education, March 11, 2021:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the final proposal Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09 regarding Criminal History Record Check Clearance credentials.

B. RATIONALE FOR ACTION

The current rule in place for Criminal History Record Check Clearance Credentials is an interim rule which expires August 15, 2021.

One substantive comment from the Office of Legislative Services is addressed on page 5 of this proposal.

C. EFFECTS OF THIS ACTION

If the board votes to approve this final proposal it will be submitted the OLS for review by JLCAR at its July 15, 2021 meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the final proposal for Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09 regarding Criminal History Record Check Clearance credentials.

Readopt Ed 504.12, effective 2-16-21 (Document #13167, Interim), to read as follows:

Ed 504.12 Criminal History Record Check Clearance.

(a) A criminal history records check clearance credential shall be required for any individual who seeks employment as a school bus driver or transportation monitor.

(b) Individuals currently employed as a school bus driver shall apply for a criminal history record check clearance 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 credential shall submit the following:

(1) A completed "Criminal History Record Check Clearance" form, February 2021 edition;

(2) A completed department of safety "Criminal History Record Release Form *DSSP 382*" referenced in Appendix III along with the fee indicated on the form;

(3) A copy of a valid government issued identification (ID) including, but not limited to:

a. A driver's license;

b. A state issued photo ID;

c. A passport; or

d. A military ID; and

(4) The applicable credentialing fee as required in Ed 505.08;

(d) An application for a criminal history records check clearance shall be considered complete upon receipt of the applicant's criminal history record.

(e) A criminal history records check clearance credential shall not be issued to any individual who, upon review by the department, is confirmed to be in violation of any of the acts enumerated in RSA 189:13-a, V.

(f) A completed application for criminal history records check clearance shall be reviewed by the department in accordance Ed 505.09(a)-(d).

(g) Board issued criminal history records check clearance credentials shall be valid for 5 years or, for new bus driver applicants, for the duration of the individual's current state issued driver's license.

(h) Renewal applications shall be submitted no less than 60 days prior to the expiration of the criminal history records check clearance credential or current driver's license, as applicable, by submission of the requirements enumerated in Ed 504.12(c).

Readopt Ed 505.07, effective 10-5-20 (Document #13101), as amended effective 2-16-21 (Document #13167, Interim), to read as follows:

Ed 505.07 General Application Instructions.

(a) Persons interested in holding a New Hampshire educator credential shall complete and file an application with the bureau either online or by mail as follows:

- (1) On the myNHDOE Educator Information System (EIS); or
- (2) Bureau of Credentialing
Department of Education
101 Pleasant Street
Concord, NH 03301.

(b) Applicants for any credential shall complete and file the appropriate form as follows:

- (1) “Statement of Eligibility” form, January 2020, for applicants seeking an SOE as outlined in Ed 505.05(a);
- (2) “Application for Licensure – Educator Preparation Program Completer” form, January 2020, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.04;
- (3) “Recommended for Renewal Application” form, January 2020, for all New Hampshire licensed educators seeking to renew after recommendation as outlined in Ed 509.01;
- (4) “DOE Renewal Application” form, January 2020, for all New Hampshire licensed educators seeking to renew directly to the bureau as outlined in Ed 509.02;
- (5) “Emergency Authorization Request” form, January 2020, for senior educational officials requesting to employ an unlicensed educator as described in Ed 504.04;
- (6) “Application for Emergency Authorization” form, January 2020, 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) “In Process of Licensure Authorization” form, January 2020, 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) “Paraeducator License Application” form, January 2020, for any applicant seeking a paraeducator license as outlined in Ed 504.06 and Ed 504.07; and
- (9) “School Nurse License Application” form, January 2020, for any applicant seeking a school nurse I or III license as outlined in Ed 504.08 through Ed 504.10;
- (10) “Name Change Request” form, January 2020, for any credential holder seeking a credential issued with an official name change;
- (11) “Educational Interpreter/Transliterater for Children and Youth ages 3-21” form, January 2020, as outlined in Ed 504.11.
- (12) “Credential Verification Request” form, January 2020, for any credential holder seeking a verification of their New Hampshire credential;

(13) “Application for Licensure - Demonstrated Competencies” form, January 2020, for any applicant seeking licensure as outlined in Ed 505.06(b), Ed 505.06(c), and Ed 505.06(d);

(14) “Application for Licensure – Portfolio and Oral Board Review” form, January 2020, for all applicants seeking licensure as outlined in Ed 505.06(a);

(15) “Intern Authorization Application – Site-Based Licensing Plan” form, January 2020, for all applicants seeking licensure as outlined in Ed 505.05;

(16) “Site-Based Licensing Plan Completer” form, January 2020, for all applicants who have completed their SBLP and are ready for full licensure as outlined in Ed 505.09(f)(17); and

(17) “Criminal History Record Check Clearance” form, February 2021 edition, as referenced in Ed 504.12.

(c) If an applicant provides a social security number on any application form, the social security number shall be used by the bureau 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) If an applicant chooses to have the department supply an alternative number, the department shall use the number generated by the EIS and it shall be used as specified in (c) above.

(e) For Ed 505.07(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) Filing of the completed application, supporting documentation, and application fee shall be the responsibility of the applicant.

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

(h) If an application receiving a conditional approval does not result in an approval and license, or the requirements outlined are not completed within the timeframe allotted in the conditional approval, the application shall be closed and the applicant shall begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

Readopt Ed 505.08, effective 10-5-20 (Document #13101), as amended effective 2-17-21 (Document #13167, Interim), to read as follows:

Ed 505.08 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 either electronically at the time of application on the department website or by cash, money order or 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 505.07(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

*All fees are non-refundable and include processing fee.	
Approved Educator Preparation Program BEL/EEL (per endorsement)	\$120.00
Site Based Licensing Plan	
Statement of Eligibility (per endorsement)	\$50.00
Intern Authorization (per endorsement)	\$120.00
Upgrade to BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Portfolio/Oral Board	
Materials (per endorsement)	\$50.00
Portfolio Review/Oral Board (per endorsement)	\$500.00
BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies National/Regional exam/licensure BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Transcript Analysis BEL/EEL (per Administrative endorsement)	\$500.00
Demonstrated Competencies Experience under Out of State License BEL/EEL (per endorsement)	\$120.00
BEL/EEL/Master Teacher License Renewal (3 year cycle)	\$120.00
Master Teacher – National Level (per endorsement)	\$120.00
Master Teacher – NH Level (per endorsement)	\$800.00
Late Renewal Filing Fee (BEL/EEL/Master Teacher only)	\$50.00
Paraeducator I	\$10.00
Paraeducator II	\$10.00
Paraeducator I and II Renewal (3 year cycle)	\$10.00
School Nurse I - 3 years with one time renewal	\$75.00
School Nurse II	\$0.00
School Nurse III	\$75.00
School Nurse I, II, III Renewal (3 year cycle)	\$75.00
Educational Interpreter/Transliterator	\$25.00
Educational Interpreter/Transliterator Renewal (3 year cycle)	\$25.00
Criminal History Record Check Clearance (5 year cycle)	\$100.00
Name Change	\$50.00
Credential Verification Letter	\$25.00
Emergency Authorization (per endorsement)	\$120.00
Returned check fee (RSA 6:11-a)	\$15.00 (State Treasurer's fee) \$25.00 (Bureau of Credentialing fee)

Readopt with amendment Ed 505.09, effective 10-5-20 (Document #13101), as amended effective 2-17-21 (Document #13167, Interim), to read as follows:

Ed 505.09 Applicant, Employer, and Mentor Responsibilities for Timely Review and Processing by the Department.

(a) Within 30 days of receipt of any application outlined in Ed 505.07(b), the department shall notify the applicant in writing that the application has been received and either:

- (1) The application is complete and pending evaluation; or
- (2) The application is incomplete and enumerate the items that the applicant ~~must~~ shall address in order for the application to be complete.

(b) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (a)(2) above within 30 days of receipt of the notification, and the department shall respond within 10 business days in accordance with (a)(1) or (2) above.

(c) If, within 30 days of initial notification of an incomplete application pursuant to (a)(2) above, the department does not receive the enumerated items pursuant to (a)(2) above, the application shall be closed and the applicant shall begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

(d) For applications outlined in Ed 505.07(b)(1)-(13) and Ed 505.07(b)(17), within 60 days of the department's notification of receipt of a complete application in accordance with (a) and (b) above, the department shall send notification of:

- (1) Approval in the form of the digital credential for which the applicant applied;
- (2) Denial in writing that outlines the specific reasons for denial, including, but not limited to:
 - a. A department-confirmed violation of the code of conduct outlined in Ed 510.01 through Ed 510.04; and
 - b. A determination that the applicant does not meet the requirements for the specified credential; or
- (3) ~~Conditional approval which includes:~~ ***A proposed extension in accordance with RSA 541-A:29, IV and to include:***
 - a. ~~An outlines of the specific areas that the applicant needs to address in order for the bureau to continue a full review of the application;~~ ***A proposed new deadline, not to exceed 120 days;***
 - b. ~~An applicant timeline for completing the conditional approval requirements, not to exceed 120 days~~ ***Instructions to the applicant to accept or deny the extension in writing with a deadline not fewer than 5 days prior to the 60-day deadline established by RSA 541-A:29, II, whichever is earlier; and***
 - c. The following statement pursuant to Ed 505.07(h): ***“If the conditional approval extension does not result in an approval and license, or the requirements outlined are not completed within the timeframe allotted, the application will be closed and the applicant shall be required to begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08 denied in accordance with Ed 505.09(d)(2)”.***

(e) For applications pursuant to Ed 505.07(b)(14), portfolio and oral board reviews, the following shall apply:

(1) The applications for portfolio and oral board review shall be open between October 1 and March 30 of every school year calendar.

(2) Complete applications for oral board review shall include all of the following:

- a. Completed and filed “Application for Licensure – Portfolio and Oral Board Review” form, January 2020;
- b. Completed and filed portfolio as outlined in (3)a. below;
- c. Payment of all fees in accordance with the fee schedule outlined in Ed 505.08; and
- d. Completed oral board review;

(3) Within 10 days of receipt of a completed “Application for Licensure – Portfolio and Oral Board Review” form, January 2020, if the department determines that an individual:

a. Qualifies under this method, the department shall notify the applicant in writing by providing the applicant with portfolio submission instructions and requirements for oral board scheduling which shall include, but not be limited to:

1. Written materials;
2. Videotapes;
3. Audiotapes; and
4. Art portfolio; or

b. Does not qualify under this method, the department shall notify the individual in writing and:

1. Provide the reasons for the determination, including, but not limited to, the qualifying criteria outlined in Ed 505.06(a)(1) and (2), which shall include a written explanation stating why the materials the applicant has submitted are not acceptable; and
2. Recommend another appropriate application method if one is available;

(4) Within 30 days of receipt of portfolio submission instructions, the applicant shall submit all portfolio materials for review by the department along with the appropriate fee in accordance with the fee schedule outlined in Ed 505.08;

(5) Within 10 days of receipt of a portfolio submission and appropriate fee in accordance with the fee schedule outlined in Ed 505.08, the department shall notify the applicant in writing that either:

- a. The portfolio is complete and pending oral board scheduling; or

b. The portfolio is incomplete and enumerate the items that the portfolio must address in order for the portfolio to be complete;

(6) An applicant shall adhere to Ed 505.09(b) and (c) for completing a portfolio submission in accordance with Ed 505.09(e)(5)b. above;

(7) Upon determination by the department that the portfolio is complete, the department shall appoint a review board consisting of one member of the department and 3 persons who hold a current experienced educator license in the area of endorsement in which the applicant is seeking to obtain a license;

(8) If, within 30 days of determination of a complete portfolio, in an effort to complete a timely oral board review, the department is unable to establish a review board as outlined in (6) above, the department shall establish a review board consisting of department staff or licensed educators-;

(9) The review board shall review the applicant's application, including documentation that the applicant meets the required competencies in the area of endorsement and, at the oral board review, ask the applicant questions based upon the materials submitted;

(10) Within 30 days of completion of the oral board review, which shall constitute a complete application, the review board shall make a written recommendation to the department, based upon its evaluation of the quality of the applicant's documentation of meeting the required competencies in the area of endorsement, after considering:

a. The materials submitted to provide the documentation; and

b. The applicant's oral responses to the board's questions regarding the documentation;

(11) Within 30 days of the conclusion and recommendation of the oral board interview, the department shall issue a decision in writing stating the reasons for the decision under (7) above along with, if applicable, a beginning educator license or additional endorsement; and

(12) An applicant may appeal a decision made by the department to deny an application for a credential under this part pursuant to Ed 200.

(f) For applications pursuant to Ed 505.07(b)(15), the process for establishing a SBLP for an intern authorization credential resulting in full beginning educator licensure or additional endorsement shall be as follows:

(1) The SOE credential holder and assigned mentor pursuant to Ed 505.05(d) shall download and complete the required SBLP application materials as follows:

a. "Competency Assessment Sheet"(s) by indicating whether each of the competencies listed, which match the competencies required in Ed 505.03 and Ed 506 through Ed 508, as applicable, have been met, and, if so, how each competency was acquired;

b. "Site-Based Licensing Plan" form, revised May 2020; and

c. "Site-Based Licensing Plan Beginning Plan" signature form, revised May 2020;

- (2) The SBLP application materials shall be developed collaboratively and agreed to by the SOE credential holder, the mentor, and the senior educational official;
- (3) Within 60 days of the SOE credential holder's first day of employment in the pursuant to Ed 505.05(c), the senior educational official shall upload the completed, approved, and signed SBLP into the department's EIS;
- (4) Within 180 days of the first day of employment pursuant to Ed 505.05(c), the SOE credential holder shall be credentialed under an intern authorization following the procedures outlined in (5) through (23) below;
- (5) Within 5 business days of the upload specified in (3) above, the candidate shall complete and file an "Intern Authorization Application – Site-Based Licensing Plan" form, January 2020, along with the appropriate fee pursuant to Ed 505.08;
- (6) The department shall review the plan to ensure all of the following are included:
 - a. An assessment of the competencies of the applicant as enumerated in Ed 505.03, if applicable, and the endorsement area enumerated in Ed 506, Ed 507, or Ed 508 as applicable, based on the endorsement sought;
 - b. A plan that includes the competency to be acquired, the projected completion date, and the evidence to be provided upon completion which is directly related to, and substantiates meeting, the competency within the period of the plan;
 - c. Activities that will be undertaken to acquire the competencies in b. above, which shall include, but not be limited to:
 1. Additional coursework;
 2. On the job training; and
 3. Professional development; and
 - d. A signature page which certifies that the plan was developed collaboratively and agreed to by the applicant, the mentor, and the senior educational official;
- (7) Within 30 days of receipt of an "Intern Authorization Application – Site-Based Licensing Plan" form, January 2020, the department shall notify the applicant that either:
 - a. The plan is complete and pending evaluation; or
 - b. The plan is incomplete and enumerate the items that the applicant must address in order for the application to be complete;
- (8) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (7)b. above within 15 days of receipt of the notification and the department shall respond within 10 business days in accordance with (7)a. or b. above;

(9) If, within 30 days of receipt of an initial notification of an incomplete application pursuant to (7)b. above, the department does not receive the enumerated items pursuant to (7)b. above, the application shall be closed and the applicant shall start over with a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08;

(10) Within 30 days of receipt of a complete application the department shall send written notification to the senior educational official and the applicant of either:

a. Approval in the form of an intern authorization in the endorsement area for which the applicant applied, if the department determines that:

1. The assessment of the competencies of the applicant meet the requirements as enumerated in Ed 505.03, and the endorsement area enumerated in Ed 506, Ed 507, or Ed 508 as applicable based on the endorsement sought;

2. The plan, including the competency to be acquired, the activity to be undertaken, the projected completion date, and the evidence to be provided upon completion, are directly related to and will substantiate meeting the competency within the period of the plan; and

3. The plan was developed collaboratively and agreed to by the applicant, the mentor, and the senior educational official; or

b. Denial after a determination that the plan does not meet the requirements outlined in Ed 505.09(f)(9)a. 1. through 3. above;

(11) A SOE credential holder in receipt of a denial pursuant to (10)b. above may reapply for an intern authorization, to include the fee in accordance with the fee schedule outlined in Ed 505.08, under the following circumstances:

a. The 180-day time period in (4) above has not lapsed and will not lapse during the new application period; and

b. The SOE credential holder shall not apply for an intern authorization more than twice per endorsement;

(12) Upon approval of the plan, the department shall grant an intern authorization, valid for up to 3 years from the first date of employment in the endorsement area sought, to coincide with the time period in the plan, limited to no more than twice per endorsement;

(13) A SBLP shall be canceled, and the intern authorization shall automatically expire, if the applicant fails to attain the skills and knowledge agreed to by the applicant within the time frame specified by the plan;

(14) The department, at the request of the senior educational official, shall grant an extension to the intern authorization period of not more than one year to accommodate an issue outside of the applicant's control which prevents timely completion of the plan including, but not limited to:

a. Illness of the applicant or immediate member of the applicant's family; and

b. Availability of a required course within the timeframe of the plan where no comparable course is available;

(15) The senior educational official, in consultation with the mentor, shall file a report at the end of each school year attesting to the applicant's progress toward meeting the requirements of the plan;

(16) Once a completed plan is filed with the department, the applicant may:

a. Obtain employment in a similar position with another school employer provided that:

1. The duration for plan completion does not change;

2. The department is notified in writing of the change in place of employment; and

3. The plan is revised as follows:

(i) Approved by the mentor assigned in the new school of employment;

(ii) Approved by the senior educational official in the new school of employment; and

(iii) Resubmitted to the department for approval pursuant to the timeline outlined in Ed 505.09(f)(6)-(10);

b. Have an intern authorization deactivated upon loss of employment until such time as the educator gains employment with another employer as described in (15)a. above– so long as the total duration of time employed under an active plan shall not exceed 3 years;

(17) Within 5 business days of the upload specified in (16) above, the intern shall complete and file a “Site-Based Licensing Plan Completer” form, January 2020 along with the appropriate fee pursuant to Ed 505.08;

(18) The senior educational official shall complete and upload to the EIS a final report for department review attesting to the intern’s completion of the SBLP which shall include:

a. A copy of the plan, including the competency to be acquired, the activity to be undertaken, the projected completion date, and the evidence to be provided upon completion;

b. The evidence of plan completion;

c. A signature page which certifies that the completed plan was reviewed and approved by the applicant, the mentor, and the senior educational official;

(19) The department shall, within 30 days of receipt of a “Site-Based Licensing Plan Completer” form, January 2020, notify the applicant that either:

a. The application is complete and pending evaluation; or

b. The application is incomplete and enumerate the items that the applicant must address in order for the application to be complete;

(20) An applicant shall respond to a notification following the timeline established in (7) and (8) above;

(21) Within 60 days of the department’s receipt of a complete “Site-Based Licensing Plan Completer” form, January 2020, the department shall send written notification to the senior educational official and the applicant of either:

a. Approval in the form of an intern authorization in the endorsement area for which the applicant applied if the department determines that the final report documents confirm that the intern has met all the competencies and requirements for full licensure; or

b. A determination that the completion documentation, the final report, or both, do not reflect the documentation required by the approved plan to indicate that the candidate has met all of the competencies and requirements for full licensure and outlines the documentation required to support completion of the plan;

(22) Upon receipt of notification that the department does not approve the application in accordance with (21)b. above, the senior educational official shall, within 10 business days, upload the required documentation to support completion of the plan or the intern authorization shall expire in accordance with Ed 505.09(f)(13); and

(23) Applicants shall receive a beginning educator license or added endorsement on an existing license after approval by the department pursuant to (22)a. above.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 504.12	RSA 21-N:9,II(s); RSA 186:11, X(a)
Ed 505.07	RSA 21-N:9, II(s); RSA 186:11, X(a) and (b)
Ed 505.08	RSA 186:11, X(a) and (b); RSA 200:29
Ed 505.09	RSA 186:11, X(a) ; RSA 541-A:29

Appendix III

Rule	Title	Obtain at
Ed 504.12 (c)(2)	Criminal History Record Release Form, DSSP382, Effective 10/1/16	https://www.nh.gov/safety/divisions/nhsp/jib/crimrecords/documents/dssp382.pdf

Readopt Ed 504.12, effective 2-16-21 (Document #13167, Interim), to read as

Edit. Insert “DSSP 382” after “Form.”.

Ed 504.12 Criminal History Record Check Clearance.

(a) A criminal history records check clearance credential shall be required for any individual who seeks employment as a school bus driver or transportation monitor.

(b) Individuals currently employed as a school bus driver shall apply for a criminal history record clearance no less than 60 days prior to the expiration of their current state issued driver’s license.

An applicant for a criminal history record check clearance credential shall submit the following:

- (1) A completed “Criminal History Record Check Clearance” form, February 2021 edition;
- (2) A completed department of safety “Criminal History Record Release Form” referenced in Appendix II along with the fee indicated on the form;
- (3) A copy of a valid government issued identification (ID) including, but not limited to:
 - a. A driver’s license;
 - b. A state issued photo ID;
 - c. A passport; or
 - d. A military ID; and

Note to Board. Please file all forms in this proposal with the final proposal. For forms requiring an amendment, change the edition date to July 2021 if that is the targeted public hearing before JLCAR.

Unclear. See comment to Appendix II, which for rules in Ed 500 is intended to cite 3rd party documents incorporated by reference pursuant to RSA 541-A:12, III-VII. But use of this DSSP 382 form for criminal record checks is already required by law. See §3.12 of Ch. 4 of the *Manual*. The Board could reference the form as helpful information in a new Appendix III.

(4) The applicable credentialing fee as required in Ed 505.08;

(d) An application for a criminal history records check clearance shall be considered complete upon receipt of the applicant’s criminal history record.

(e) A criminal history records check clearance credential shall not be issued to any individual who, upon review by the department, is confirmed to be in violation of any of the acts enumerated in RSA 189:13-a, V.

(f) A completed application for criminal history records check clearance shall be reviewed by the department in accordance Ed 505.09(a)-(d).

(g) Board issued criminal history records check clearance credentials shall be valid for 5 years or, for new bus driver applicants, for the duration of the individual’s current state issued driver’s license.

(h) Renewal applications shall be submitted no less than 60 days prior to the expiration of the criminal history records check clearance credential or current driver’s license, as applicable, by submission of the requirements enumerated in Ed 504.12(c).

Readopt Ed 505.07, effective 10-5-20 (Document #13101), as amended effective 2-16-21 (Document #13167, Interim), to read as follows:

Ed 505.07 General Application Instructions.

(a) Persons interested in holding a New Hampshire educator credential shall complete and file an application with the bureau either online or by mail as follows:

- (1) On the myNHDOE Educator Information System (EIS); or
- (2) Bureau of Credentialing
Department of Education
101 Pleasant Street
Concord, NH 03301.

(b) Applicants for any credential shall complete and file the appropriate form as follows:

- (1) “Statement of Eligibility” form, January 2020, for applicants seeking an SOE as outlined in Ed 505.05(a);
- (2) “Application for Licensure – Educator Preparation Program Completer” form, January 2020, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.04;
- (3) “Recommended for Renewal Application” form, January 2020, for all New Hampshire licensed educators seeking to renew after recommendation as outlined in Ed 509.01;
- (4) “DOE Renewal Application” form, January 2020, for all New Hampshire licensed educators seeking to renew directly to the bureau as outlined in Ed 509.02;
- (5) “Emergency Authorization Request” form, January 2020, for senior educational officials requesting to employ an unlicensed educator as described in Ed 504.04;
- (6) “Application for Emergency Authorization” form, January 2020, 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) “In Process of Licensure Authorization” form, January 2020, 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) “Paraeducator License Application” form, January 2020, for any applicant seeking a paraeducator license as outlined in Ed 504.06 and Ed 504.07; and
- (9) “School Nurse License Application” form, January 2020, for any applicant seeking a school nurse I or III license as outlined in Ed 504.08 through Ed 504.10;
- (10) “Name Change Request” form, January 2020, for any credential holder seeking a credential issued with an official name change;
- (11) “Educational Interpreter/Transliterater for Children and Youth ages 3-21” form, January 2020, as outlined in Ed 504.11.
- (12) “Credential Verification Request” form, January 2020, for any credential holder seeking a verification of their New Hampshire credential;

Note to Board. Please file a copy of each form with the Final Proposal.

(13) “Application for Licensure - Demonstrated Competencies” form, January 2020, for any applicant seeking licensure as outlined in Ed 505.06(b), Ed 505.06(c), and Ed 505.06(d);

Note to Board.
Please file a copy of each form with the Final Proposal.

(14) “Application for Licensure – Portfolio and Oral Board Review” form, January 2020, for all applicants seeking licensure as outlined in Ed 505.06(a);

(15) “Intern Authorization Application – Site-Based Licensing Plan” form, January 2020, for all applicants seeking licensure as outlined in Ed 505.05;

(16) “Site-Based Licensing Plan Completer” form, January 2020, for all applicants who have completed their SBLP and are ready for full licensure as outlined in Ed 505.09(f)(17); and

(17) “Criminal History Record Check Clearance” form, February 2021 edition, as referenced in Ed 504.12.

(c) If an applicant provides a social security number on any application form, the social security number shall be used by the bureau 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) If an applicant chooses to have the department supply an alternative number, the department shall use the number generated by the EIS and it shall be used as specified in (c) above.

(e) For Ed 505.07(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) Filing of the completed application, supporting documentation, and application fee shall be the responsibility of the applicant.

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

(h) If an application receiving a conditional approval does not result in an approval and license, or the requirements outlined are not completed within the timeframe allotted in the conditional approval, the application shall be closed and the applicant shall begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

Readopt Ed 505.08, effective 10-5-20 (Document #13101), as amended effective 2-17-21 (Document #13167, Interim), to read as follows:

Ed 505.08 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 either electronically at the time of application on the department website or by cash, money order or 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 505.07(a).

Note to JLCAR. The statute provides fee authority but does not cap them or dictate amounts. Fees are to have a reasonable relationship to the actual costs of the activity.

(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

*All fees are non-refundable and include processing fee.	
Approved Educator Preparation Program BEL/EEL (per endorsement)	\$120.00
Site Based Licensing Plan	
Statement of Eligibility (per endorsement)	\$50.00
Intern Authorization (per endorsement)	\$120.00
Upgrade to BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Portfolio/Oral Board	
Materials (per endorsement)	\$50.00
Portfolio Review/Oral Board (per endorsement)	\$500.00
BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies National/Regional exam/licensure BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Transcript Analysis BEL/EEL (per Administrative endorsement)	\$500.00
Demonstrated Competencies Experience under Out of State License BEL/EEL (per endorsement)	\$120.00
BEL/EEL/Master Teacher License Renewal (3 year cycle)	\$120.00
Master Teacher – National Level (per endorsement)	\$120.00
Master Teacher – NH Level (per endorsement)	\$800.00
Late Renewal Filing Fee (BEL/EEL/Master Teacher only)	\$50.00
Paraeducator I	\$10.00
Paraeducator II	\$10.00
Paraeducator I and II Renewal (3 year cycle)	\$10.00
School Nurse I - 3 years with one time renewal	\$75.00
School Nurse II	\$0.00
School Nurse III	\$75.00
School Nurse I, II, III Renewal (3 year cycle)	\$75.00
Educational Interpreter/Transliterator	\$25.00
Educational Interpreter/Transliterator Renewal (3 year cycle)	\$25.00
Criminal History Record Check Clearance (5 year cycle)	\$100.00
Name Change	\$50.00
Credential Verification Letter	\$25.00
Emergency Authorization (per endorsement)	\$120.00
Returned check fee (RSA 6:11-a)	\$15.00 (State Treasurer's fee) \$25.00 (Bureau of Credentialing fee)

Readopt Ed 505.09, effective 10-5-20 (Document #13101), as amended effective 2-17-21 (Document #13167, Interim), to read as follows:

Ed 505.09 Applicant, Employer, and Mentor Responsibilities for Timely Review and Processing by the Department.

Edit. “Readopt with amendment”. There are minor editorial changes from the interim rule.

(a) Within 30 days of receipt of any application outlined in Ed 505.07(b), the department shall notify the applicant in writing that the application has been received and either:

- (1) The application is complete and pending evaluation; or
- (2) The application is incomplete and enumerate the items that the applicant ~~must~~ shall address in order for the application to be complete.

(b) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (a)(2) above within 30 days of receipt of the notification, and the department shall respond within 10 business days in accordance with (a)(1) or (2) above.

(c) If, within 30 days of initial notification of an incomplete application pursuant to (a)(2) above, the department does not receive the enumerated items pursuant to (a)(2) above, the application shall be closed and the applicant shall begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

(d) For applications outlined in Ed 505.07(b)(1)-(13) and Ed 505.07(b)(17), within 60 days of the department's notification of receipt of a complete application in accordance with (a) and (b) above, the department shall send notification of:

- (1) Approval in the form of the digital credential for which the applicant applied;
- (2) Denial in writing that outlines the specific reasons for denial, including, but not limited to:
 - a. A department-confirmed violation of the code of conduct outlined in Ed 510.01 through Ed 510.04; and
 - b. A determination that the applicant does not meet the requirements for the specified credential; or

(3) **Conditional approval** which includes:

Unclear. RSA 541-A:29 has specific timelines for the denial or approval of applications with a total timeline of 60 days, and it does not include a conditional approval process.

- a. An outlines of the specific areas that the applicant needs to address in order for the bureau to continue a full review of the application;
- b. **An applicant timeline for completing the conditional approval requirements, not to exceed 120 days; and**
- c. The following statement pursuant to Ed 505.07(h): "If the conditional approval does not result in an approval and license, or the requirements outlined are not completed within the timeframe allotted, the application will be closed and the applicant shall be required to begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08".

(e) For applications pursuant to Ed 505.07(b)(14), portfolio and oral board reviews, the following shall apply:

- (1) The applications for portfolio and oral board review shall be open between October 1 and March 30 of every school year calendar.

(2) Complete applications for oral board review shall include all of the following:

Note to Board. Please file a copy of each form with the Final Proposal.

- a. Completed and filed “Application for Licensure – Portfolio and Oral Board Review” form, January 2020;
- b. Completed and filed portfolio as outlined in (3)a. below;
- c. Payment of all fees in accordance with the fee schedule outlined in Ed 505.08; and
- d. Completed oral board review;

(3) Within 10 days of receipt of a completed “Application for Licensure – Portfolio and Oral Board Review” form, January 2020, if the department determines that an individual:

a. Qualifies under this method, the department shall notify the applicant in writing by providing the applicant with portfolio submission instructions and requirements for oral board scheduling which shall include, but not be limited to:

1. Written materials;
2. Videotapes;
3. Audiotapes; and
4. Art portfolio; or

b. Does not qualify under this method, the department shall notify the individual in writing and:

1. Provide the reasons for the determination, including, but not limited to, the qualifying criteria outlined in Ed 505.06(a)(1) and (2), which shall include a written explanation stating why the materials the applicant has submitted are not acceptable; and
2. Recommend another appropriate application method if one is available;

Edit. “to”

(4) Within 30 days of receipt of portfolio submission instructions, the applicant shall submit all portfolio materials for review by the department along with the appropriate fee in accordance with the fee schedule outlined in Ed 505.08;

(5) Within 10 days of receipt of a portfolio submission and appropriate fee in accordance with the fee schedule outlined in Ed 505.08, the department shall notify the applicant in writing that either:

- a. The portfolio is complete and pending oral board scheduling; or
- b. The portfolio is incomplete and enumerate the items that the portfolio must address in order for the portfolio to be complete;

(6) An applicant shall adhere to Ed 505.09(b) and (c) for completing a portfolio submission in accordance with Ed 505.09(e)(5)b. above;

(7) Upon determination by the department that the portfolio is complete, the department shall appoint a review board consisting of one member of the department and 3 persons who hold a current experienced educator license in the area of endorsement in which the applicant is seeking to obtain a license;

(8) If, within 30 days of determination of a complete portfolio, in an effort to complete a timely oral board review, the department is unable to establish a review board as outlined in (6) above, the department shall establish a review board consisting of department staff or licensed educators-;

(9) The review board shall review the applicant’s application, including documentation that the applicant meets the required competencies in the area of endorsement and, at the oral board review, ask the applicant questions based upon the materials submitted;

(10) Within 30 days of completion of the oral board review, which shall constitute a complete application, the review board shall make a written recommendation to the department, based upon its evaluation of the quality of the applicant’s documentation of meeting the required competencies in the area of endorsement, after considering:

- a. The materials submitted to provide the documentation; and
- b. The applicant’s oral responses to the board’s questions regarding the documentation;

(11) Within 30 days of the conclusion and recommendation of the oral board interview, the department shall issue a decision in writing stating the reasons for the decision under (7) above along with, if applicable, a beginning educator license or additional endorsement; and

(12) An applicant may appeal a decision made by the department to deny an application for a credential under this part pursuant to Ed 200.

(f) For applications pursuant to Ed 505.07(b)(15), the process for establishing a SBLP for an intern authorization credential resulting in full beginning educator licensure or additional endorsement shall be as follows:

Unclear. It is unclear whether this is a form or whether the intent is to incorporate it.

Note to Board. Please file a copy of each form with the Final Proposal.

(1) The SOE credential holder and assigned mentor pursuant to Ed 505.05(d) shall download and complete the required SBLP application materials as follows:

- a. “Competency Assessment Sheet”(s) by indicating whether each of the competencies listed, which match the competencies required in Ed 505.03 and Ed 506 through Ed 508, as applicable, have been met, and, if so, how each competency was acquired;
- b. “Site-Based Licensing Plan” form, revised May 2020; and
- c. “Site-Based Licensing Plan Beginning Plan” signature form, revised May 2020;

(2) The SBLP application materials shall be developed collaboratively and agreed to by the SOE credential holder, the mentor, and the senior educational official;

(3) Within 60 days of the SOE credential holder's first day of employment in the pursuant to Ed 505.05(c), the senior educational official shall upload the completed, approved, and signed SBLP into the department's EIS;

(4) Within 180 days of the first day of employment pursuant to Ed 505.05(c), the SOE credential holder shall be credentialed under an intern authorization following the procedures outlined in (5) through (23) below;

(5) Within 5 business days of the upload specified in (3) above, the candidate shall complete and file an "Intern Authorization Application – Site-Based Licensing Plan" form, January 2020, along with the appropriate fee pursuant to Ed 505.08;

(6) The department shall review the plan to ensure all of the following are included:

a. An assessment of the competencies of the applicant as enumerated in Ed 505.03, if applicable, and the endorsement area enumerated in Ed 506, Ed 507, or Ed 508 as applicable, based on the endorsement sought;

b. A plan that includes the competency to be acquired, the projected completion date, and the evidence to be provided upon completion which is directly related to, and substantiates meeting, the competency within the period of the plan;

c. Activities that will be undertaken to acquire the competencies in b. above, which shall include, but not be limited to:

1. Additional coursework;

2. On the job training; and

3. Professional development; and

d. A signature page which certifies that the plan was developed collaboratively and agreed to by the applicant, the mentor, and the senior educational official;

(7) Within 30 days of receipt of an "Intern Authorization Application – Site-Based Licensing Plan" form, January 2020, the department shall notify the applicant that either:

a. The plan is complete and pending evaluation; or

b. The plan is incomplete and enumerate the items that the applicant must address in order for the application to be complete;

(8) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (7)b. above within 15 days of receipt of the notification and the department shall respond within 10 business days in accordance with (7)a. or b. above;

(9) If, within 30 days of receipt of an initial notification of an incomplete application pursuant to (7)b. above, the department does not receive the enumerated items pursuant to (7)b. above, the application shall be closed and the applicant shall start over with a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08;

(10) Within 30 days of receipt of a complete application the department shall send written notification to the senior educational official and the applicant of either:

a. Approval in the form of an intern authorization in the endorsement area for which the applicant applied, if the department determines that:

1. The assessment of the competencies of the applicant meet the requirements as enumerated in Ed 505.03, and the endorsement area enumerated in Ed 506, Ed 507, or Ed 508 as applicable based on the endorsement sought;

2. The plan, including the competency to be acquired, the activity to be undertaken, the projected completion date, and the evidence to be provided upon completion, are directly related to and will substantiate meeting the competency within the period of the plan; and

3. The plan was developed collaboratively and agreed to by the applicant, the mentor, and the senior educational official; or

b. Denial after a determination that the plan does not meet the requirements outlined in Ed 505.09(f)(9)a. 1. through 3. above;

(11) A SOE credential holder in receipt of a denial pursuant to (10)b. above may reapply for an intern authorization, to include the fee in accordance with the fee schedule outlined in Ed 505.08, under the following circumstances:

a. The 180-day time period in (4) above has not lapsed and will not lapse during the new application period; and

b. The SOE credential holder shall not apply for an intern authorization more than twice per endorsement;

(12) Upon approval of the plan, the department shall grant an intern authorization, valid for up to 3 years from the first date of employment in the endorsement area sought, to coincide with the time period in the plan, limited to no more than twice per endorsement;

(13) A SBLP shall be canceled, and the intern authorization shall automatically expire, if the applicant fails to attain the skills and knowledge agreed to by the applicant within the time frame specified by the plan;

(14) The department, at the request of the senior educational official, shall grant an extension to the intern authorization period of not more than one year to accommodate an issue outside of the applicant's control which prevents timely completion of the plan including, but not limited to:

a. Illness of the applicant or immediate member of the applicant's family; and

b. Availability of a required course within the timeframe of the plan where no comparable course is available;

(15) The senior educational official, in consultation with the mentor, shall file a report at the end of each school year attesting to the applicant's progress toward meeting the requirements of the plan;

(16) Once a completed plan is filed with the department, the applicant may:

a. Obtain employment in a similar position with another school employer provided that:

1. The duration for plan completion does not change;

2. The department is notified in writing of the change in place of employment; and

3. The plan is revised as follows:

(i) Approved by the mentor assigned in the new school of employment;

(ii) Approved by the senior educational official in the new school of employment; and

(iii) Resubmitted to the department for approval pursuant to the timeline outlined in Ed 505.09(f)(6)-(10);

b. Have an intern authorization deactivated upon loss of employment until such time as the educator gains employment with another employer as described in (15)a. above- so long as the total duration of time employed under an active plan shall not exceed 3 years;

Note to agency.

Please submit forms with the FP. Change edition dates if the forms will be amended.

(17) Within 5 business days of the upload specified in (16) above, the intern shall complete and file a "Site-Based Licensing Plan Completer" form, January 2020 along with the appropriate fee pursuant to Ed 505.08;

(18) The senior educational official shall complete and upload to the EIS a final report for department review attesting to the intern's completion of the SBLP which shall include:

a. A copy of the plan, including the competency to be acquired, the activity to be undertaken, the projected completion date, and the evidence to be provided upon completion;

b. The evidence of plan completion;

c. A signature page which certifies that the completed plan was reviewed and approved by the applicant, the mentor, and the senior educational official;

(19) The department shall, within 30 days of receipt of a "Site-Based Licensing Plan Completer" form, January 2020, notify the applicant that either:

a. The application is complete and pending evaluation; or

b. The application is incomplete and enumerate the items that the applicant must address in order for the application to be complete;

(20) An applicant shall respond to a notification following the timeline established in (7) and (8) above;

(21) Within 60 days of the department’s receipt of a complete “Site-Based Licensing Plan Completer” form, January 2020, the department shall send written notification to the senior educational official and the applicant of either:

a. Approval in the form of an intern authorization in the endorsement area for which the applicant applied if the department determines that the final report documents confirm that the intern has met all the competencies and requirements for full licensure; or

b. A determination that the completion documentation, the final report, or both, do not reflect the documentation required by the approved plan to indicate that the candidate has met all of the competencies and requirements for full licensure and outlines the documentation required to support completion of the plan;

(22) Upon receipt of notification that the department does not approve the application in accordance with (21)b. above, the senior educational official shall, within 10 business days, upload the required documentation to support completion of the plan or the intern authorization shall expire in accordance with Ed 505.09(f)(13); and

(23) Applicants shall receive a beginning educator license or added endorsement on an existing license after approval by the department pursuant to (22)a. above.

Edit. Ed 504.12(c)(2) refers to a February 2021 date.

Appendix I

Edit. Use 11-point type and not 12-point type.

Rule	Specific State Statute the Rule Implements
Ed 504.12	RSA 21-N:9,II(s); RSA 186:11, X(a)
Ed 505.07	RSA 21-N:9, II(s); RSA 186:11, X(a) and (b)
Ed 505.08	RSA 186:11, X(a) and (b); RSA 200:29
Ed 505.09	RSA 186:11, X(a) ; RSA 541-A:29

Appendix II

Rule	Title	Obtain at
Ed 504.12 (c)(2)	Criminal History Record Release Form, DSSP382, Effective 10/1/16	https://www.nh.gov/safety/divisions/nhsp/jib/crimrecords/documents/dssp382.pdf

Edit. The reference to the DSSP 382 form does not seem to be an incorporation by reference situation pursuant to RSA 541-A:12, III-VII like other 3rd party documents in the current Appendix II for Ed 500 unless the Board is enforcing Safety’s form.. However, the information could be in a new Appendix III. The date may be helpful to indicate the current form but is not required by RSA 541-A.

Note to JLCAR on Legis. Intent—Public Hearing: The rulemaking hearing was scheduled as an in-person hearing for May 13, 2021 with pre-registration by May 12th due to the pandemic. There was also the option to attend via Zoom. The Governor’s E.O. #12 amends RSA 91-A to allow for remote hearings but did not amend RSA 541-A:11 which seems to presume in-person hearings with an allowance for postponement in the case of inclement weather, RSA 541-A:11, IV(a), and the ability to move the physical location of the public hearing, RSA 541-A:11, V. The Board’s administrative rules in Ed 214 also appear to presume in-person hearings such as describing media access to the physical room in which the hearing is held. The JLCAR may wish to ask the Board how the public hearing proceeded, since RSA 541-A:11, I(a) requires that an agency “shall afford all interested persons reasonable opportunity to testify...in accordance with the terms of the notice.” A legislative fix may be needed in RSA 541-A:11, along with changes to all Ch. 200 rules to affirmatively address remote public hearings as the language in the statute. Please note that SB 95 in the current legislative session would amend RSA 91-A to include the protocols for remote meetings of public bodies which are in the Governor’s E.O. #12.

Kate Cassady
Littleton

Ann Lane
Dover

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Newmarket

Drew Cline, *Chairman*
Bedford

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EXECUTIVE SUMMARY
Adopt: Ed 1000– Vocational Rehabilitation Programs
Rules Expired January 10, 2021

Submitted to the State Board of Education, July 8, 2021:

- A. ACTION NEEDED**
A vote is needed by the State Board of Education to adopt Ed 1000, Vocational Rehabilitation Programs.
- B. RATIONALE FOR ACTION**
A conditional approval response was approved and confirmed by the Office of Legislative Services (OLS) on July 8, 2021 and the rule is now approved for adoption in accordance with RSA 541-A:13,V(a).
- C. EFFECTS OF THIS ACTION**
The adopted rule will be submitted to OLS and become effective at midnight on June 9, 2021.
- D. POSSIBLE MOTION**
I move that the State Board of Education adopt Ed 1000, Vocational Rehabilitation Programs.

Adopt Ed 1000, previously effective 1-11-21 (Document #13157, EMERGENCY), and repealed effective 1-15-21 (Document #13157-A, REPEAL OF EMERGENCY RULE), to read as follows:

CHAPTER Ed 1000 VOCATIONAL REHABILITATION PROGRAMS

PART Ed 1001 PURPOSE AND SCOPE

Ed 1001.01 Purpose. Chapter Ed 1000 for the New Hampshire vocational rehabilitation services program provides the rules for uniform application of the State Vocational Rehabilitation Services Program authorized by Title I of the Rehabilitation Act of 1973 (the Act), as amended, 29 U.S.C. 701 et seq and regulated by 34 CFR Parts 361, 363, and 397.

Ed 1001.02 Scope.

(a) The New Hampshire vocational rehabilitation services (NHVR) program shall be responsible for assessing, planning, developing, and providing vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they can prepare for and engage in gainful employment. The rules for the NHVR services program implement the Act.

(b) NHVR shall work with individuals with disabilities to obtain an employment outcome in the most competitive and integrated employment settings consistent with the individual's unique employment factors, as described in Ed 1006.02. In addition, NHVR provides training and services to employers. Services include training and technical assistance on disability awareness issues, providing guidance on developing work-based learning experiences, providing pre-employment transition services for students with disabilities, providing recruitment training, as well as training techniques to assist in successful employment outcomes.

(c) NHVR shall comply with the provisions of this chapter, 34 CFR 361, and 34 CFR 363 when determining the eligibility and scope of vocational rehabilitation services for individuals with disabilities.

PART Ed 1002 DEFINITIONS

Ed 1002.01 Definitions. In addition to the definitions in 34 CFR 361.5, the following definitions shall apply to Ed 1000, unless context makes another meaning manifest:

(a) "Available resources" means the amount that an eligible individual has available to contribute toward NHVR's financial need based services as determined by a financial needs review outlined in Ed 10111;

(b) "Commensurate" referencing comparable services and benefits, means the service or benefit from another source shall be similar in scope and quality to the service or benefit offered by vocational rehabilitation services;

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

(d) "Individual" means the individual requesting services or the individual's representative, as appropriate;

(e) "Individual with a most significant disability" means an individual with a significant disability:

(1) Who has a significant mental or physical impairment that seriously limits 3 or more functional capacities such as mobility, motor skills, communication, self-care, self-direction, interpersonal skills, and work tolerance, or work skills in terms of employment goals; and

(2) Whose vocational rehabilitation is expected to require 3 or more vocational rehabilitation services over a period of 6 months or longer;

(f) "New Hampshire Vocational Rehabilitation (NHVR)" means the department of education, division of workforce innovation, bureau of vocational rehabilitation, which shall serve as the designated state unit as defined in 34 CFR 361(c)(13); and

(g) "Program for the deaf and hard of hearing" means the program established under RSA 200-C:18.

PART Ed 1003 PROTECTION, USE AND RELEASE OF PERSONAL INFORMATION

Ed 1003.01 Notice to the Individual.

(a) At the time of the initial interview, and as appropriate through the rehabilitation process, the counselor shall inform an individual of NHVR's policies on acquiring, using, and protecting personally identifiable information (PII) and other personal information and data. Such notice shall be given in a language or method of communication understandable to the individual. The explanation shall include at a minimum general information about the principal purposes for which NHVR intends to acquire, use, or release the information and shall identify those agencies and circumstances under which NHVR shall share the information. The individual shall give full and informed consent in writing to release any information. The individual shall also be informed that they can withdraw their consent for release of information by notifying NHVR in writing.

(b) If an individual indicates that information in his or her file is misleading or inaccurate, NHVR shall consider the individual's reasons and request verification documents as necessary. Obvious errors shall be corrected, but information confirmed by the counselor as accurate and necessary for an eligibility determination, plan development, or provision of services, shall be retained. If the information is not amended, the record of services shall document that the individual requested such an amendment, and the individual shall be informed of the availability of the hearing process pursuant to Ed 1021.

(c) If an individual refuses to grant permission for NHVR to release information or obtain needed information from another agency or source, the reasons for the refusal shall be discussed and the potential consequences shall be explained to the individual. If the refusal results in NHVR being unable to share or obtain information required to make an eligibility determination or complete the individualized plan for employment (IPE), NHVR shall close the case pursuant to Ed 1003.03(d).

Ed 1003.02 Confidentiality. In addition to the requirements under 34 CFR 361.38, the following shall apply regarding confidentiality:

(a) NHVR's acquisition of PII and other personal information and data about individuals includes the obligation to fully inform individuals about what information is gathered and how it will be used, and how it will be safeguarded against unnecessary or inappropriate dissemination. PII and other personal information and data shall be material which is identifiable to an individual, including reports, evaluations, case histories, notes, photographs and directory information. NHVR's obligation to preserve

confidentiality shall apply to its own use of information directly, and the release of PII and other personal information and data to third parties, other individuals, and agencies. Release of PII and other personal information and data shall also involve the individual's access to his or her own personal information and records pursuant to (c) below;

(b) To the greatest extent possible, NHVR shall use existing information in determining eligibility or providing services to an individual. To the extent existing information is insufficient, NHVR shall obtain only information necessary to determine eligibility or to provide services to an individual. Necessary information may already exist and be available from the individual and his or her family members, treating physicians, other agencies, or it may be information acquired by NHVR specifically for the purpose of serving the individual; and

(c) An individual shall have full, timely access to any information that NHVR maintains about him or her, unless NHVR determines that some information may be harmful to the individual based on counselor professional judgement in consultation with a NHVR supervisor, or if NHVR obtained the information from a source which has restricted its dissemination to the individual. Information that may be harmful shall be released in accordance with 34 CFR 361.38(c).

Ed 1003.03 Personally Identifiable Information (PII) and Other Personal Information and Data Collection. In addition to the requirements of 34 CFR 361.38, the following shall apply to PII and other personal information and data collection:

(a) The collection of PII and other personal information and data by NHVR personnel concerning individuals shall be authorized by the individual through completion of the “Application for Vocational Rehabilitation Services and Authorization to Release Information” form, revised June 2021.

(b) The individual, or the individual’s representative, shall complete and file the “Personal Information Form” revised June 2021;

(c) The signature of the parent or guardian shall be required when the individual is under 18 years old or has a legal guardian.

(d) The NHVR shall collect PII and other personal information and data under 34 CFR 361.38. Failure by the individual to provide sufficient personal information to the NHVR to determine eligibility, or to prepare an IPE or to monitor progress of services provided, shall result in the case being closed.

Ed 1003.04 Release of Information. In addition to the requirements of 34 CFR 361.38, the following shall apply to the release of information:

(a) By completing the form referenced in Ed 1003.03(a) above, an individual shall authorize NHVR to release relevant information when requested in accordance with this section.

(b) NHVR shall use PII only for the person's participation in the NHVR program, and shall safeguard and preserve the confidentiality of all PII and other personal information and data it possesses, including the way information is used within NHVR. Information shall be shared with other programs and agencies only with the individual's informed, written consent pursuant to Ed 1003.01 above, if the information is necessary for the program. If NHVR has received information from another source with restrictions or conditions for any further dissemination, NHVR shall release the information only under the conditions established by the other agency or organization;

(c) PII and other personal information and data shall also be released for approved audit, evaluation, and research for purposes in accordance with 34 CFR 361.38(d);

(d) When a third party requests particular information about an individual, the third party shall provide a written request signed by the individual or their guardian designating the third party as a representative who may have access to the individual's PII and other personal information and data. Third parties may include attorneys, service providers, and other public or private agency or organizations; and

(e) The request shall include:

- (1) The individual's name;
- (2) The information being requested;
- (3) The reasons why the information is being requested; and
- (4) The signature of the individual.

Ed 1003.05 Exchanging PII and Other Personal Information and Data with Other Parties.

(a) When the NHVR is working with an agency or organization on behalf of an individual, PII and other personal information and data shall be exchanged after the individual completes and files the "Authorization to Disclose Information to NH Vocational Rehabilitation" form, revised June 2021, the "Authorization for Release/Disclosure of Personal Information" form revised June 2021, or both, or his or her parent or guardian if the individual is under 18 years old or has a legal guardian. For agencies and organizations having an agreement with the NHVR to exchange PII and other personal information and data, said information regarding mutual applicants or eligible individual's PII and other personal information and data shall be exchanged without obtaining an individual's release. The agencies and organizations having such cooperative agreements shall be identified by the NHVR on the forms described in Ed 1003.03(a)-(b).

(b) Agencies and organizations with which the NHVR shall exchange information shall include but not be limited to:

- (1) The New Hampshire department of health and human services;
- (2) The New Hampshire department of labor, division of workers' compensation;
- (3) New Hampshire WORKS Partners established under the Workforce Innovation and Opportunity Act of 2014 (WIOA), as described in the cooperative agreement;
- (4) Community rehabilitation programs;
- (5) New Hampshire disability determination services; and
- (6) The Social Security Administration.

(c) In situations not covered by the provisions of Ed 1003.05(a), upon receiving the informed written consent of the applicant or eligible individual the NHVR shall release PII and other personal information and data in accordance with 34 CFR 361.38(e)(1).

Ed 1003.06 Exceptions. When required by law, NHVR shall release PII or other personal information and data without an individual's written consent in accordance with 34 CFR 361.38(e)(2)-(5).

PART Ed 1004 REFERRALS AND APPLYING FOR SERVICES

Ed 1004.01 Intention to Achieve an Employment Outcome. During the application process, individuals shall be informed that vocational rehabilitation services are only provided if they intend to achieve an employment outcome as defined in 34 CFR 361.5(c)(15). Individuals with disabilities shall be active partners with the vocational rehabilitation counselor and together work to establish employment outcomes and the steps to reach those goals.

1004.02 Participant Involvement. NHVR shall encourage the greatest degree of independence and responsibility as desired by an individual. Individuals shall be encouraged to actively participate in developing their own IPE's, schedule their own appointments, complete investigatory assignments, and perform other tasks with the full support and guidance of their counselors, as needed.

Ed 1004.03 Referrals and Applying for Services. In addition to the provisions of 34 CFR 361.41, the following shall apply to referrals and applications for services:

(a) Any individual who has a disability which results in a substantial impediment to employment shall be eligible to receive services from NHVR if determined eligible pursuant to Ed 1006;

(b) Individuals with disabilities shall:

(1) Seek NHVR services directly; or

(2) Be referred by family members, guardians, friends, schools, independent living centers, federal, state, or local agencies, medical providers, and other sources.

(c) Referral information shall include the person's name, address, date of birth, and as much of the following information as is available:

(1) Referral disability; and

(2) Source of referral.

(d) When referring an individual to NHVR for services, the referral source may, at the time of the referral, provide all necessary and available information related to the individual's disability and employment needs to expedite eligibility decisions and planning for services;

(e) When information received from referral sources does not include name, address, or date of birth, NHVR staff shall request that the referral source provide the data as well as other necessary information;

(f) When referral information is received from a referral source other than the individual, without a signed application as described in (h)(1), or without a signed letter as described in (h)(2) requesting services, NHVR shall request the individual complete and file the application required in Ed 1003.03(a) above;

(g) Cooperative agreements and memoranda of understanding shall be established between NHVR and agencies enumerated in Ed 1003.05(b), which shall include specific referral criteria and processes to promote referral and shall be used pursuant to the agreements and MOUs;

(h) An individual shall be considered to have submitted an application, which means that eligibility shall be determined within 60 calendar days, when the individual or the individual's representative, as appropriate:

- (1) Has either:
 - a. Completed and signed NHVR's application required in Ed 1003.03(a) above;
 - b. Submitted a signed letter with the necessary information enumerated in Ed 1004.03(c); or
 - c. Has requested services verbally, because he or she cannot sign a form or letter due to a disability;
- (2) Has provided information necessary to initiate an assessment to determine eligibility; and
- (3) Is available to directly participate in and complete the assessment process.

(i) When applying for services, the individual shall provide information including, but not limited to, employment history, medical information, work status, or school records necessary to determine eligibility and shall be available to meet, provide available information, and to participate in assessments as necessary.

PART Ed 1005 ASSESSMENT

Ed 1005.01 Assessment: Generally. In addition to the requirements of 34 CFR 361.42 and 34 CFR 361.45, the following shall apply to assessments for determining eligibility, developing an IEP, determining priority for services, and as needed to monitor and provide vocational rehabilitation services:

(a) The assessment process shall begin when an individual with a disability applies for NHVR services with the intent to reach an employment outcome;

- (b) The assessment process shall be utilized for the following:
- (1) To determine eligibility;
 - (2) To determine the significance of disability;
 - (3) To identify the scope of required services and supports to meet rehabilitation needs;
 - (4) To substantiate appropriateness for supported employment;
 - (5) To develop the individualized plan for employment (IPE);
 - (6) To determine progress during the implementation of the IPE; and

- (7) To determine if the individual has achieved an employment outcome in a competitive integrated setting consistent with the individual's employment factors; and
- (c) An individual shall be accommodated to participate in the assessment process using the most appropriate mode of communication to enable the individual to comprehend and respond to information being communicated during the assessment process.

Ed 1005.02 Role of the Vocational Rehabilitation Counselor.

- (a) The NHVR counselor shall:
- (1) Collect, analyze, synthesize, and interpret available information;
 - (2) Engage the individual with a disability in the assessment process; and
 - (3) Develop a positive counseling and guidance relationship by making every effort to understand the individual's priorities during the assessment process.
- (b) If additional information is needed, the NHVR counselor, along with the individual receiving services, shall decide how to obtain the information and establish appropriate timeframes for completion.
- (c) The decision to pursue any additional assessments shall be fully discussed and explained to the individual.
- (d) The NHVR counselor shall obtain only the information necessary for eligibility or service planning.
- (e) The individual's active involvement shall be documented in the record of services.

Ed 1005.03 Individual's Participation in the Assessment Process.

- (a) The individual shall be offered every opportunity to actively participate in the assessment and decision-making process.
- (b) The individual shall:
- (1) Work with the NHVR counselor to understand how the assessment process is used to determine eligibility, plan for services, and identify an employment outcome;
 - (2) Be available for assessment services and complete any agreed upon assessment activities within the timeframe established; and
 - (3) Participate in a discussion of the results and what they mean in terms of achieving an employment outcome.
- (c) The individual shall have an opportunity to respond to assessment results and include a representative in any discussions.
- (d) While the decision-making process shall be collaborative, decisions shall reflect the judgment of the NHVR counselor in accordance with Ed 1000 and 34 CFR 361.

Ed 1005.04 Focus on Functional Capacities and Employment Factors.

(a) Assessment shall focus on the overall functional capacities of the individual, particularly the strengths related to pursuing employment.

(b) Assessment shall include a review of the individual's disability and its impact on one or more functional capacities as described in Ed 1007.02(b)(2).

(c) The results of the assessment process shall then identify how one or more of these functional capacities impact the individual's unique employment factors as described in Ed 1006.02(d).

(d) Assessment shall specify what supports, if required to achieve the employment outcome, shall be provided to the individual to enhance strengths and overcome limitations.

Ed 1005.05 Assessment for Determining Eligibility and Priority for Services. In addition to the requirements of 34 CFR 361.42 the following shall apply to assessments for determining eligibility and priority for services:

(a) An assessment for determining eligibility and priority for services shall begin when an individual with a disability applies for NHVR services, as outlined in Ed 1004.03(g), with the intent to reach an employment outcome;

(b) An assessment and determination shall be completed within 60 days of receipt of one of the application types described in Ed 1004.03(g);

(c) Existing information shall be reviewed by the NHVR counselor to determine if the information is sufficient to determine eligibility and this shall include establishing the disability(ies), identifying the impediment to employment, and determining whether there is a need for vocational rehabilitation services;

(d) After the execution of the "Authorization to Disclose Information to NH Vocational Rehabilitation" form, revised June 2021, and all other applicable releases, written documentation of the person's disability shall be obtained. This documentation may be from treatment facilities, providers, medical and other diagnosticians, educational sources, federal or state agencies, therapists, and professionals who evaluate and report on disability or medical and psychological disorders. Referrals, or information obtained by request with an authorized release by other agencies, may include information about the individual's disability, resulting functional limitations, and how it relates to the individual's employment needs;

(e) Individuals may obtain and provide documentation from their treating physician, certified treatment program, a licensed or certified practitioner skilled in the diagnosis and treatment of the disability, or other source that verifies the existence and extent of an impairment to assist with the eligibility determination process;

(f) If additional information is needed, the applicant and counselor shall decide how best to obtain the information and establish appropriate time frames. If the applicant is unable to provide appropriate evidence, NHVR shall obtain the required information as part of the assessment process;

(g) If not already completed, the applicant and counselor shall complete the form required in Ed 1003.03(b) during the assessment process using the information gathered before and during the process;

(h) Existing information shall be considered adequate if, in the NHVR counselor's judgment, it provides sufficient information to document the person's disability(ies) and employment factors, resulting impediments to employment, ability to benefit from services, and requirements for services;

(i) If an individual meets NHVR's eligibility criteria, eligibility shall not be delayed while waiting for information to be used for vocational planning purposes; and

(j) A determination of eligibility shall not be a guarantee of the provision of specific services.

Ed 1005.06 Assessment for Developing the Individualized Plan for Employment (IPE). In addition to the requirements of 34 CFR 361.44, the following shall apply to assessments for developing the individualized plan for employment (IPE):

(a) NHVR shall conduct an assessment for determining vocational rehabilitation needs for each eligible individual. The assessment shall be used to determine the employment outcome and the nature and scope of vocational rehabilitation services to be included in the IPE;

(b) A comprehensive assessment of the eligible individual shall be limited to information necessary to identify the rehabilitation needs of the eligible individual and to develop the individual's IPE as follows:

(1) Existing information shall be used as the primary source of information; and

(2) Information provided by the individual and other sources shall be subject to the rules of confidentiality and release of information under Ed 1003 and 34 CFR 361.38.

Ed 1005.07 Referral for Assessment Services.

(a) When referring for assessment services, the NHVR counselor shall provide necessary information, through the most appropriate communication mode for the individual, which focuses on the individual's unique vocational needs. The referral shall include relevant background information about the individual's disability, previous education and work experience, available pertinent records, and existing reports, as appropriate.

(b) The NHVR counselor shall prepare the individual for the assessment in advance.

(c) The NHVR counselor shall assist the individual in understanding the findings and develop a plan.

PART Ed 1006 ELIGIBILITY FOR SERVICES

Ed 1006.01 Eligibility. In addition to the requirements under 34 CFR 361.42 the following shall apply when determining eligibility and an individual's priority under an order of selection for services:

(a) A person shall be eligible for vocational rehabilitation services when the individual, because of the substantial impediment to employment caused by their disability, cannot achieve an employment outcome consistent with an individual's employment factors without receiving vocational rehabilitation services that are identified as essential and necessary for the person to overcome their barriers to employment due to their disability;

(b) For purposes of an assessment for determining eligibility and vocational rehabilitation needs under 34 CFR 361.42(a):

(1) An individual shall be presumed to benefit in terms of an employment outcome; and

(2) Any individual who has been determined eligible for social security benefits because of the individual's disability shall be presumed eligible for vocational rehabilitation services and considered an individual with a significant disability pursuant to 34 CFR 361.42(a)(3);

(c) A determination of eligibility shall not constitute a guarantee of the provision of specific services or of NHVR's financial support;

(d) The NHVR shall inform individuals, through its application process for vocational rehabilitation services, that individuals who receive services under the program shall intend to achieve an employment outcome;

(e) The applicant's completion of the application process for vocational rehabilitation services shall be sufficient evidence of the individual's intent to achieve an employment outcome, and no additional demonstration on the part of the applicant shall be required for purposes of satisfying Ed 1010.04(e); and

(f) Nothing in this section shall be construed to create an entitlement to any vocational rehabilitation service.

Ed 1006.02 Employment Factors.

(a) The NHVR counselor shall begin the eligibility process with the presumption that the individual can benefit from vocational rehabilitation services in terms of an employment outcome.

(b) Eligibility for services shall be determined in relationship to the individual's need for services to achieve an employment outcome consistent with the individual's employment factors as described in (d) below.

(c) Employment factors shall be assessed, as necessary, documented, and considered together when determining eligibility and planning services, relying on existing information available from the individual and other sources, as well as any additional assessments where appropriate.

(d) Employment factors shall be assessed, as necessary, and documented, as appropriate, in the following categories:

(1) Strengths as demonstrated by the individual's positive attributes or inherent expertise related to an employment field such as intellectual aptitude, motivation, talents, work and volunteer experience, work skills, work-related hobbies, and transferable life skills;

(2) Resources as demonstrated by the individual's sources of available support, including financial, social, information, and technological, on which the person can rely to prepare for and meet employment objectives. These resources could be available from the individual, the family, or other community or public sources;

(3) Priorities as demonstrated by the individual's consistency with and relationship to employment-related preferences, based on informed choice among available options;

- (4) Concerns as demonstrated by the individual's employment-related issues that need to be considered in vocational planning such as financial, self-sufficiency, medical, residential, transportation and family considerations;
- (5) Abilities as demonstrated by the individual's existing physical, mental, or functional capacity to successfully engage in employment through natural aptitude or acquired proficiency;
- (6) Capabilities as demonstrated by the potential for an individual to develop the skills necessary for employment through the provision of vocational rehabilitation services;
- (7) Interests as demonstrated by occupational areas on which an individual has focused special attention; and
- (8) Informed choice as demonstrated by the active involvement of participants contributing to the success of and satisfaction with their employment goals in the selection of a long-term employment outcome, rehabilitation objectives, and vocational rehabilitation services including assessment services and service providers.

Ed 1006.03 Trial Work Experiences for Individuals with Significant Disabilities.

- (a) Before an individual is determined unable to benefit from vocational rehabilitation services because of the severity of the individual's disability, the NHVR counselor shall explore the individual's abilities, capabilities, and capacity to perform in work situations through trial work experiences;
- (b) A trial work experience shall assess individuals with significant disabilities by providing an opportunity to demonstrate their potential capacities through real work experiences;
- (c) The trial work experiences shall provide an opportunity for experiences with on-the-job supports and training, including assistive technology, except when determined not appropriate for an individual to participate in such experience;
- (d) If a trial work experience is not appropriate for an individual, the vocational rehabilitation counselor shall document in the case record the circumstances for that determination;
- (e) The results of the trial work experience shall be used demonstrate that the individual can benefit from services or it shall enable the NHVR counselor to determine with clear and convincing evidence that the applicant cannot benefit from vocational rehabilitation services in terms of an employment outcome;
- (f) NHVR counselors shall enlist community rehabilitation providers through vocational assessments that include activities such as situational assessments, community-based workplace assessments, work try-outs, and supported employment as a means to provide the required trial work experiences;
- (g) NHVR counselors shall have a high degree of certainty before concluding that a person is incapable of benefiting from vocational rehabilitation services, and there shall be clear and convincing evidence for the conclusion. For purposes of this rule, clear and convincing evidence shall mean that no employment outcome is possible considering information from the trial work experience and more than one opinion considered and utilized as evidence; and

(h) A written plan for the trial work experience shall be outlined in the record of services that describes the services necessary to determine eligibility. Only services to determine eligibility or to determine the existence of clear and convincing evidence that the individual is incapable of benefiting, in terms of an employment outcome because of the severity of the disability, shall be provided during a trial work experience. The written plan shall include the expected duration of services, identification of the service provider, and how the experience will contribute to the determination of the individual's eligibility.

Ed 1006.04 Timeline for Determining Eligibility.

(a) Pursuant to 34 CFR 361.41(b), an eligibility determination shall be made within 60 days of applying for services, as pursuant to Ed 1004.01(h) unless there are exceptional or unforeseen circumstances, or a trial work experience is necessary;

(b) When eligibility cannot be determined within 60 days, as stated in (a) above, NHVR staff shall reach an agreement with the applicant to extend the 60-day time limit. The applicant shall be informed of:

- (1) The reasons for the delay and the steps necessary to reach an eligibility determination; and
- (2) A date for which eligibility shall be determined;

(c) If the determination will be delayed beyond the projected date, staff shall work with the applicant to resolve any impediments and a new projected date for eligibility determination shall be based on the anticipated time frame to collect the necessary information;

(d) If an agreement to extend the timeline for determination cannot be achieved one of the following shall apply:

- (1) If the delay is not due to the individual's refusal to provide information, but rather to the individual's unavailability to provide additional information or participate in additional assessment for determining eligibility, the case shall be closed pursuant to Ed 1003.03(d), and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021;
- (2) If the delay is due to the individual declining to provide additional information or participate in additional assessment activities after initial documentation is received, the eligibility decision shall be made as quickly as possible based on the available information, and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021; or
- (3) If the delay is due to the individual's refusal to provide information, the case shall be closed pursuant to Ed 1003.03(d), and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021.

Ed 1006.05 Eligibility Determination. Except as provided in Ed 1006.04(b) through (d), within 60 days of an individual's application for services pursuant to Ed 1004.01(h), NHVR shall notify the individual regarding eligibility as follows:

(a) When sufficient information and documentation exists to determine eligibility, that the applicant is eligible for services, and planning for services continues;

(b) When eligibility cannot be determined because of the severity of the person's disability, that a written plan shall be developed for the services to be provided during a trial work experience to determine if the individual can benefit from NHVR services;

(c) When sufficient information and documentation exists to determine that the applicant is not eligible for services because NHVR has documented that the individual:

- (1) Does not have a disability;
- (2) Does not have a substantial impediment to employment;
- (3) Is unable to benefit from vocational rehabilitation services in terms of an employment outcome because of the severity of the disability, justified by clear and convincing evidence demonstrated by a trial work experience pursuant to Ed 1006.03; or
- (4) Does not require services.

Ed 1006.06 Provisions of an Ineligibility Determination. NHVR shall comply with 34 CFR 361.43 when making an ineligibility determination as described in Ed 1006.05(c).

Ed 1006.07 Closure without Eligibility Determination. Pursuant to 34 CFR 361.44 the NHVR shall not close an applicant's record of services prior to making an eligibility determination unless the applicant declines to participate in, or is unavailable to complete, an assessment for determining eligibility and priority for services, and the NHVR has made a minimum number of 2 attempts to contact the applicant or, if appropriate, the applicant's representative to encourage the applicant's participation.

PART Ed 1007 SIGNIFICANCE OF DISABILITY

Ed 1007.01 Significance of Disability Categories.

(a) NHVR shall assign and track levels of significance of disabilities to:

- (1) Ensure vocational rehabilitation services for individuals with the most significant disabilities; and
- (2) To establish priority of services when NHVR determines an order of selection is necessary.

(b) The NHVR counselor shall identify an individual as having a most significant, significant, or less significant disability using existing information without delaying the eligibility decision based on criteria including, but not limited to:

- (1) The individual's functional capacities;
- (2) The services needed to reduce the impact of disability-related limitations; and
- (3) The duration of the rehabilitation services required for the individual to achieve an employment outcome.

(c) Significance of disability shall not be based on a specific diagnosis or disability and the determination may be changed any time NHVR becomes aware of additional relevant information consistent with the requirements of Ed 1007.02 during the life of the case.

(d) Significance of disability shall be categorized as follows:

- (1) Individuals with a most significant disability as defined in Ed 1002.01(e);
- (2) Individuals with a significant disability as defined in 34 CFR 361.5(30); and
- (3) Individuals with a less significant disability.

Ed 1007.02 Determining Significance of Disability.

(a) The NHVR counselor shall determine the significance of disability by reviewing the following 3 criteria:

- (1) Serious impairments to functional limitation areas;
- (2) More than one rehabilitation service required to reduce the impact of limitations on employment; and
- (3) Duration of services for 6 months or more.

(b) The NHVR counselor shall apply the following to determine serious functional limitations:

- (1) “Serious limitation” means a reduction, due to a severe physical or mental impairment, to the degree that the individual requires services or accommodations not typically made for other individuals in order to prepare for, enter into, engage in, advance in, or retain competitive integrated employment; and
- (2) Functional capacities to be considered shall include, but not be limited to:
 - a. Mobility which shall refer to a person’s ability to move to and from work or within a work environment including walking, climbing, coordination, accessing and using transportation, and use of spatial and perceptual relationships;
 - b. Communication which shall refer to a person’s ability to transmit and receive information through spoken, written, or other non-verbal means;
 - c. Self-care which shall refer to a person’s ability to perform activities of daily living, to participate in training or work-related activities, including eating, toileting, grooming, dressing, cooking, shopping, washing, housekeeping, financial management, and health and safety needs;
 - d. Self-direction which shall refer to a person’s ability to independently plan, learn, reason, problem solve, memorize, initiate, organize, and make decisions in order to allow individuals to assimilate information and learn specific skills related to job functions;

e. Interpersonal skills which shall refer to a person's ability to establish and maintain personal, family, or community relationships as the skills affect job performance;

f. Work tolerance which shall refer to a person's capacity to meet the demands of the workplace regardless of the work skills already possessed by the individual and where limitations may be due to physical disability, stamina and fatigue, effects of medication, or psychological factors;

g. Motor skills which shall refer to a person's purposeful movement and control of the body and its members to achieve specific results to the degree necessary to get and keep a job; and

h. Work skills which shall refer to a person's ability to perform specific tasks required to carry out job functions, the capacity to benefit from training in the necessary skills, and the capacity to practice the work habits needed to stay employed.

(c) The NHVR counselor shall only include those services that are necessary, as a direct result of the disability, in the determination of the significance of disability, including without limitation:

(1) Agency provided services;

(2) Assistive technology or rehabilitation technology;

(3) Job or training accommodations other than assistive technology;

(4) Job-related services or community rehabilitation program (CRP) services;

(5) Physical restoration services, mental restoration services, or both;

(6) Reader, rehabilitation technology, and orientation and mobility for individuals who are blind;

(7) Supported employment; and

(8) Training, including vocational, college, or on-the-job training, or equivalent as determined by NHVR;

(d) Assessment services, counseling and guidance, and job placement services shall be provided to all individuals to meet a specific employment outcome, and may be provided by other federal, state, or local public agencies, by health insurance, or by employee benefits as comparable benefits and services, but shall not be considered when determining significance of disability.

(e) A determination that services will be required for an extended period of time shall be made when required services are expected to last 6 or more months after a plan is developed.

(f) An individual who has a disability and is receiving supplemental security income (SSI) or social security disability insurance (SSDI) benefits as a result of the disability, as determined by the social security administration (SSA), shall be presumed to have at least a significant disability, as described in Ed 1006.01(c). Further review by the NHVR counselor of the individual's functional capacities may result in a determination that the individual has a most significant disability and changes to disability designation may occur any time additional information becomes available.

PART Ed 1008 INDIVIDUALIZED PLAN FOR EMPLOYMENT

Ed 1008.01 Individualized Plan for Employment (IPE); Generally. The NHVR shall comply with the provisions of 34 CFR 361.45 and 34 CFR 361.46 in the development and completion of a written IPE, in addition to the following:

(a) The IPE shall contain a written plan consistent with the requirements of 34 CFR 361.45(d)(2)(i), to include the steps that shall measure progress toward the employment outcome;

(b) The IPE shall outline how the individual shall achieve a specific employment outcome in accordance with 34 CFR 361.45(b)(2);

(c) The individual shall be informed of his or her rights and responsibilities and the steps necessary to achieve an employment outcome during the process of developing the IPE; and

(d) The NHVR counselor and the eligible individual shall agree on the criteria to evaluate progress toward the employment outcome.

Ed 1008.02 Timelines for IPE Development.

(a) The IPE shall be developed as soon as possible, within 90 days of the determination of eligibility pursuant to Ed 1006.

(b) If the NHVR counselor anticipates the IPE development will be delayed, the eligible individual shall be informed of, and the NHVR counselor shall document in the record of services, the:

(1) Reasons for the delay;

(2) Steps necessary to complete the development of the IPE;

(3) Date for which the IPE shall be completed; and

(4) Completion of the “Plan Development Extension” form, June 2021;

Ed 1008.03 Basic Requirements of the IPE.

(a) The eligible individual and the counselor shall develop the IPE based on results of the planning that began during the assessment for determining eligibility and continued through comprehensive assessment, to the degree necessary, for plan development pursuant to Ed 1005 and Ed 1006.

(b) An approved IPE shall confirm the agreement between the individual and the counselor regarding the employment outcome and the NHVR services necessary to achieve that goal as follows:

(1) The IPE shall be agreed to and signed by the eligible individual and reviewed, approved, and signed by the counselor or supervisor before implementation of the IPE;

(2) Any amendments to the individual’s employment outcome, services provided, provider of services, or change in the cost of services shall be considered a substantive or major change to an individual’s IPE and shall be agreed to and signed as outlined in (1) above;

(3) To the maximum extent possible, a written copy of the IPE, including any amendments, shall be provided to the individual in the native language or mode of communication of the individual; and

(4) The IPE shall be reviewed as often as necessary, but shall be reviewed at least annually by the individual and the counselor.

Ed 1008.04 Contents of the IPE. In addition to the requirements of 34 CFR 361.45, the following shall apply to the contents of an IPE:

(a) NHVR shall comply with the provisions of 34 CFR 361.46 in developing the content of the IPE, except that the NHVR shall not fund or assist in the funding of intensive hospitalization or surgery including, but not limited to, organ or bone marrow transplantations pursuant to Chapter 252:2 of the Laws of 1993;

(b) The IPE shall contain information necessary for an individual to understand their rights, responsibilities, expected actions, service(s), service provider(s), and criteria to evaluate progress toward reaching the employment outcome, including:

(1) The employment outcome of the eligible individual based on assessments described in Ed 1005;

(2) Specific vocational rehabilitation services required and agreed to by the individual and the counselor to achieve the employment outcome including the start and end dates for each service;

(3) A description of criteria to evaluate progress toward achievement of the employment outcome such as timelines and a description of the steps or benchmarks to be reached by such timelines;

(4) The service provider(s);

(5) An explanation of the extent to which the individual and family shall contribute to the cost of services and the extent to which comparable benefits and services shall be available to the person receiving services;

(6) The responsibilities of the individual and the counselor to implement the IPE, such as the individual maintaining a particular attendance pattern during training, or contacting the counselor on an agreed upon schedule;

(7) Post-employment services that the individual shall need once employed;

(8) Information regarding the individual's rights and how to express and resolve any dissatisfaction through due process as described in Ed 1021; and

(9) Information regarding the availability of the local Client Assistance Program (CAP).

Ed 1008.05 Options for Development of the IPE. In accordance with 34 CFR 361.45(c)(1), the following applies to the options for development of the IPE:

(a) As soon as possible after determining eligibility, not to exceed 15 business days, the individual shall be notified in writing of the options available to the eligible individual for developing all or part of the IPE;

(b) The individual may combine any of the options, and take on a greater degree of responsibility for the IPE, or receive increased assistance from NHVR over the course of time;

(c) The individual shall choose one or more of the following methods to develop the IPE:

(1) Without assistance from NHVR;

(1) With assistance from a NHVR counselor; and

(2) With technical assistance from other sources such as independent living centers, school guidance counselors, parents, friends, or community rehabilitation programs, which shall include the organizations and individuals receiving a copy of the IPE.

(d) Regardless of the option chosen in (b) above, the counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes, and shall provide counseling and guidance to the eligible individual.

(e) The individual shall be informed of:

(1) The required content or components of the IPE;

(2) The requirement that the counselor shall review and approve the IPE and that the IPE shall be signed by both the counselor and the eligible individual prior to implementation;

(3) The financial commitments for the services in the IPE, including information about NHVR administrative rules on economic need, comparable benefits, and service purchase;

(4) Additional information the eligible individual requests or NHVR determines to be necessary to complete an IPE;

(5) The rights and responsibilities of the individual in carrying out the IPE, including remedies available through due process pursuant to Ed 1021; and

(6) The availability of the CAP and how to contact the CAP provider.

Ed 1008.06 Counseling and Guidance During IPE Development.

(a) The counselor shall facilitate the development of the IPE by engaging the eligible individual through counseling and guidance to identify the employment outcome and the steps and services needed to reach that goal to the degree necessary based on the option for developing the IPE in accordance with CFR 361.45(c)(1) and 1008.05.

(b) The counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes as described in Ed 1008.13.

(c) NHVR shall be responsible for coordinating and monitoring the services provided under the IPE.

(d) When jointly developing the IPE with the eligible individual, the counseling and guidance shall focus on options including, but not limited to:

- (1) Exploring the impact of the disability and options and resources which allow the individual to achieve an employment outcome;
- (2) Engaging in assessment activities that identify the individual's rehabilitation needs and help the individual make informed choices about employment options and the employment outcome;
- (3) Using current labor market information to help identify a potential employment outcome;
- (4) Identifying an employment goal consistent with abilities, interests, rehabilitation goals and labor market information;
- (5) Developing positive employment attitudes and behaviors;
- (6) Explaining services available through various community resources;
- (7) Identifying needed services and coordinating referrals as appropriate;
- (8) Developing job-seeking and networking skills; and
- (9) Monitoring post-employment adjustment to determine need for additional services.

(e) When the eligible individual chooses to independently develop the IPE, NHVR shall be available to provide substantial technical assistance related to IPE development which shall include:

- (1) Explaining the IPE process, procedures, and requirements of NHVR rules;
- (2) Advising the individual on where to obtain information about careers, labor market information, and demand occupations;
- (3) Identifying other sources of technical assistance, services, and funding; and
- (4) Recommending potential service providers and sharing available information about their performance outcomes.

Ed 1008.07 Secondary Students with Disabilities.

(a) Students with disabilities shall be referred to NHVR by school districts when the school's assessment and planning process concerning the individual indicates that NHVR services shall be necessary for the students to successfully achieve employment, either immediately upon leaving school or following additional vocational training, postsecondary education, or other services.

(b) For students with disabilities who are not receiving special education services, NHVR staff shall work with school guidance counselors, nursing staff, or section 504 coordinators for appropriate referrals.

(c) Parents and students may directly apply for services from NHVR without a referral from the school.

(d) For students with disabilities receiving special education services who are determined eligible for vocational rehabilitation services, IPEs shall be developed prior to their exiting the secondary program, or within 90 days of eligibility determination, whichever occurs first.

(e) Students not already evaluated, or with an incomplete assessment by the student's special education team, shall require assessments and reports completed prior to identifying an employment outcome and determining the specific vocational rehabilitation services in an IPE. In these circumstances, the NHVR counselor shall document the specific assessment activities and services conducted to develop the IPE and how this will affect the timeframe for IPE development

(f) NHVR staff shall take the following steps in developing an IPE for a secondary student with disabilities:

(1) NHVR staff shall review school information and reports to determine if there is transition information contained in the student's IEP, and if appropriate, include the information in the IPE, including, but not limited to:

- a. Assessment information;
- b. Employment outcome; and
- c. A description of vocationally-related services;

(2) The IPE shall reflect NHVR funded services when they contribute to the achievement of a post-school employment goal and are coordinated with the student's educational plan. The counselor shall determine that these services shall be required to enable the individual to achieve the post-school employment goal and that those specific NHVR services shall not be the program or fiscal responsibility of the school district; and

(3) The results of the planning by NHVR shall be made available to the school liaison, with a signed release of information from the parent or adult student, pursuant to Ed 1003. The NHVR shall request the student's IEP be amended to contain the school services identified in (2) above as those that will contribute to the success of the student's plan.

Ed 1008.08 IPE and Supported Employment. For individuals with the most significant disabilities for whom an employment outcome in a supported employment setting is determined to be appropriate, the IPE shall also include the following:

- (a) A description of the extended services needed, including natural supports when necessary;
- (b) The source of extended services, or if not possible during the development of the IPE, an explanation of why there is a reasonable expectation that such sources shall be available; and
- (c) Coordination of NHVR services with vocationally-relevant services provided under other individualized plans under related federal or state programs, which shall be documented in the record of services.

Ed 1008.09 IPE Documentation Requirements. The following areas shall be documented, and the NHVR shall indicate any opportunities that the individual was afforded to exercise informed choice pursuant to Ed 1013:

(a) Employment outcome development, including, but not limited to:

- (1) The employment outcome selected by the individual in developing the IPE;
- (2) The rationale for that goal, based on the employment factors, as describe in Ed 1006.02;
- (3) The results of assessment services;
- (4) The alternatives considered by or with the individual;
- (5) If applicable, the coordination with the individual education program (IEP), or if coordination with the IEP cannot be realized in the IPE, the case note shall contain the reason;
- (6) The level of integration in the employment outcome; and
- (7) Discussion of rehabilitation technology, accommodations, support services, and transportation considerations pursuant to Ed 1006 and Ed 1007;

(b) Service options, including, but not limited to:

- (1) The rationale that describes why the planned services are required to reach the employment outcome;
- (2) Vocational rehabilitation services;
- (3) The cost effectiveness of the service selected;
- (4) Service providers;
- (5) The level of integration in the settings in which services shall be provided;
- (6) The need for extended services; and
- (7) The need for post-employment services;

(c) Comparable benefits that indicate the availability of resources that shall be used to help pay the costs of vocational rehabilitation services;

(d) An indication of the result of, or the exemption from, the financial need determination when services are to be provided contingent on financial need as described in Ed 1006;

(e) Impact on financial benefits, including, but not limited to:

- (1) A description of the availability of benefits counseling, work incentive planning and advisement resources, and the option for referral to these programs, as needed, concurrent with the implementation of the IPE;

- (2) Employment earnings that may have an impact on supplemental security income (SSI), social security disability insurance (SSDI), temporary assistance for needy families (TANF), medicaid, medicare, housing subsidies, and other public benefits; and
- (3) The availability of work incentive programs, including, but not limited to social security trial work period and on-going medicaid coverage; and
- (f) The need for the provision of assistive technology devices, assistive technology services, and personal assistance services, including training in the management of those services.

Ed 1008.10 Preparing the Original IPE.

- (a) The original IPE shall be completed based on the existing information and comprehensive assessment that identifies the employment outcome and the nature and scope of NHVR services.
- (b) The IPE, or explanation of the IPE, shall be provided in the primary language or mode of communication of the eligible individual.
- (c) When completing the “New Hampshire Vocational Rehabilitation Individualized Plan for Employment” form, revised June 2021, the NHVR counselor shall adhere to the following guidelines:
 - (1) The original IPE date shall be on or after the eligibility date, and on or before the start of services;
 - (2) The employment outcome shall be as specific as possible;
 - (3) The anticipated month and year the eligible individual is expected to reach the employment outcome shall include the 90-day employment period prior to case closure;
 - (4) Planned services shall be discussed with the eligible individual and all known services that the individual needs during the rehabilitation process shall be included in the IPE;
 - (5) For supported employment services, the extended services provider and the funding source shall be entered on the IPE if known at the time. If a provider cannot be identified by the time the document is to be signed, but there is a reasonable expectation that such a provider will become available, then a description of the basis for concluding that there is a reasonable expectation that those sources will become available shall be documented in the IPE;
 - (6) The services section shall contain specific information about the individualized vocational rehabilitation services, including support services such as transportation, interpreter services, and note taker services that shall be required to reach the employment outcome. All services shall be provided, as appropriate, in the most integrated setting.
 - (7) Vocational rehabilitation services or support services shall include:
 - a. Those provided directly by NHVR staff, such as counseling and placement services;
 - b. Those authorized to service providers;
 - c. Those received by the individual as a comparable benefit; and

d. Those received by the individual through other organizations such as independent living centers, community rehabilitation programs, mental health clinics, or other treatment services when they are necessary for the successful completion of the IPE;

(8) Identification of services on the IPE shall include:

- a. The specific vocational rehabilitation or support service;
- b. The service provider;
- c. The start and end dates of the service;
- d. NHVR responsibility, or the estimated amount NHVR shall be responsible for;
- e. The amounts of comparable benefits;
- f. Individual responsibility after the financial needs assessment and comparable benefits and services are determined; and
- g. The estimated cost of services;

(9) Criteria to evaluate progress shall be clearly stated and outlined as steps in the IPE. Each step shall specify a behavior or action and the evaluation criteria for that step. An expected date of completion for each step shall not be required, except that eligible individual responsibilities, such as “participate in treatment services” or “advise your counselor of any change of medication” shall be itemized; and

(10) The rights and responsibilities section of the IPE shall contain preprinted information regarding both the individual and NHVR’s role in achieving the IPE and shall include information concerning the CAP, administrative reviews, mediation, and impartial hearings.

Ed 1008.11 Reviewing the IPE.

- (a) The IPE shall be reviewed at least annually.
- (b) The eligible individual or the NHVR counselor may initiate a review of the IPE at any time.
- (c) The results of any review shall be recorded in the “Plan Review Form”, revised June 2021.
- (d) If changes are initiated following a review, those changes shall be recorded in an amendment to the IPE pursuant to Ed 1008.12.
- (e) At least 30 days prior to the date of the annual review, the NHVR counselor shall communicate with the individual to schedule an IPE review.

Ed 1008.12 Changes to the IPE.

- (a) Changes to the IPE shall occur at any time when agreed to by the eligible individual and the NHVR counselor.

(b) All changes shall be documented in the record of services by completing IPE form referenced in Ed 1008.10(c) or the “Plan Amendment” form, revised June 2021.

(c) A case note shall be completed to indicate how the individual was involved in developing the changes.

(d) When making changes to the IPE, the individual has the same options enumerated in Ed 1008.05(b).

(e) Major changes to an IPE shall include, but not be limited to:

(1) A change in the employment outcome, which may affect a change in the anticipated date of employment which shall be modified accordingly;

(2) An increase in the level of individual participation in the cost of services, if, as a result of a change in the IPE, the total expenditure that the individual is expected to contribute increases over the amount the individual contributed to the original IPE, or most recent major change if applicable;

(3) New services being added to the IPE; and

(4) A new provider of services.

(f) Minor changes to an IPE shall include, but not be limited to:

(1) Service start or end dates;

(2) The anticipated date of employment;

(3) The evaluation progress section of the IPE, which shall include the criteria to evaluate progress and any relevant individualized responsibilities;

(4) The types of services that the individual may need; and

(5) An increase in the cost of an authorized service that does not increase the level of the individual’s participation in the cost of services.

Ed 1008.13 IPE Approvals and Signatures.

(a) The NHVR counselor shall review and evaluate the proposed IPE and proposed changes to an IPE.

(b) The NHVR counselor shall evaluate the IPE to ensure:

(1) The employment outcome is consistent with the individual’s employment factors;

(2) The plan to reach the goal is feasible;

(3) Services are required to reach the employment outcome;

(4) Services are cost effective; and

(5) NHVR policies and procedures are followed.

(c) If the IPE development is approved, NHVR shall prepare an original IPE as referenced in Ed 1008.10(c) or revised IPE as described in Ed 1008.12(b).

(d) Supervisory approval shall be required on the IPE if the IPE:

(1) Is developed by a NHVR counselor I;

(2) Includes services that require supervisory approval such as, but not limited to:

a. Graduate school training; or

b. Plans for self-employment; or

(3) Requires supervisory approval based on a plan for supervision.

(e) If no supervisory approval was required, or if supervisory approval was granted, the following shall apply:

(1) The forms for an original IPE pursuant to Ed 1008.10(c) or a revised IPE pursuant to Ed 1008.12(b) shall be signed by the counselor and supervisor, as required;

(2) The individual shall be provided with a copy of all signed forms; and

(3) The forms shall be signed before the initiation of services, except in an emergency situation where the NHVR counselor determined a delay in obtaining a signature would cause a significant delay in services.

Ed 1008.14 Record of Services. The NHVR shall maintain for each applicant and eligible individual a record of services that complies with the provisions of 34 CFR 361.47.

PART Ed 1009 ORDER OF SELECTION

Ed 1009.01 Determination, Establishment, and Implementation. The provisions under 34 CFR 361.36 shall be used to determine the ability to serve all eligible individuals or an order of selection in addition to the following:

(a) NHVR shall comply with the provisions of 34 CFR 361.36 to either:

(1) Provide the full range of vocational rehabilitation services listed in 29 U.S.C. 723(a), as appropriate, to all eligible individuals; or

(2) In the event that vocational rehabilitation services cannot be provided to all eligible individuals who apply for the services, implement the order of selection established in (e) below in selecting eligible individuals to be provided vocational rehabilitation services;

(b) The NHVR shall consult with the state rehabilitation council established under 34 CFR 361.16 and meeting the requirements of 34 CFR 361.17 regarding the:

- (1) Need to establish an order of selection;
- (2) Priority categories of the particular order of selection;
- (3) Criteria for determining individuals with the most significant disabilities; and
- (4) Administration of the order of selection

(c) If the NHVR determines that it does not need to establish an order of selection, the NHVR shall reevaluate this determination in accordance with 34 CFR 361.36(b)(2);

(d) If NHVR establishes an order of selection, but determines that it does not need to implement that order at the beginning of the fiscal year, NHVR shall continue to meet the requirements of Ed 1009.01(c). If the NHVR does not continue to meet the requirements of Ed 1009.01(c) it shall implement the order of selection by closing one or more priority categories;

(e) If, in accordance with 34 CFR 361.36, the NHVR determines that it is unable to provide the full range of services to all eligible individuals, the NHVR shall implement an order of selection for eligible individuals according to the following priority categories:

- (1) Priority one shall include individuals determined eligible for services prior to the effective date of the implementation of the order of selection in accordance with 34 CFR 361.36(e)(3)(i), and individuals determined eligible for services after the effective date of the implementation of the order of selection and who are individuals with a most significant disability;
- (2) Priority 2 shall include individuals with a significant disability; and
- (3) Priority 3 shall include all other eligible individuals who do not have a significant disability;

(f) NHVR shall provide services to individuals who require specific services or equipment to maintain employment.

(g) NHVR shall continue to provide pre-employment transition services to students with disabilities who were receiving such services prior to being determined eligible for vocational rehabilitation services.

Ed 1009.02 Referring Individuals Under an Order of Selection. The NHVR shall comply with 34 CFR 361.37 to implement an information and referral system adequate to ensure that individuals with disabilities, including eligible individuals who do not meet the NHVR's order of selection criteria for receiving vocational rehabilitation services if the NHVR is operating on an order of selection, shall be provided accurate vocational rehabilitation information and referral guidance.

PART Ed 1010 COMPARABLE SERVICES AND BENEFITS

Ed 1010.01 Comparable Services and Benefits.

(a) NHVR shall comply with the provisions of 34 CFR 361.53 in the determination and use of comparable services and benefits.

(b) Comparable benefits and services shall be:

(1) Provided or paid for, in whole or in part, by other federal, state, or local public agencies, by health insurance, or by employee benefits;

(2) Available to the individual at the time needed to achieve the intermediate objectives in the IPE; and

(3) Commensurate to the services that the individual would otherwise receive from NHVR.

(c) NHVR shall determine whether comparable benefits and services are available to an individual prior to paying for all vocational rehabilitation services, excluding only those services and circumstances listed as exceptions in (g) below. NHVR staff and participants shall seek comparable benefits and services in order to maximize the vocational rehabilitation resources available to individuals with disabilities. If an individual refuses to apply for or accept available comparable benefits, NHVR funds shall not be used instead of, or to replace, comparable benefits.

(d) Prior to initiating comparable benefits and services, the NHVR staff shall determine the following:

(1) Whether the determination of the availability of comparable services and benefits would delay services to an individual who is at extreme medical risk, as determined by an appropriate licensed medical professional; and

(2) Whether an immediate job placement would be lost due to a delay in the provision of such comparable benefits.

(e) When comparable benefits or services are available, they shall be used prior to using NHVR funds or services;

(f) When comparable benefits or services are unavailable or if an individual is required to initiate a new application to another program, NHVR funds shall not be used in the interim except when in the judgment of NHVR staff in consultation with the individual, waiting for benefits would prevent the individual from achieving the intermediate objectives of the IPE;

(g) Comparable benefits shall not be required for the following exempt services:

(1) Assessment services to determine eligibility and vocational rehabilitation needs;

(2) Counseling and guidance, including information and support services to assist an individual exercising informed choice;

(3) Referral and other services to secure needed services from other agencies;

(4) Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;

(5) Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices; and

(6) Post-employment services as noted above in (1) through (5).

(h) If an individual is in default of a student loan, financial aid, including a Pell grant, shall not be available to the individual. NHVR shall be prohibited from paying for any training or related services at a post-secondary program eligible for a Pell grant, including, but not limited to, colleges and business and trade schools, for an individual who owes a refund on a Pell Grant or is in default of a student loan, unless the individual makes maximum effort to resolve the default. Maximum effort shall mean that the individual has a repayment plan, or documented correspondence attempting to set up a repayment plan, with the lending institution or grantor.

(i) When making a determination of whether to secure comparable benefits prior to using vocational rehabilitation funds, counselors shall:

- (1) Acquire at least general knowledge about the nature of services available from other sources, their eligibility criteria, and the application and appeals process;
- (2) Explore with the individual all possible sources of comparable benefits and assess, through discussion with the participant, the appropriateness of pursuing specific benefits or services and the availability of such benefits;
- (3) Document in the case record the participant's application for benefits or the reasons NHVR funds are being used in place of benefits; and
- (4) Monitor the application of benefits and assist the individual, if necessary.

(j) Individuals shall also exercise initiative in exploring the availability of and in securing the comparable benefits available to them, as appropriate to their disability by:

- (1) Applying in a timely manner for all comparable benefits and services which are appropriate, with counselor assistance if necessary;
- (2) Accepting and use comparable benefits and services when available; and
- (3) Informing the NHVR counselor of the status of any application and the receipt of denial of any comparable benefit.

PART Ed 1011 PARTICIPATION OF INDIVIDUALS IN COST OF SERVICES BASED ON FINANCIAL NEED

Ed 1011.01 Financial Needs Assessment.

(a) NHVR shall consider the financial need of eligible individuals who are planned to receive services that require a financial needs assessment pursuant to (f) below. The financial needs assessment shall be used for determining the extent of the individual's participation in the costs of vocational rehabilitation services.

(b) Although eligible individuals shall require a financial needs assessment, the services listed in (g) below shall not require a financial needs assessment.

(c) There shall be a shared responsibility between the eligible individual and the NHVR counselor in determining financial need as follows:

(1) The eligible individual shall be responsible for providing their complete and accurate personal and household financial information to the NHVR counselor, including, but not limited to:

- a. Most recent federal tax return;
- b. SSI/SSDI award letter;
- c. Public assistance budget; and
- d. Most recent pay stubs; and

(2) Pursuant to Ed 1003, the NHVR counselor shall obtain, document, maintain, and safeguard the personal and household financial information required to review the individual's financial need and to calculate the extent of their participation in the cost of services.

(d) A financial needs assessment shall be completed at least annually. A financial needs assessment shall also be conducted if there is a significant change in the eligible individual's financial situation and they are receiving a financial need-based service.

(e) The financial needs assessment shall:

- (1) Be applied uniformly to eligible individuals; and
- (2) Explain the method for determining the financial need of an eligible individual as follows:
 - a. The method shall be a review of the person's financial status; and
 - b. The method shall compare income and resources to determine the amount of monthly resources that shall be utilized for specific vocational rehabilitation services.

(f) The following services shall not be provided until the participant has been determined to meet financial need and available resources have been applied toward the cost:

- (1) All training services at college and vocational training programs, including, but not limited to, tuition, room and board, required fees, and required textbooks and materials;
- (2) Physical and mental restoration;
- (3) Vocational and other training services;
- (4) Maintenance;
- (5) Driver training;
- (6) Transportation, except during evaluation, special transportation, when used for the provision of pre-employment training services, and transportation to attend an administrative review or impartial hearing;
- (7) Vocational rehabilitation services to family members of an applicant or eligible individual if necessary to enable the applicant or eligible individual to achieve an employment outcome;

- (8) Supported employment services;
- (9) Post-employment services;
- (10) Occupational and business licenses, tools, equipment, initial stocks, and supplies;
- (11) Goods, inventory, equipment, and supplies for self-employment;
- (12) Rehabilitation technology, including vehicle modification, telecommunications, sensory, and other technological aids and devices;
- (13) Modifications to homes, vehicles, and worksites;
- (14) Transition services;
- (15) Technical assistance and other consultation services to conduct market analyses, develop business plans and otherwise provide resources, to the extent those resources are authorized to be provided through the statewide workforce investment system, to eligible individuals who are pursuing self-employment; and
- (16) All other goods and services not exempt under (g) below.

(g) The NHVR shall not require a financial needs assessment or require the financial participation of the individual for any of the services listed in 34 CFR 361.54(c)(3)(i).

(h) The provisions of comparability pursuant to Ed 1010 shall apply to the services listed in (f) above.

(i) Eligible individuals shall be exempt from a financial needs assessment who:

- (1) Receive public benefits, including, but not limited to:
 - a. Temporary assistance for needy families (TANF); and
 - b. Aid to the permanently and totally disabled (APTD); and
- (2) Receive SSI or SSDI pursuant to Ed 1006.01(b)(2).

(j) Eligible individuals in accordance with (i)(1) above shall be determined to meet NHVR's financial need and shall be exempt from a financial needs assessment except that NHVR shall provide funding for financial need-based services after all comparable benefits have first been applied.

PART Ed 1012 STANDARDS FOR PROVIDERS OF SERVICES

Ed 1012.01 Standards for Facilities and Providers of Services. The NHVR shall comply with the provisions of 34 CFR 361.51 regarding the standards for facilities and providers of services including accessibility of facilities, affirmative action, and special communication needs personnel.

PART Ed 1013 INFORMED CHOICE

Ed 1013.01 Informed Choice. The NHVR shall comply with the provisions of 34 CFR 361.52 to assist applicants and recipients of services in exercising informed choice throughout the rehabilitation process.

PART Ed 1014 SEMI-ANNUAL AND ANNUAL REVIEW

Ed 1014.01 Semi-Annual and Annual Review. The NHVR shall comply with the provisions of 34 CFR 361.55 and Ed 1008.11 when conducting semi-annual and annual reviews.

PART Ed 1015 REQUIREMENTS FOR CLOSING THE RECORD OF SERVICES OF AN INDIVIDUAL WHO HAS ACHIEVED AN EMPLOYMENT OUTCOME

Ed 1015.01 Closing the Record of Services. The record of services of an individual who has achieved an employment outcome shall be closed only if all the requirements of 34 CFR 361.56 are met to include employment outcome achieved, employment outcome maintained, satisfactory outcome, and post-employment services.

PART Ed 1016 SUPPORTED EMPLOYMENT SERVICES PROGRAM

Ed 1016.01 Purpose. The purpose of Ed 1016 is to develop and implement a collaborative program with appropriate entities, consistent with state and federal law, to provide a program of supported employment services for individuals with the most significant disabilities who require supported employment services to enter or retain competitive employment.

Ed 1016.02 Definitions. Except where the context makes another meaning manifest, terms incorporated in 34 CFR 363.6 and used in Ed 10156 shall have the same meaning.

Ed 1016.03 Eligibility for Services. In order to be considered for services under the state supported employment services program, an individual shall:

(a) Be eligible for vocational rehabilitation services in accordance with the provisions of 34 CFR 361.42 and Ed 1006;

(b) Be an individual with the most significant disabilities pursuant to Ed 1007; and

(c) Have supported employment identified as the appropriate rehabilitation objective for the individual on the basis of a comprehensive assessment of rehabilitation needs, including an evaluation of rehabilitation, career, and job needs.

Ed 1016.04 Authorized Activities. Activities authorized by the state supported employment services program shall include the following:

(a) A particularized assessment that is needed to supplement the assessment for determining eligibility and vocational rehabilitation needs done under 34 CFR 361.42 and that is provided after the development of the IPE in accordance with 34 CFR 363.4(a);

(b) Development of and placement in jobs for individuals with the most significant disabilities; and

(c) Supported employment services that are needed to support individuals with the most significant disabilities in employment including but not be limited to the following:

(1) Intensive on-the-job skills training and other training provided by skilled job trainers, co-workers, and other qualified individuals, and other services specified in the Act, in order to achieve and maintain job stability;

(2) Follow-up services, including regular contact with employers, trainees with the most significant disabilities, parents, guardians or other representatives of trainees, and other suitable professional and informed advisors in order to reinforce and stabilize the job placement; and

(3) Discrete post-employment services following transition that are unavailable from an extended services provider and that are necessary to maintain the job placement, such as job station redesign, repair and maintenance of assistive technology, and replacement of prosthetic and orthotic devices.

Ed 1016.05 Developing Collaborative Agreements.

(a) The NHVR shall enter into one or more written cooperative agreements or memoranda of understanding with other state agencies, private nonprofit organizations, and other available funding sources to ensure collaboration in a plan to provide supported employment services and extended services to individuals with the most significant disabilities.

(b) A cooperative agreement or memorandum of understanding shall, at a minimum, specify the following:

(1) The supported employment services to be provided by the NHVR with funds received under a federal grant for the state supported employment services program;

(2) The extended services to be provided by state agencies, private nonprofit organizations, or other sources following the cessation of supported employment services under Ed 1016;

(3) The estimated funds to be expended by the participating party or parties in implementing the agreement or memorandum; and

(4) The projected number of individuals with the most significant disabilities who will receive supported employment services and extended services under the agreement or memorandum.

Ed 1015.06 Information Collection and Reporting Requirements.

(a) The NHVR shall collect and report information as required under the Act, for each individual with the most significant disabilities served under the supported employment services program.

(b) The NHVR shall collect and report separately information for:

(1) Supported employment clients served under the supported employment services program; and

(2) Supported employment clients served under Ed 1010.15 and Ed 1010.16.

Ed 1016.07 Coordinating Services and Activities. The NHVR shall coordinate the services provided to an individual under Ed 1015 and under Ed 1010.15 and Ed 1010.16 to ensure that the services are complementary and not duplicative.

Ed 1016.08 Transition of an Individual to Extended Services. The NHVR shall provide for the transition of an individual with the most significant disabilities to extended services no later than 18 months after placement in supported employment, unless a longer period is established in the IPE, and only if the individual has made substantial progress toward meeting the hours-per-week work goal identified in the IPE, the individual is stabilized in the job, and extended services are available and can be provided without a hiatus in services.

Ed 1016.09 Requirements for Successfully Rehabilitating an Individual in Supported Employment. An individual with the most significant disabilities who is receiving supported employment services shall be considered to be successfully rehabilitated if the individual maintains a supported employment placement for 90 days after making the transition to extended services.

Ed 1016.10 Client Assistance Program. In accordance with the informed provisions of Ed 1013 the NHVR shall inform applicants and recipients, or as appropriate, the parents, family members, guardians, advocates, or authorized representatives of those individuals, of the availability and purposes of the client assistance program (CAP) established in New Hampshire under the Act, including information on seeking assistance from that program.

PART Ed 1017 GENERAL PROVISIONS FOR INDEPENDENT LIVING SERVICES PROGRAM AND CENTERS FOR INDEPENDENT LIVING PROGRAM

Ed 1017.01 Purpose. The purpose of Ed 1017 is to provide uniform application of 45 CFR 1329 regarding state independent living services and centers for independent living.

Ed 1017.02 Definitions. Except where the context makes another meaning manifest, the terms defined in 45 CFR 1329.4 and 34 CFR 77.1 have the meaning indicated when used in Ed 1016.

Ed 1017.03 Requirements for Processing Referrals and Applications. The service provider shall adhere to the requirements of Ed 1004 for referrals and applications for IL services from individuals with significant disabilities.

Ed 1017.04 Requirements for Determining Eligibility.

(a) Before or at the same time that an applicant for IL services begins receiving IL services funded under Ed 1017, the service provider shall determine the applicant's eligibility and maintain documentation that the applicant has met the basic requirements specified in 29 USC 796b. relative to assuring that any individual with a significant disability is eligible to receive IL services.

(b) The documentation for eligibility shall be dated and signed by a staff member of the service provider.

Ed 1017.05 Requirements for Determining Ineligibility.

(a) If a determination is made that an applicant for IL services is not an individual with a significant disability, the service provider shall provide documentation of the ineligibility determination which shall be dated and signed by a staff member.

(b) The service provider shall determine an applicant to be ineligible for IL services only after full consultation with the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, or after providing a clear opportunity for this consultation.

(c) The service provider shall notify the applicant in writing of the action taken for the ineligibility determination and inform the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, of the applicant's rights and the means by which the applicant may appeal the action taken.

(d) The service provider shall provide a detailed explanation of the availability and purposes of the CAP established in New Hampshire under the Act, including information on how to contact the program.

(e) If the service provider determines that the applicant can benefit from services other than IL, the service provider shall refer the applicant to other agencies and facilities, including the NHVR.

Ed 1017.06 Review of Ineligibility Determination.

(a) If an applicant for IL services is found ineligible, the service provider shall review the applicant's ineligibility at least once within 12 months after the ineligibility determination was made and whenever the service provider determines that the applicant's status has materially changed.

(b) The review shall not be conducted in situations where the applicant has refused the review, no longer resides in New Hampshire, or their location is unknown.

Ed 1017.07 Requirements for an Independent Living Plan.

(a) Unless the individual signs a waiver in accordance with Ed 1017.07(b), the service provider, in collaboration with the individual with a significant disability, shall develop and periodically review an IL plan for the individual in accordance with the requirements in Ed 1017.08 through Ed 1017.11.

(b) The requirements of Ed 1017.07 with respect to an IL plan shall not apply if the individual knowingly and voluntarily signs a waiver stating that an IL plan is unnecessary.

(c) Subject to Ed 1017.07(b), the service provider shall provide each IL service in accordance with the IL plan.

Ed 1017.08 Initiation and Development of an Independent Living Plan.

(a) Development of an individual's IL plan shall be initiated after documentation of eligibility under Ed 1017.04(a) and shall indicate the goals or objectives established, the services to be provided, and the anticipated duration of the service program and each component service.

(b) The IL plan shall be jointly developed and signed by a staff member of the service provider and the individual with a significant disability or, if the individual chooses, by the individual's guardian, parent, or other legally authorized advocate or representative.

(c) A copy of the IL plan, and any amendments, shall be provided in an accessible format to the individual with a significant disability that uses appropriate modes of communication consistent with the informed choice of the individual.

Ed 1017.09 Review.

(a) The IL plan shall be reviewed as often as necessary but at least on an annual basis to determine whether services should be continued, modified, or discontinued, or whether the individual should be referred to a program of vocational rehabilitation services under Ed 1010.15 and Ed 1010.16 or to any other program of assistance.

(b) Each individual with a significant disability or, if consistent with state law and the individual chooses, the individual's guardian, parent, or other legally authorized advocate or representative, shall be given an opportunity to review the IL plan and, if necessary, jointly redevelop and agree by signature to its terms.

Ed 1017.10 Coordination with Vocational Rehabilitation, Developmental Disabilities, and Special Education Programs. The development of the IL plan and the provision of IL services shall be coordinated to the maximum extent possible with any individualized:

(a) Written rehabilitation program for vocational rehabilitation services for that individual;

(b) Habilitation program for the individual prepared under the Developmental Disabilities Assistance and Bill of Rights Act, 42 USC 15001; and

(c) Education program for the individual prepared under part B of the Individuals with Disabilities Education Act 20 USC 1440, et seq., as implemented by 34 CFR 300 and 303.

Ed 1017.11 Termination of Services. If the service provider intends to terminate services to an individual receiving IL services under an IL plan, the service provider shall follow the procedures in Ed 1017.05(c)-(e) and Ed 1017.06.

Ed 1017.12 Maintaining Records for the Individual.

(a) For each applicant for IL services other than information and referral and for each individual receiving IL services other than information and referral, the service provider shall maintain a service record that includes:

(1) Documentation concerning eligibility or ineligibility for services;

(2) The services requested by the applicant or individual;

(3) Either the IL plan developed with the applicant or individual or a waiver signed by the applicant or individual stating that an IL plan is unnecessary;

(4) The services actually provided to the applicant or individual; and

(5) The IL goals or objectives:

a. Established with the applicant or individual, whether or not in the applicant's or individual's IL plan; and

b. Achieved by the applicant or individual.

(b) A service record for an applicant and an individual shall be maintained either electronically or in written form, except that the IL plan and waiver shall be in writing.

Ed 1017.13 Durational Limitations on Independent Living Services. The service provider shall not impose any uniform durational limitations on the provision of IL services, except as otherwise provided by federal law or regulation.

Ed 1017.14 Standards for Service Providers. In providing IL services to individuals with significant disabilities, service providers shall comply with:

- (a) The written standards for IL service providers established by the NHVR pursuant to Ed 1017; and
- (b) All applicable state or federal licensure or certification requirements.

Ed 1017.15 Personally Identifiable Information (PII). Personally identifiable information (PII) and other personal information and data shall be collected and shared pursuant to the provisions of Ed 10043.

Ed 1017.16 Review Procedures Available to Individuals.

(a) The review procedures in Ed 1021 shall be available to an individual to request and receive a timely review of any adverse decision made by the service provider concerning the individual's request for IL services or the provision of IL services to the individual.

(b) Each service provider shall inform each individual who seeks or is receiving IL services from the service provider about the review procedures required by Ed 1017.16(a). The information about the review procedures shall be in an accessible format that uses appropriate modes of communication consistent with the informed choice of the individual.

PART Ed 1018 INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND

Ed 1018.01 Purpose. The purpose of the independent living services for older individuals who are blind program is to support projects that:

- (a) Provide any of the IL services as described in 34 CFR 367.3(b);
- (b) Conduct activities that will improve or expand services for older individuals who are blind; and
- (c) Conduct activities to help improve public understanding of the problems of older individuals who are blind.

Ed 1018.02 Definitions. Except where the context makes another meaning clear, the terms defined in 34 CFR 367.5 shall have the same meaning in Ed 1018.

Ed 1018.03 Services for Older Individuals Who Are Blind. For the purposes of Ed 1018.01(a), IL services for older individuals who are blind shall include:

- (a) Services to help correct blindness including:
 - (1) Outreach services;
 - (2) Visual screening;

- (3) Surgical or therapeutic treatment to prevent, correct, or modify disabling eye conditions; and
- (4) Hospitalization related to these services;
- (b) The provision of eyeglasses and other visual aids;
- (c) The provision of services and equipment to assist with becoming more mobile and more self-sufficient;
- (d) Mobility training, Braille instruction, and other services and equipment to help an older individual who is blind adjust to blindness;
- (e) Guide services, reader services, and transportation;
- (f) Any other appropriate service designed to assist an older individual who is blind in coping with daily living activities, including supportive services and rehabilitation teaching services;
- (g) IL skills training, information and referral services, peer counseling, and individual advocacy training; and
- (h) Other IL services as defined in the Act, 29 USC 707(30), and as listed in 34 CFR 365.22.

Ed 1018.04 Administering the Program.

- (a) The NHVR shall administer the program in Ed 1018 in order to carry out the purposes listed in Ed 1018.01 either directly or through:
 - (1) Grants to public or private nonprofit agencies or organizations; or
 - (2) Contracts with individuals, entities, or organizations that are not public or private nonprofit agencies or organizations.
- (b) Notwithstanding Ed 1018.04(a), the NHVR may enter into assistance contracts with public or private nonprofit agencies or organizations by following the requirements in 34 CFR 366.32(e).
- (c) Notwithstanding Ed 1018.04(a), the NHVR shall not enter into procurement contracts with public or private nonprofit agencies or organizations, as provided in 34 CFR 366.32(f).

PART Ed 1019 NEW HAMPSHIRE BUSINESS ENTERPRISE PROGRAM

Ed 1019.01 Purpose. The purpose of the New Hampshire Business Enterprise Program (BEP) is to provide blind persons with remunerative employment, enlarge the economic opportunities for the blind, and stimulate the blind to strive to make them self-supporting. The department, through the BEP of the office of services for blind and visually impaired, (SBVI) shall be the state licensing agency (SLA) for legally blind individuals who operate food and vending service facilities on federal, state, and other properties.

Ed 1019.02 Authority. The implementation of agreed-upon policies, standards, and procedures affecting the overall operation of the vending facilities program shall be subject to review by the

committee, as defined in Ed 1019.03(g). SBVI shall have final authority and responsibility for the administration and operation of the vending facilities program.

Ed 1019.03 Definitions. Except where the context makes another meaning manifest, the terms defined in 34 CFR 395.1, Ed 1002.01, and Ed 1109 shall have the same meanings in addition to the following terms:

(a) “Active participation” means an ongoing process of negotiations between SBVI and the committee to achieve joint planning and approval of program policies, standards, and procedures affecting the overall operation of the vending facilities program, prior to their implementation by SBVI;

(b) “Business enterprise program (BEP)” means the New Hampshire business enterprise program in the department of education;

(c) “Individual who is legally blind” means a blind person as defined in 34 CFR 361.1(c);

(d) “Manager” means an individual who is legally blind who is licensed to operate a vending facility on federal or other property;

(e) “Roster” means a list of all qualified candidates who have successfully completed all BEP training requirements and are eligible and awaiting assignment to a vacant vending facility;

(f) “Services for blind and vision impaired (SBVI)” means “Blind Services” as defined in RSA 186-B:10-II; and

(g) “State committee of licensed managers (the committee)” means an officially constituted body within state government, functioning as an integral part of the state's BEP. The committee shall consist of all licensed managers and shall carry out its duties in accordance with 34 C.F.R. 395.14;

Ed 1019.04 Issuance of Vending Facility Manager Licenses.

(a) SBVI shall issue licenses only to a candidate who is:

(1) A citizen of the United States;

(2) Legally blind as defined in Ed 1019.03(b); and

(3) Qualified to operate a vending facility by evidence of having successfully completed training prescribed by SBVI or by virtue of demonstrated experience.

(b) Preference shall be given to qualified candidates who:

(1) Are in need of employment; and

(2) Are residents of the state of New Hampshire.

(c) Candidates, who have satisfactorily completed the training and probationary period described in Ed 1019.05 and Ed 1019.06, shall be issued a manager license.

Ed 1019.05 Training Program and Probationary Period.

(a) All manager candidates shall complete a training program developed by SBVI.

(b) In selecting a candidate who is deemed appropriate to enter the BEP training program, SBVI shall focus on the candidates' individual skills, abilities, and personal qualifications especially suited to the operation of a vending facility as determined by materials submitted by the candidate, NHVR counselor, or both, including but not limited to evaluation reports, educational background, work experience, and resumes.

(c) SBVI shall document that the candidate possesses the necessary skills to function as an independent blind person and the aptitude to be a successful business owner.

(d) The candidate shall meet with the committee chair and administrator of SBVI during the initial interview phase of the acceptance process.

(e) After considering all available information including the interview and recommendation of the committee chair, the administrator shall make the decision as to whether or not to accept the candidate into the training.

(f) Training shall be developed by SBVI with the active participation of the committee.

(g) Training shall consist of a standardized training curriculum combined with on-the-job training in areas including, but not be limited to:

- (1) Health and sanitation;
- (2) Customer service;
- (3) Vending management;
- (4) Café management;
- (5) Marketing;
- (6) Human resources;
- (7) Business processes;
- (8) Accounting;
- (9) Randolph-Sheppard Act; and
- (10) State rules and regulations.

(h) Candidates who have been accepted and have satisfactorily completed the training prescribed by SBVI shall be placed on a roster.

Ed 1019.06 Probationary Candidates (Individuals on the Roster).

(a) When a location becomes available for bid, an individual on the roster may bid along with the licensed managers.

(b) A candidate from the roster who is awarded a first location shall serve a probationary period not to exceed 6 months.

(c) At the end of the probationary period, a candidate who is acceptable to SBVI and wishes to remain in the program shall be issued a license based on the following criteria:

(1) The candidate receives satisfactory evaluation reports as acknowledged by SBVI, and these reports have been reviewed with the NHVR counselor if applicable and the committee chair; and

(2) The evaluation reports attest that the candidate effectively demonstrates the ability to:

- a. Provide good customer service;
- b. Maintain proper food service sanitation standards;
- c. Understand the principles of:
 1. Product inventory control;
 2. Daily cash control;
 3. Banking procedures;
 4. Proper licensing procedures; and
 5. Submission of city, state and federal taxes; and
- d. Maintain the required monthly profit and loss reports.

(d) A candidate whose performance is not acceptable to SBVI shall not be licensed by SBVI and shall be removed from the program when the candidate fails to meet the criteria listed in Ed 1019.06(c) during the training or the probationary periods.

(e) Licenses shall be issued to the manager by SBVI for an indefinite period and shall be subject to termination as provided in Ed 1019.14 and Ed 1019.15.

Ed 1019.07 Transfers and Promotions of Licensed Managers.

(a) When a location becomes available for bid, the vacancy shall be announced to all licensed managers and individuals on the roster.

(b) When an opportunity to bid on a location is announced, a manager may bid or not bid without prejudice to future consideration of a subsequent bid by the potential applicant.

(c) A manager shall be informed of additional requirements of a particular property management, including, but not limited to, security clearance background checks and drug screenings, and shall agree to the additional requirements as a condition of being assigned.

(d) Any manager who is in probationary status as outlined in Ed 1019.06(b), has not completed the continuing education requirements set forth in Ed 1019.18, or is delinquent with respect to filing any

reports or had any indebtedness to the BEP or the state of New Hampshire at the time of the vacancy announcement shall not be permitted to bid for the vacancy.

(e) A selection committee shall be convened by the administrator of SBVI when new opportunities become available for promotion or transfer. The selections committee shall include a representative of the state committee of licensed managers assigned by the chair or co-chairs, the BEP coordinator, and a SBVI representative appointed by the SBVI administrator.

(f) The selection committee shall interview all candidates who submit a bid and score the candidates using the following criteria:

- (1) Record of performance for the past 2 years;
- (2) The manager's plan for the new business including a business plan if applicable;
- (3) Responses to interview questions; and
- (4) Personal appearance, demeanor, and attitude.

(g) After considering all criteria, each review committee member shall award points to the candidates as follows:

- (1) First choice, 3 points;
- (2) Second choice, 2 points; and
- (3) Third choice, 1 point.

(h) The BEP coordinator shall total up the points, and the candidate with the most points shall be awarded the facility. In the event of a tie, the candidate with the most seniority shall be awarded the facility.

(i) When experience has proven that a manager, who SBVI has determined is committed to the successful operation of their vending facility, is assigned to a location or locations beyond the manager's capacities, the manager shall be given opportunities for training. Except that if the training does not result in improved performance, an assignment to a location commensurate with the manager's ability shall be made. If no such facility is available, the manager's name shall be placed on the roster.

(j) A manager shall not be assigned to a facility of lesser income or convenient location without an explanation and an evidentiary hearing if requested by the manager.

(k) If no qualified manager has submitted a bid on a vacant vending facility, BEP, with active participation of the committee shall:

- (1) Assign the vending facility on a temporary basis to a licensed manager assigned to another vending facility;
- (2) Enter into a third-party agreement with a private entity with the commissions being used in accordance with any state or federal regulations to perpetuate the BEP. Such agreements shall not exceed one year and are subject to renewal if no manager is still available to manage the vending facility; or

(3) Permanently attach the vending facility to another vending facility being managed by a licensed manager if it is evident that the location will never sustain a manager nor will there be an opportunity in the foreseeable future to use the location when creating a vending route.

Ed 1019.08 Teaming Arrangements. A manager shall enter into a teaming arrangement with a private vendor only when the following criteria are met:

- (a) The manager a made a qualified bid on the location in response to a bid notification by SBVI;
- (b) The manager demonstrated his or her active role in the day-to-day operation of the business as the person responsible for all reports and accountabilities under applicable federal and state laws and regulations;
- (c) The financial arrangements are acceptable to the program and not less than the manager could make if managed independently; and
- (d) The written agreement was reviewed and approved by the program.

Ed 1019.09 Vending Routes.

- (a) Individual vending routes shall be established by the program when deemed appropriate by SBVI, and only when accepted by the state committee of licensed managers by a simple majority vote.
- (b) Once a vending route is established it shall remain an intact route. When the manager no longer wishes to, or cannot, serve one or more of the locations on the established vending route the vending route as a whole shall go out to bid as a single vending location.
- (c) Altering the composition of a vending route requires the submission of a written proposal which shall be jointly approved by the program and the state committee of licensed managers.

Ed 1019.10 Maintenance and Replacement of Equipment.

- (a) SBVI shall be responsible for repair and maintenance of equipment for the first 4 months after such equipment is furnished to the vending facilities when:
 - (1) A new manager begins operating a vending facility;
 - (2) A manager transfers to a different vending facility; or
 - (3) A manager adds a new vending facility.
- (b) After the initial 4-month period referenced in (a) above, the manager shall be assessed a \$100 deductible on each repair call in accordance with 34 CFR 395.8(c) and 34 CFR 395.9(c).
- (c) SBVI shall replace a piece of equipment based upon funds available if it is deemed to be more cost effective to replace, and the manager has called in a repair.
- (d) If SBVI becomes aware of malfunctioning equipment and the manager has not called in a repair, SBVI shall repair and maintain, or cause to be repaired and maintained, any equipment in need of repair

and maintenance in order to keep the facility operable and in an attractive condition, and the manager shall be assessed the full amount of the repair charge.

Ed 1019.11 Setting Aside of Funds.

(a) In accordance with 34 CFR 395.8(c) and 34 CFR 395.9(c), SBVI shall set aside funds from the net proceeds of the operation of vending facilities and vending machine income to the extent necessary for the following purposes:

- (1) Maintenance and replacement of equipment;
- (2) Purchase of new or replacement equipment;
- (3) Management services as defined in Ed 34 CFR 395.1(j), including training and continuing education for managers;
- (4) Retirement and pension funds, health insurance contributions, paid sick leave and vacation time if it is determined by a majority vote of the managers licensed by SBVI to contribute and use funds set aside for these purposes after SBVI provides each manager information on all matters relevant to such funds; and
- (5) The establishment of a fair minimum return.

(b) The charge for each purpose listed in Ed 1019.11(a) shall be determined by SBVI with the active participation of the state committee of licensed managers and shall be designed to prevent, so far as is practicable, a greater charge than is reasonably required. SBVI shall maintain adequate records to support the reasonableness of the charges, including any reserves necessary to assure that these purposes can be achieved on a consistent basis.

(c) The amount of funds set aside Ed 1019.11(a) shall:

- (1) Be assessed monthly; and
- (2) Be a percentage of net proceeds of the monthly profit and loss statement provided that:
 - a. The manager has net proceeds before set aside of over \$1,700 for that month; and
 - b. Either:
 1. The set aside charge does not reduce the net proceeds below \$1,700; or
 2. In order to assure a fair minimum return to managers, any set aside assessment which lowers a manager's net proceeds below \$1,700 for that month shall be reduced by the amount required to raise the net proceeds to \$1,700.

(d) The percentage in Ed 1019.11(c) shall be a percentage of net proceeds and shall be reviewed every 2 years by SBVI with the active participation of the committee of licensed managers. The new percentage shall be set utilizing the running average balance of the set aside account over the previous 2-year period, the Consumer Price Index, and projected needs.

(e) If the set aside percentage is changed, SBVI shall submit the change to the secretary of the committee for approval prior to implementation.

Ed 1019.12 Distribution and Use of Income from Vending Machines on Federal Property.

(a) Vending machine income from vending machines on federal property which has been disbursed to SBVI by a property managing department, agency, or instrumentality of the United States under 34 CFR 395.32 shall:

(1) Accrue to each manager operating a vending facility on such federal property in New Hampshire in an amount not to exceed the average net income of the total number of manager within the state, as determined each fiscal year on the basis of each prior year's operation; and

(2) Not accrue to any manager in any amount exceeding the average net income of the total number of managers in the United States.

(b) No manager shall receive less vending machine income than a manager was receiving during the calendar year prior to January 1, 1974, as a direct result of any limitation imposed on such income under Ed 1019.12 as provided in 34 CFR 395.8(a).

(c) No limitation shall be imposed on income from vending machines, combined to create a vending facility, when the facility is maintained, serviced, or operated by a manager.

(d) Vending machine income disbursed by a property managing department, agency, or instrumentality of the United States to SBVI in excess of the amounts eligible to accrue to managers in accordance with Ed 1019.12 shall be retained by SBVI.

(e) SBVI shall disburse vending machine income to managers within the state on at least a quarterly basis.

(f) Vending machine income which is retained by SBVI under Ed 1019.12 shall be used for:

(1) The establishment and maintenance of retirement or pension plans;

(2) Health insurance contributions; and

(3) The provision of paid sick leave and vacation time for managers, if it is so determined by a majority vote of managers licensed by SBVI, after SBVI has provided to each manager information on all matters relevant to such purposes.

(g) Any vending machine income not necessary for the purposes in Ed 1019.12(f) shall be used by SBVI for maintenance and replacement of equipment, purchase of new equipment, management services, and assuring a fair minimum return to managers. Any amounts used for these purposes shall require a reduction in set aside in an equal amount on a pro rata basis.

(h) If SBVI determines that a vending location is not suitable for a blind manager, SBVI shall arrange vending services through a third party. Income that accrues to SBVI as a result shall be used to:

(1) Purchase new equipment;

(2) Replace equipment as needed;

- (3) Purchase merchandise inventory;
- (4) Provide training for managers; or
- (5) Establish retirement, health insurance, vacation, or sick pay plans.

Ed 1019.13 Operating Agreement Between SBVI and Manager.

(a) Before assuming management of one or more vending facilities, a manager shall enter into an operating agreement with SBVI. The operating agreement shall set forth the terms and conditions and state the responsibilities of both the manager and SBVI.

(b) The agreement shall include:

- (1) The manager's name;
- (2) The vending facility name and location;
- (3) The hours of operation for the vending facility;
- (4) The articles to be sold at the vending facility;
- (5) The insurance requirements for the vending facility;
- (6) The financial records that must be kept by the manager; and
- (7) The rights and obligations of the manager and SBVI relative to assignments, subcontracts, and default.

(c) The agreement shall contain, but not be limited, to the following items adapted to the individual conditions applying to the specific location:

- (1) The duties of the manager and the performance of such duties in accordance with the following:
 - a. SBVI rules, policies, and standards developed with the active participation of the state committee of managers;
 - b. Applicable health laws and regulations;
 - c. Terms of the permit granted by, or the contract entered into with, the federal or other agency or organization in control of the site of the vending facility; and
 - d. Security clearance requirements for the vending facility such as the process to obtain access cards. This may include background checks and security clearance applications for the manager and their employees or partners. If a licensed manager cannot receive clearance for a particular location, the location shall be released from the manager and put out to bid, unless the manager had not assumed management of the facility and there is an opportunity to award it to the next highest ranked candidate pursuant to Ed 1019.07;

- (2) The responsibilities of SBVI to provide management services to the manager including assistance and supervision, and the ways in which such responsibilities shall be carried out;
 - (3) A statement that the manager shall receive the net proceeds from the vending facility that the manager operates;
 - (4) The responsibility of the manager to furnish:
 - a. A monthly profit and loss statement that includes payment for assessed set asides no later than the last day of the month following the close of the previous month's accounting period;
 - b. One copy each of business liability insurance and workers compensation insurance; and
 - c. One copy of automobile collision and liability insurance in the case of managers with vending delivery vehicles;
 - (5) The right of the manager to terminate the operating agreement at any time;
 - (6) The termination of the operating agreement upon termination of the permit or contract; and
 - (7) The termination or revocation of the operating agreement upon the failure of the manager to operate the vending facility in accordance with the operating agreement or applicable federal, state, or local laws or regulations.
- (d) The manager and the administrator of SBVI shall both sign the agreement.

Ed 1019.14 Performance Probation.

- (a) Licensed managers shall be placed on performance probation when SBVI determines that the vending facility is not being operated in accordance with:
- (1) The rules governing the program pursuant to Ed 1019;
 - (2) The terms and conditions of the permit or contract;
 - (3) The terms and conditions of the operating agreement;
 - (4) State law, the violation of which is, or reasonably may, result in financial or physical harm to the customers of the facility or other persons, the department or the manager; or
 - (5) Rules of other agencies of the state of New Hampshire which have regulatory authority directly related to the operation of a vending facility.
- (b) A written notice of performance probation shall state the reason(s) for probation, steps to be taken, if any, to avoid termination, and the manager's right to appeal SVBI's action pursuant to Ed 1019.21.

(c) The probationary period shall be in effect for 30 days from the date of a written notification as follows:

- (1) If hand delivered, the program representative shall document that the notice was received by the manager as evidenced by a signed acknowledgment of receipt. The 30-day probationary period shall begin on the date the manager signed the receipt;
- (2) If sent by U.S. mail, the notice shall be sent certified mail with return receipt requested. The 30-day probationary period shall begin on the date the manager signed the return receipt; or
- (3) If sent via email, it shall be sent to an email address provided by the manager for all official correspondence. The 30-day probationary period shall begin on the date the email is sent.

(d) Managers placed on performance probation pursuant to (a) above shall not be permitted to bid on vacant vending facilities.

(e) If a manager is placed on disciplinary probation for the same offense for the third time during a 12-month period, the manager's license shall be terminated in accordance with Ed 1019.16 and Ed 1019.21.

Ed 1019.15 Removal of a Manager.

(a) If a manager determines that it is in the manager's best interest to withdraw from a permanently or temporarily assigned facility, the manager may do so and shall be immediately placed on the roster if the withdrawal is not for the purpose of avoiding disciplinary action. The manager shall provide 30 days written notice and shall not accrue seniority.

(b) SVBI shall remove a manager from a facility if circumstances prevent a manager from fulfilling the manager's obligations. Prior to or within 24 hours of the removal, SBVI shall contact the Committee chair and inform the manager of the action.

(c) In facilities that require security clearance by property management, the manager shall meet all such security requirements in order to service a vending facility in such locations. If property management rescinds security clearance for a manager for any reason, SVBI shall remove the manager from that facility. SBVI shall investigate and consult with property management regarding security clearance reinstatement. If the security clearance is not reinstated, the removal shall be permanent.

(d) In the event of the documented misconduct by the manager jeopardizing the existence of the facility, or if SBVI reasonably determines there is a hazardous situation involving the manager which poses an immediate threat to the safety of the manager or others, SBVI shall declare that emergency circumstances exist, whereupon the manager shall be immediately removed. In the case of such removal, the committee chair shall be advised of the action prior to or within 24 hours of the removal.

(e) Any involuntary removal of a manager is subject to appeal pursuant to Ed 1019.21.

(f) In the event of a manager's removal under paragraphs (b), (c), (d), or (e) of this section, SBVI shall, within 10 working days, do one of the following:

- (1) Return the manager to the vending facility;

- (2) Mandate re-training;
- (3) Place the manager's name on the roster;
- (4) Assign the manager to a vending facility with lesser sales and less responsibility; or
- (5) Initiate disciplinary action against the manager.

(g) In lieu of removing a manager from a facility, if SBVI determines that the manager has made a good faith effort to perform all duties required, SBVI shall relieve the manager of responsibility for a portion of the facility if such action would enable the manager to fulfill their obligations in the remaining areas that they service. This provision shall only be applicable if a vending facility has multiple locations and relieving the manager of responsibility for one or more of the locations will help the manager manage the main facility.

(h) When a manager is operating a facility on property not protected under federal or state law with respect to a statutory priority or preference, SBVI shall, upon the request of property management, be required to remove the manager from the facility, but SBVI shall be bound to proceed in accordance with the terms and conditions of the permit. If the removal is a result of violation(s) of the rules, SBVI shall initiate disciplinary proceedings as appropriate. If the removal is not as a result of a violation of the rules, SBVI shall place the manager's name on the roster.

Ed 1019.16 Termination of Licenses.

(a) A license issued to a manager shall be terminated after affording the manager an opportunity for an administrative review, an evidentiary hearing, and arbitration under Ed 1021.15, when one or more of the following conditions apply:

- (1) When vision is improved so that the manager no longer meets the definition of an individual who is legally blind;
- (2) When there is extended illness with medically documented diagnosis of prolonged incapacity of the manager to operate the vending facility in a manner consistent with the needs of the location or other available locations in the vending facility program;
- (3) When the manager withdraws from the BEP; and
- (4) When SBVI finds that a vending facility is not being operated in accordance with:
 - a. The provisions of Ed 1019;
 - b. The terms and conditions contained in the licensing agreement between the manager and SBVI;
 - c. The terms and conditions of the vending facility's permit or contract between SBVI and the manager of the property on which the vending facility is located; or
 - d. State or federal statutes or regulations of other agencies with jurisdiction over vending facilities.

(b) Fifteen days prior to termination, written notice shall be given to any manager whose license is to be terminated or who is in jeopardy of losing the license, including a statement of the reason.

(c) Such notice shall:

(1) Inform the manager of the manager’s right to request an administrative review, an evidentiary hearing, and arbitration under Ed 200; and

(2) Be hand-delivered or sent via US mail with a signed receipt requested.

Ed 1019.17 Vending Facility Equipment and Initial Stock.

(a) SBVI shall furnish each vending facility with adequate, suitable equipment and initial stocks of merchandise sufficient for the establishment and operation of the facility for an initial 2-week period. If the manager obtaining the agreement to operate the location is on the roster or in a probationary period per Ed 1019.05, the manager shall not be eligible to obtain additional locations or inventory until a license has been obtained.

(b) If a licensed manager is provided with initial inventory for a new assignment, it shall be sufficient to operate the location for no more than a 2-week period. The funds provided shall be an interest free loan. SBVI shall establish a monthly payment plan to begin 3 months after the manager has been assigned and assumed management of the location.

(c) The right, title to, and interest in the equipment of each vending facility used in the program and in the initial stocks of merchandise shall be vested in accordance with the laws of the state in either the name of SBVI or the manager.

Ed 1019.18 Continuing Education and Upward Mobility.

(a) Each licensed manager and each candidate on the roster shall complete 10 continuing education or upward mobility credits every 2 calendar years.

(b) Credits shall be awarded in accordance with Table 1019-1 as follows:

Table 1019-1 Continuing Education Credits

Continuing Education/Upward Mobility Type	Credits Awarded
Annual training sponsored by the committee or program	3
Consumer driven regional or national training	4
On-line training approved by the BEP in advance	2
On-line Webinars approved by the BEP in advance	1
State or regional food shows	2
State conventions sponsored by consumer groups	1
National conventions sponsored by consumer groups	3
College level course in business related field	10
Other training, comparable to the list above, as determined by the BEP and committee	Credit awarded shall be based on the training meeting a comparable category above

(c) If, by December 31 of the second year, the manager has not fulfilled the training requirement, the program shall inform the manager and shall grant a 90-day extension to complete all requirements. If after 60 days of the extension, the manager has not completed the necessary training, SBVI shall place the manager on performance probation in accordance with Ed 1019.14. If at the end of the probationary period the manager still has not completed the necessary training, SBVI shall terminate the manager's license and remove the individual as the manager of the vending facility in accordance with Ed 1019.16 and Ed 1019.21. The SBVI administrator shall grant additional time to complete the necessary training if extreme circumstances exist pursuant to (e) below. Such extension of time shall be approved by the state committee of licensed managers.

(d) To the extent funds are available, SBVI shall provide financial assistance to managers who show evidence of financial need in order to complete the training. If funds are not available, SBVI shall make every effort to provide committee or program sponsored training at no cost to the manager.

(e) For the purposes of (c) above, extreme circumstances shall mean a hardship or challenge which impacts the licensed manager's ability to complete the program training in a timely manner, including but not limited to:

- (1) Serious illness of the blind manager or family member, particularly a family member who plays a role in supporting the blind manager with the administration or operation of the business;
- (2) The loss of critical paperwork through fire, flood, or other natural or man-made disasters that effectively destroys such documents;
- (3) A local, state, or federal declared emergency that slows processes; and
- (4) Any planned blindness independence training, including attending a residential guide dog training program or a residential blindness skills program.

Ed 1019.19 Manager Secured Locations.

(a) Managers may seek out new locations on properties not protected by any state or federal priority or preference. If a manager identifies a potential location, and property management is willing to allow the manager to establish a vending facility, the manager shall notify the program coordinator who shall conduct a survey to determine the feasibility of establishing a vending facility. If the results of the survey are favorable and funds are available, SBVI shall enter into an agreement with the entity. The location shall be added to the one being managed by the manager. If the manager bids on and is awarded a different facility, SBVI shall determine on an individual basis, with the active participation of the state committee of licensed managers, to either leave the location attached to the current facility or allow the manager to take it to the new facility.

(b) Nothing in this part shall obligate SBVI to establish a vending facility at a site secured by a manager.

Ed 1019.20 Election, Organization, and Functions of State Committee of Licensed Managers.

(a) The managers licensed by the state shall comprise the membership of the state committee of licensed managers.

(b) Pursuant to 34 CFR 395.14, the committee shall:

(1) Actively participate with SBVI in major administrative decisions, including rule, policy development, and program development decisions affecting the overall administration of the state's vending facility program;

(2) Receive and transmit to SBVI all grievances at the request of managers and serve as advocates for such managers in connection with such grievances;

(3) Actively participate with SBVI in the development and administration of a state system of transfer and promotion of managers;

(4) Actively participate with SBVI in the development of training and retraining programs for managers; and

(5) Sponsor, with the assistance of SBVI, meetings and instructional conferences for managers within the state.

(c) The committee chairperson shall be elected by a majority vote of committee members. The chairperson shall be elected every 2 years. The election shall also include an election for a vice-chair who shall assume the responsibilities of the chair if the chair is unable to attend to his or her duties.

(d) Quarterly meetings shall be held between the committee and SBVI to discuss policy, administrative matters affecting the program, provide a training opportunity, and carry on other business of the committee or SBVI, as needed. The chair has the authority to call special meetings in between quarterly meetings as necessary.

(e) Between the regular meetings individual committee members shall be designated, or sub-committees established, by the chair(s) to carry on the functions of the committee.

(f) All written material pertaining to the administration of the program shall be provided to the chairperson of the committee by SBVI in a format that is accessible by the chairperson(s). SBVI shall distribute the materials to all members of the committee upon approval by the committee chair affording the committee an opportunity to actively participate in policy or major administrative changes.

(g) If, after affording the committee with an opportunity as described in (f) above, a consensus cannot be achieved, the chairperson(s) of the committee shall be notified in writing stating the reasons therefore, prior to implementation of the changes by SBVI.

Ed 1019.21 Administrative Reviews, Evidentiary Hearings, and Arbitration of Manager Complaints. If a manager or the committee is aggrieved by any action of SBVI with regard to the administration of the program, the manager, the committee, or the aggrieved individual may file a written complaint to resolve the matter in accordance with Ed 200. If the matter is not resolved to the satisfaction of the complainant at the conclusion of the process outlined in Ed 200, the complainant may appeal the decision under 34 CFR 395.13 and 34 CFR 395.37.

Ed 1019.22 Access to Program and Financial Information. Each manager shall be provided access to all financial data of SBVI relevant to the operation of the program, including quarterly and annual financial reports, provided that such disclosure does not violate applicable federal or state laws pertaining to disclosure of confidential information. At the request of a manager, SBVI shall arrange a convenient time to assist in interpretation of such financial data.

Ed 1019.23 Manager and SBVI Responsibilities.

(a) Each manager shall submit to SBVI a monthly operating statement along with the set aside assessment detailing, among other things, gross sales, purchases, operating costs, and net profits. Forms for this purpose shall be furnished to each manager by SBVI. SBVI shall retain complete access to the manager's records.

(b) The manager shall:

- (1) Perform faithfully and to the best of manager's ability the necessary duties in connection with the operation of the vending facility in accordance with SBVI's rules, as well as rules of other applicable state and federal agencies;
- (2) Cooperate with officials and duly authorized representatives of SBVI in connection with their official program responsibilities;
- (3) Operate the vending facility in accordance with all applicable health laws and rules, and maintain a clean appearance at all times;
- (4) Abide by the regulations and policies of the agency controlling the property upon which the facility is located;
- (5) Comply with all terms of the permit including maintaining the agreed upon hours; and
- (6) Furnish such reports as SBVI may from time to time require.

(c) SBVI shall assume responsibility for providing:

- (1) Management services as defined in 34 CFR 395.1(j);
- (2) Supervision to ensure the effective operation of the vending facility;
- (3) New and replacement equipment as necessary for the successful operation of the vending facility;
- (4) Maintenance and repair of equipment; and
- (5) Initial stock.

Ed 1019.24 State Licensing Rules. SBVI shall furnish a copy of the state licensing rules to each candidate or manager in addition to all written documents pertaining to the administration and management of the program.

Ed 1019.25 Responsibilities of Vending Facilities.

(a) Unless otherwise exempted by RSA 186-B, any properties owned or leased by the state shall recognize the rights granted to SBVI to establish vending facilities on such properties. SBVI shall be permitted to conduct surveys of state-owned or leased properties to determine the feasibility of establishing one or more vending facilities on a particular property. No state entity shall be permitted to enter into an agreement with a third party for a vending facility unless a determination is made by SBVI that it cannot provide services of a high quality at reasonable prices. Property management shall take all

necessary steps to ensure that the installation occurs, and that the space and the utilities required shall be provided at no cost to the SBVI or the manager for the operation, except telephone or internet service. SBVI shall provide the necessary alterations, plumbing and equipment, merchandise, a licensed manager, and the appropriate supervision of the manager.

(b) In the event that existing buildings are purchased or leased, or new buildings are constructed by any state entity, written notice shall be given to SBVI in ample time to afford the BEP an opportunity to make plans to provide the service.

(c) All vending facility operations shall be governed by an agreement between SBVI and property management, and known as a permit. The permit shall include the location, type of facility, space available, all necessary equipment, and the operating hours of the facility. In the negotiation process between SBVI and property management regarding either the terms and conditions of an occupancy permit or a contract, the committee shall have an opportunity to participate in making final determinations with respect to the terms and conditions of an occupancy permit or contract. The terms and conditions of the permit may be changed after consultation with the manager for purposes of soliciting their input. Once the changes have been made, the revised document shall be provided to the manager. The absence of an executed permit does not relieve a manager of their responsibilities to otherwise comply with these rules and to provide effective management of the vending facility.

(d) Property management shall not require the payment of rent, utilities, or commissions as a condition for operating a vending facility on its property. Except that, at its discretion and with the active participation of the state committee of licensed managers, may negotiate less restrictive agreements that do require such payments. If such payments are negotiated and are included in the permit agreement, the licensed manager shall be obligated to make such payments; except that, no subsequent priority shall be waived either expressly or by implication.

(e) If SBVI determines that a site is suitable for a blind person, it shall negotiate an agreement with a third party vendor to provide services.

PART Ed 1020 INTERPRETER CLASSIFICATION SYSTEM

Ed 1020.01 Purpose. The purpose of the classification system program shall be to evaluate competency skills of sign language interpreters, to maintain records of interpreter classification, and to maintain records of continuing education units required for maintenance of classification.

Ed 1020.02 Program Designation. The program shall be designated "The New Hampshire interpreter classification system" (NHICS).

Ed 1020.03 Classification. An individual who applies for and meets the requirements for classification under Ed 1020.10 shall be qualified as a sign language interpreter by the department's program for the deaf and hard of hearing.

Ed 1020.04 Applicability; Administration of Classification System Program. These rules shall apply to the classification process for sign language interpreters as conducted and managed by the program for the deaf and hard of hearing, in the department of education, division of workforce innovation, bureau of vocational rehabilitation. The classification system program shall be managed by a coordinator appointed by the director of the bureau of vocational rehabilitation.

Ed 1020.05 Definitions. The following definitions shall apply to Ed 1020:

(a) “Deaf interpreter” means a person who is deaf and provides interpreting services as defined in section (e), below;

(b) “Director” means the director of bureau of vocational rehabilitation, division of workforce innovation, department of education;

(c) “Classification system program” means the New Hampshire interpreter classification system operated by the coordinator;

(d) “Coordinator” means the person appointed by the program for the deaf and hard of hearing, bureau of vocational rehabilitation, division of workforce innovation, department of education to coordinate the classification;

(e) “Interpreting” means the process of converting spoken English into American Sign Language (ASL) and the process of converting ASL into spoken English;

(f) “Rater” means an individual who has successfully completed training approved under Ed 1020.12 by the program for the deaf and hard of hearing in the evaluation of interpreter skills;

(g) “State classification test” means the test administered under Ed 1020.08 for the purposes of determining an interpreter’s classification as a qualified interpreter under Ed 1020.10; and

(h) “Rater stipend” means the appropriate level payment made to the rater for their work.

Ed 1020.06 Administration of State Classification Test; Classification Fees.

(a) The state classification test for the purpose of classifying interpreters shall be administered at least once every 6 months, unless there have been no requests for a test. If 3 or more individuals request a test, a test shall be scheduled at a date sooner than the next regularly scheduled test.

(b) The fee for the state classification test shall be \$225.00.

(c) A re-test fee of \$140 shall allow a retake of the performance test by an applicant for initial classification within one year after passing the structured interview portion.

(d) Applicants shall obtain a refund for a scheduled state classification test when providing at least 30 days’ advance written notification of cancellation to the coordinator. Otherwise, test fees shall be nonrefundable.

(e) The coordinator or designee shall collect fees and maintain receipt records and invoices from raters and expenses incurred by the program for:

(1) Rater and interviewer stipends for the evaluation of candidates;

(2) The cost of the interpreter for the deaf or hard of hearing rater during the testing process; and

(3) Testing equipment.

Ed 1020.07 Application Process.

(a) Applicants shall contact the program for the deaf and hard of hearing for an information packet which contains:

- (1) A description of the classification process;
- (2) A completed “NH Interpreter Classification System (NHICS) Application” form, June 2021 edition;
- (3) A description of the fee charged for testing; and
- (4) A description of the appeal procedure.

(b) Each applicant shall submit an application and the fee for the test. Individuals shall not take the test until payment and a complete application are received, and the application is approved as complete by the coordinator or designee.

(c) The coordinator or designee shall notify each applicant who has submitted an application approved as complete of the scheduled date, time, and place for the test.

Ed 1020.08 State Classification Test.

(a) The state classification test shall consist of 2 sections. Section one shall be a structured interview scored by a minimum of 4 raters. Section 2 shall be a pass or fail performance test scored by a minimum of 4 raters.

(b) The structured interview shall be pass or fail and demonstrate the following:

- (1) Knowledge of and ability to make practical use of the code of professional conduct of the Registry of interpreters for the Deaf;
- (2) Knowledge of the role and responsibilities of an interpreter;
- (3) Understanding of professional business practices, including the limitations of an interpreter’s role, diplomacy required of an interpreter, and the need for attire that enhances the background for signing such as plain clothing and jewelry that does not distract from the interpreting process;
- (4) Communication skills in ASL and English; and
- (5) The interpreter’s overall professional presentation.

(c) The performance test shall consist of an interpreting dialogue, preceded by a warm-up.

(d) Each applicant’s performance on sections 1 and 2 of the test shall be videotaped.

(e) The performance test scoring sheet shall consist of a numerical rating covering the following areas:

- (1) The rater’s ability to comprehend the applicant, based on the applicant’s clarity, use of grammar, level of discourse, and use of classifiers;

- (2) The message equivalency transmitted by the applicant, including:
 - a. Message accuracy;
 - b. Accurate use of morphology;
 - c. Use of affect and register of the original message; and
 - d. The amount of information transmitted;
- (3) The interpreting process, including:
 - a. Phrasing; and
 - b. Process management; and
- (4) The applicant's professionalism, including:
 - a. Composure; and
 - b. Objectivity.

Ed 1020.09 Administration of State Classification Test.

(a) The coordinator or designee shall videotape section 1, the interview, and section 2, the performance portion, of the test.

(b) The coordinator or designee shall send the rater scoring packet to 4 qualified raters within one week of the taping. The coordinator shall make sure each packet includes a copy of the candidate's tape, scoring sheets, and the rater instruction information.

(c) Candidates who pass both the performance section and the interview section shall be state classified and notified.

(d) Candidates who successfully pass the performance portion of the test but do not successfully pass the interview portion of the test shall not be considered for state classification and they shall retake both sections of the test.

(e) The coordinator shall mail to each applicant who has completed the performance test written notice of the test results within one month of the date of the test.

(f) A person who fails either the structured interview or the performance test may request from the coordinator, in writing, copies of the raters' scoring sheets. The coordinator shall supply such sheets, upon written request.

(g) Applicants for initial classification not passing the performance test may retake the performance portion of the test, within one year after passing the structured interview portion.

Ed 1020.10 Classification of Interpreters. An applicant shall be classified as a qualified sign language interpreter who:

- (a) Has a high school diploma or its equivalent;
- (b) Is 18 years of age or older; and
- (c) Receives a score of 75% or more on the performance test.

Ed 1020.11 Maintenance of Classification.

(a) “Continuing education units (CEUs),” for the purpose of this rule, means:

- (1) Participation in professional workshops sponsored by a post-secondary interpreter training program, the RID, the National Association of the Deaf (NAD) or the state chapters of such organizations, or any other professional training organization which focus on issues related to the deaf community, the interpreting process, or both;
 - (2) Conventions or conferences of either deafness or interpreting organizations;
 - (3) Tutoring sessions, if such sessions are qualified under paragraph (b); and
 - (4) For the 20% required in areas not related to deafness or interpreting, participation in a course, workshop, or training session on a topic unrelated to deafness, but which has an impact on the interpreter’s activities as a sign language interpreter.
- (b) To qualify, a tutoring session shall be provided by RID certified interpreters who hold their NIC, Certificate of Interpretation (CI) or NAD level V.
- (c) Classification as a qualified interpreter under Ed 1020.10 shall be valid for 6 years from date of issue.
- (d) All state-classified interpreters shall earn CEU’s. The number of CEU’s earned shall be the same number of hours as those required by RID over each 4 year period, 80% of which shall be deafness/*or* interpreting related, and 20% of which shall be either deafness or interpreting related or in other areas as pursuant to Ed 1020.11(a)(4) above. CEU hours shall be awarded based on clock hours of participation and shall require documentation from such training programs such as an agenda, conference packet, or syllabus. No one convention, workshop, or course shall be used to satisfy the entire requirement.
- (e) An individual’s classification shall lapse for an individual who fails to obtain national certification before the expiration of the 6-year classification period, and the individual shall no longer be:
- (1) Listed in the department of education’s directory of interpreters for the deaf; and
 - (2) Considered a licensed interpreter by the state of New Hampshire.

Ed 1020.12 Raters.

(a) Each team of raters shall be comprised of 2 raters who can hear and 2 raters who are deaf or hard of hearing. Raters who can hear shall possess a valid certification from RID or the NAD level V. The program for the deaf and hard of hearing shall solicit applicants from certified interpreters and the deaf community. Selection shall be made by the program for the deaf and hard of hearing based on skill level, availability, and experience.

(b) The program for the deaf and hard of hearing shall provide rater training for new raters. New raters shall complete the rater training, which shall consist of instruction and materials on the principles of interpreter classification evaluation, practice tapes, and inter-rater reliability data.

(c) A rater shall not have a conflict of interest regarding the person to be rated. A conflict of interest shall be deemed to exist if the person to be rated is a member of the rater's immediate family which shall mean the rater's spouse, parent, mother-in-law, father-in-law, sibling, sister-in-law, brother-in-law, or child, or anyone related to the rater by blood or marriage and living in the same household as the rater. The rater shall disclose any other circumstances which create a conflict of interest as to a particular person, and shall withdraw as a rater for that person. The rater shall also disclose to the coordinator any circumstances likely to create the appearance of a conflict of interest.

(d) Scoring by raters shall be done as follows:

(1) For the part I-interview portion of the test, the applicant shall be rated by both deaf and hard of hearing raters and raters who can hear; and

(2) For the part II- performance portion of the test, the raters who can hear shall score primarily the ASL-to-English components of the evaluation and the deaf or hard of hearing raters shall score primarily the English-to-ASL components of the evaluation.

(e) Raters shall receive the rater stipend from the interpreter classification fund for scoring each applicant and to receive payment, raters shall submit an invoice, which shall include the rater's name, address, name of applicant, and date of rating.

(f) All documents, paperwork, and digital media, shall be sent back to the coordinator for record keeping to ensure the applicant's confidentiality.

Ed 1020.13 Publication of Directory of Interpreters for the Deaf. The name and date of award of each individual classified under the classification system program shall be published by the department of education in a directory of interpreters for the deaf, which shall be printed at least biennially. The directory shall also include name, source of national certification, state of NH licensure status, and date of certification for any interpreter certified by the RID or the NAD who wishes to be included in the directory. Contact information shall be included at the option of the interpreter. The primary source for this document shall be located on the NHVR's website and an annual printing shall occur.

Ed 1020.14 Retention of Test and Directory Data. The program for the deaf and hard of hearing shall keep the following data in confidential files for a period of at least 7 years:

(a) Correspondence with individual applicants;

(b) Records of scores of individual tests for each applicant tested, whether the applicant was successful or unsuccessful;

(c) Records of CEU's for each interpreter who has completed the state classification process;

(d) The original CD of each applicant's interview and performance test;

(e) The date classification under Ed 1020.10 was awarded; and

(f) Name, address, and telephone number for each state classified and nationally certified interpreter listed in the department of education directory of interpreters for the deaf.

Ed 1020.15 Appeal. An applicant aggrieved by a decision of the program relating to classification shall file a petition for reconsideration along with supporting documentation to the director within 20 business days after receipt of the decision regarding classification. If the petition for reconsideration is denied, the applicant shall appeal the director's decision pursuant to RSA 21-N: 11, III and Ed 200. Any person may file a written complaint charging a person qualified as a deaf interpreter with misconduct pursuant to the process set forth in Int 205 of the board of licensing for interpreters of the deaf and hard of hearing.

PART Ed 1021 REVIEW PROCEDURE

Ed 1021.01 Review Procedures.

(a) Review procedures shall comply with 34 CFR 361.57 and New Hampshire law.

(b) An individual who is dissatisfied with any determination made by personnel of the NHVR that affects the provision of vocational rehabilitation services shall request, or, if appropriate, shall request through the individual's representative, a timely review of that determination.

(c) The NHVR shall make reasonable accommodation for the individual's disability in conducting hearings and mediation procedures. Reasonable accommodation shall include using appropriate modes of communication consistent with the informed choice of the individual.

Ed 1021.02 Notification of Right to Mediation and Hearings.

(a) The NHVR shall provide an individual or, as appropriate, the individual's representative, notice as enumerated in 34 CFR 361.57(b)(1).

(b) The notice required in Ed 1021.04(a) shall be provided by using the appropriate mode of communication consistent with the requirements of 34 CFR 361.57(b)(2).

(c) Determinations for which a review may be requested include the NHVR's failure to release harmful information directly to the individual.

Ed 1021.03 Informal Dispute Resolution.

(a) An individual, or a representative of the individual, seeking review of a determination shall file a complaint with the NHVR.

(b) Filing a complaint shall not prevent the individual from requesting mediation or a due process hearing in the case where the complaint is not resolved to the individual's satisfaction.

Ed 1021.04 Mediation.

(a) Mediation shall be voluntary and available to individuals in accordance with 34 CFR 361.57(d), and Ed 205.

(b) If mediation as described in Ed 205.03 is selected by the parties and resolution is not achieved, the individual selected as a mediator shall not be the same individual who is subsequently appointed as a hearing officer to preside at a hearing in the same matter pursuant to Ed 1021.10(c).

(c) Inconsistencies between mediation procedures in Ed 205.03 and Ed 1021.05 shall be resolved in favor of the provisions of Ed 1021.05.

Ed 1021.05 Mediation Procedure.

(a) An individual shall have the option of using mediation to resolve disputes involving NHVR determinations that affect the provision of vocational rehabilitation services. Mediation shall be made available, at a minimum, whenever an individual or, as appropriate, the individual's representative requests a hearing. Mediation may also be requested without filing a complaint or requesting a hearing.

(b) Mediation shall not be used to deny or delay the individual's right to pursue resolution of the dispute through a hearing held within the 60-day time period for holding hearings required by 34 CFR 361.57(e). At any point during the mediation process either the individual or the mediator shall have the option of electing to terminate the mediation. In the event mediation is terminated, the individual shall have the option of pursuing resolution through a hearing.

(c) An individual may be represented during mediation sessions by counsel or another advocate selected and paid for by the applicant or individual.

(d) Mediation sessions shall be conducted by a qualified and impartial mediator who shall be chosen at random from a pool of mediators who are knowledgeable about vocational rehabilitation services.

(e) Mediation sessions shall be arranged by the office of legislation and hearings in the designated state agency. Mediation shall be scheduled within 30 days from the date a written request for mediation is received by the NHVR.

(f) Discussions that occur during the mediation sessions shall be kept confidential and shall not be used as evidence in any subsequent hearings or civil proceedings. The parties to the mediation sessions shall sign a confidentiality pledge prior to the commencement of the sessions.

(g) An agreement reached by the parties to the dispute in the mediation sessions shall be described in a written mediation agreement that is developed by the parties with the assistance of the qualified and impartial mediator and signed by both parties. Copies of the agreement shall be sent to both parties.

(h) The costs of the mediation process shall be paid by the NHVR.

Ed 1021.06 Scheduling of Mediation, Prehearing Conference, and Hearing.

(a) At the time of the filing of a request to initiate a hearing under Ed 1021.07, the parties shall notify the office of legislation and hearings in the designated state agency of whether they wish to pursue mediation prior to a prehearing conference and a hearing.

(b) If the parties choose not to engage in mediation, the office of legislation and hearings in the department of education shall schedule the prehearing conference and hearing based on hearing officer availability, as provided in Ed 1021.10.

(c) The scheduling shall allow for the following:

- (1) A day for an alternative dispute resolution, if the parties so decide;
- (2) A half day for a prehearing conference; and
- (3) A minimum of 2 days for a hearing.

Ed 1021.07 Initiation of Hearing by Applicant or Individual.

(a) An individual who is dissatisfied with any determination made by personnel of the NHVR that affects the provision of vocational rehabilitation services shall notify the office of legislation and hearings in the designated state agency, in writing, if he or she wishes to request a due process hearing. The written request for a hearing shall be made within 30 days after the NHVR notifies the individual of its determination or completion of an alternative dispute resolution procedure.

(b) The written request required to initiate the hearing process shall include:

- (1) The full name and address of the individual;
- (2) A description of why the individual is not satisfied with the determination; and
- (3) The desired outcome of the complaint or mediation procedure, if applicable.

(c) When providing a written request for a hearing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept a request in the appropriate mode of communication that is consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.08 Commencement of Hearing Process. The hearing shall be held no later than 60 days after the office of legislation and hearings receives a request for the hearing under Ed 1021.07, unless an agreement is reached prior to the 60th day, or unless the parties agree to a specific extension of time.

Ed 1021.09 Denial, Dismissal, or Withdrawal of Request for Hearing.

(a) The office of legislation and hearings in the department of education shall not deny or dismiss a request for a hearing unless:

- (1) The individual withdraws the request in writing;
- (2) The hearing officer determines a party to be in default for failure to appear at the hearing without good cause that constitutes illness, accident, or any other circumstances beyond the control of the individual; or
- (3) The hearing officer grants a motion to dismiss.

(b) An individual may withdraw a request for a hearing without prejudice until such time as he or she retains legal counsel.

(c) When withdrawing a request for a hearing in writing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept requests in the appropriate mode

of communication that are consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.10 Scheduling Mediation Proceedings and Hearings.

(a) The governance unit in the department of education shall schedule mediation, if requested, and a prehearing conference and a hearing as follows:

(1) As soon as the mediation, if any, the prehearing conference, and the hearing have been scheduled, the office of legislation and hearings shall notify the parties in writing of:

- a. The date, time, and place of the requested mediation and the prehearing conference;
- b. The date, time, place, and nature of the hearing;
- c. Legal authority under which the hearing is to be held;
- d. The particular sections of the statutes and rules involved, including a copy of Ed 1021;
- e. A short and plain statement of the issues involved; and
- f. The party's right to have an attorney present to represent the party at the party's expense.

(2) The name and address of the hearing officer who shall preside at a hearing shall be selected:

- a. From a list of hearing officers, who have knowledge of state and federal vocational rehabilitation law, that is maintained by the office; and
- b. On a random basis.

Ed 1021.11 Elements of a Hearing. A hearing shall include the following elements:

- (a) A prehearing conference, governed by Ed 1021.12;
- (b) A hearing, governed by Ed 1021.15, shall be limited to 2 days; and

(c) A hearing officer's decision under Ed 1021.16(a) shall be considered the final decision of the NHVR.

Ed 1021.12 Prehearing Procedures. The prehearing conference required by Ed 1021.10(a) shall be conducted by a hearing officer and governed by Ed 208 along with the following:

(a) Parties shall be prepared to discuss the issues described in RSA 541-A:31, V(c);

(b) Parties shall exchange, and provide to the hearing officer, witness lists including a brief description of each witness's testimony, and documentary evidence at least 5 business days before the hearing. Documentary evidence exchanged shall be legibly labeled in the upper right-hand corner with

consecutive Arabic numerals as either "Individual Exhibit (number)" or "NHVR (number)", as appropriate. An index, by title, of all exhibits submitted shall also be exchanged;

(c) In order to limit testimony at the hearing to only those factual matters which remain in dispute between the parties, each party shall submit a statement of facts;

(d) The party who initiated the hearing shall present his or her case first unless the hearing officer determines that the change in the order of presentation would not materially prejudice any party's right to a full and fair hearing and:

(1) The hearing would proceed in a more timely manner if the party not initiating the hearing presents his or her case first; or

(2) The hearing would proceed in a more efficient manner if the party not initiating the hearing presents his or her case first.

Ed 1021.13 Voluntary Production of Information.

(a) Each party shall attempt in good faith to make a complete response to requests, as soon as practicable, for the voluntary production of information.

(b) When a dispute between parties arises concerning a request for the voluntary production of information, releases, or documents, any party may file a motion to compel the production of the requested information under Ed 1021.14.

Ed 1021.14 Motion to Compel Production of Information.

(a) Any party may file a motion requesting that the hearing officer compel the parties to comply with information requests. The motion shall be filed at least 15 days before the date scheduled for the hearing, or as soon as possible after receiving the notice of hearing. Any objection to the motion to compel shall be filed within 5 days of the date receipt of the motion.

(b) The moving party's motion shall:

(1) Set forth in detail those factors which it believes justify its request for information; and

(2) List with specificity the information it is seeking to discover.

(c) When a party has demonstrated that such requests for information are relevant to the issues described in the hearing notice and might be necessary for a full and fair presentation of the evidence at the hearing because they have the potential to affect the outcome of the hearing, the hearing officer shall grant the motion to compel.

Ed 1021.15 Hearing Procedures. The hearing shall be conducted by a hearing officer, governed by Ed 200 along with the following:

(a) All hearings shall be electronically recorded by the hearing officer or his or her designee. The hearing officer's recording shall be the official record of the hearing unless a party requests and pays for stenographic recording of such hearing. If a party requests and pays for a stenographic recording of the hearing, the stenographic record shall be under the control of the hearing officer and shall be the official record;

(b) Any party to a hearing shall have the right to:

- (1) Be accompanied and advised by counsel, who shall be an attorney, or by an individual with special knowledge or training with respect to vocational rehabilitation services and whose services shall be paid for by the party retaining counsel;
- (2) Present evidence and confront and cross-examine witnesses;
- (3) Request that the hearing officer prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least 5 business days before the first day of the scheduled hearing;
- (4) Obtain a verbatim record of the hearing, at any point during the hearing or afterwards;
- (5) Obtain written findings of facts and decisions; and
- (6) Record the hearing;

(c) At the conclusion of the hearing an applicant, eligible individual, or previously eligible individual may request, at no cost, a verbatim record of the hearing in either electronic or written format and written findings of fact and decisions at no cost for the first copy of each item. Any additional copies or copies of any of the items in the case file shall be available at the department's cost to produce them;

(d) An applicant, eligible individual, or previously eligible individual shall have the right to open the hearing to the public. However, if a hearing is open to the public, the hearing officer shall seat the members of the public and position their equipment in such a way that the public and equipment do not interfere with the proceedings;

(e) Each party shall have a maximum of one day to present its case, unless additional time is necessary for a full, fair disclosure of the facts necessary to arrive at a conclusion;

(f) The hearing officer shall limit the number of additional witnesses to eliminate redundant, cumulative, or irrelevant testimony; and

(g) The hearing officer shall limit examination of a witness by either party to avoid redundant, cumulative, or irrelevant testimony.

Ed 1021.16 Agreement Prior to Hearing.

(a) If the parties reach an agreement prior to the hearing, both parties shall sign a written statement requesting the cancellation of the hearing.

(b) When signing a written statement requesting the cancellation of the hearing is a burden to the applicant, eligible individual, or previously eligible individual because of the individual's disability, the office of legislation and hearings shall accept such requests in the appropriate mode of communication that is consistent with the informed choice of and used by the applicant, eligible individual, or previously eligible individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.17 Continuance of Hearing.

(a) A hearing officer shall grant extensions of time beyond the period set out in Ed 1021.15(e) for specific periods of time at the request of either party if:

- (1) The party's vocational rehabilitation services would not be jeopardized by the delay;
- (2) The party would not have adequate time to prepare and present the party's position at the hearing in accordance with the requirements of due process; and
- (3) The need for the delay is greater than any financial or other detrimental consequences likely to be suffered by a party in the event of delay.

(b) A hearing shall not be continued by the hearing officer because of the hearing officer's schedule.

Ed 1021.18 Decision.

(a) The hearing officer shall issue a final decision not later than 30 days after the hearing is completed. The final decision shall be consistent with RSA 541-A:35. The final decision shall be based on the provisions of the approved state plan, the Act, federal vocational rehabilitation regulations, and state rules that are consistent with federal requirements.

(b) The hearing officer shall provide to the individual or, if appropriate, to the individual's representative, and to the NHVR a full written report of the findings and grounds for the final decision within 30 days after the hearing is completed.

(c) A copy of the final decision shall be sent by certified mail to each of the parties.

Ed 1021.19 Impact on Provision of Services During Proceedings.

(a) The NHVR shall not institute a suspension, reduction, or termination of vocational rehabilitation services being provided to an applicant or eligible individual, including evaluation and assessment services and IPE development, pending resolution of a request for review of a determination through mediation or pending a decision by a hearing officer unless:

- (1) The individual or, in appropriate cases, the individual's representative requests a suspension, reduction, or termination of services;
- (2) The NHVR has evidence that the services have been obtained through misrepresentation, fraud, collusion, or criminal conduct on the part of the individual or the individual's representative; or
- (3) The individual or the individual's representative engages in delaying tactics to avoid a determination of the issue for the purpose of continuing services the NHVR believes are inappropriate or inconsistent with the program or the employment aptitudes and interests of the individual. In the case of apparent delaying tactics, the following shall apply:
 - a. Any case that remains open after 180 days shall be presumed to be a case where delay tactics are being employed; and
 - b. In any case open longer than 180 or whenever the hearing officer believes a party is hindering the prosecution of the case, the hearing officer shall require the offending

party to show good cause pursuant to Ed 206.04(a) why the hearing officer should not dismiss the case with prejudice.

(b) If a party brings a civil action under Ed 1021.20 to challenge the final decision of the hearing officer made under Ed 1021.18, the final decision of the hearing officer shall be implemented pending review by the court.

Ed 1021.20 Civil Action. Any party who disagrees with the findings and decision of the hearing officer may bring a civil action to appeal that decision in a state or a United States district court of competent jurisdiction as provided in 34 CFR 361.57(i).

Appendix

Rule	Statute or Federal Regulation Implemented
Ed 1001	34 CFR 361; RSA 200-C:1
Ed 1002	34 CFR 361.5
Ed 1003	34 CFR 361.38
Ed 1004	34 CFR 361.41
Ed 1005	34 CFR 361.42
Ed 1006	34 CFR 361.42-44
Ed 1007	34 CFR 361.42
Ed 1008	34 CFR 361.45-46
Ed 1009	34 CFR 361.36
Ed 1010	34 CFR 361.53
Ed 1011	34 CFR 361.54
Ed 1012	34 CFR 361.51
Ed 1013	34 CFR 361.52
Ed 1014	34 CFR 361.55
Ed 1015	34 CFR 361.56
Ed 1016	34 CFR 363
Ed 1017	45 CFR 1329; 34 CFR 77.1
Ed 1018	34 CFR 367
Ed 1019	RSA 196-B:10-II
Ed 1020	RSA 326-I:5, RSA 200-C:19, IV
Ed 1021	RSA 541-A:30-a; 34 CFR 361.57

Readopt with amendment Ed 306.04, effective 8-9-19 (Document #12845), to read as follows:Ed 306.04 Policy Development.

(a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:

- (1) Absenteeism and attendance;
- (2) Promoting school safety;
- (3) Discipline;
- (4) Records retention, including electronic files;
- (5) Character and citizenship;
- (6) Meeting the instructional needs of each individual student;
- (7) Student hazing;
- (8) Student harassment, including bullying, as required by RSA 193-F;
- (9) Sexual harassment, as detailed in Ed 303.01(j) and (k);
- (10) Reporting of suspected abuse or neglect;
- (11) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships;
- (12) Distance education, ~~if the district chooses to offer distance education as provided as~~ *outlined* in Ed 306.22;
- (13) Providing alternative means of earning credit toward a high school diploma or equivalent such as extended learning opportunities, and distance education to meet the requirements of RSA 193:1, (h) until July 1, 2015;
- (14) Providing alternative means of demonstrating achievement of identified graduation competencies toward the awarding of a credit for a high school diploma or equivalent such as extended learning opportunities, career and technical education courses, and distance education no later than July 1, 2015 to meet the requirements of RSA 193:1, (h);
- (15) How a credit can be earned, as provided in Ed 306.27(e) until July 1, 2015;
- (16) How a credit used to track achievement of graduation competencies can be earned no later than July 1, 2015, as provided in Ed 306.27(e);
- (17) Recommending developmentally appropriate daily physical activity and exercise;
- (18) Behavior management and intervention for students;

(19) Homeless students;

(20) Wellness as required by Section 204 of the federal Child Nutrition and WIC 42 USC 1751;

(21) Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities;

(22) Meeting the special physical health needs of students;

(23) Supporting the availability and distribution of healthy foods and beverages that create a healthy environment in all schools throughout all school buildings during the school day;

(24) Air quality in school buildings as required by RSA 200:48;

(25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas no later than July 1, 2015 as follows;

a. Arts education;

b. Digital literacy;

c. English;

d. Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis;

e. Physical sciences;

f. Biological sciences;

g. US and NH History;

h. US and NH government/civics;

~~i. Holocaust and genocide education;~~^[RS1]

i. Economics, including personal finance;

j. World history, global studies, or geography;

k. Health education; and

l. Physical education; and

(26) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation no later than July 1, 2015, that encompass multiple content areas outlining the knowledge, skills and work-study practices necessary for success in colleges and careers.

(b) The policies and procedures required by (a) above shall apply to each school except that (13)-(16), (25) and (26) shall not apply to elementary or middle schools.

(c) The policy relative to absenteeism and attendance shall specify procedures for the accountability and supervision of students. The policy relative to absenteeism shall not penalize students who miss class or a required school event because of a school scheduling conflict. Districts shall implement a cooperative approach which places responsibility for notification when a student is tardy, absent, or dismissed on both the parents/guardians and the school.

(d) The policy relative to promoting school safety shall require school administrators to implement procedures which relate to safe practices:

- (1) On school buses and on the school grounds, including playgrounds;
- (2) During authorized school activities, such as field trips;
- (3) Within the school building, including classrooms and laboratories;
- (4) Off school grounds during school-sanctioned activities, including, but not limited to, work-based learning and internships;
- (5) In the use of online resources; and
- (6) In managing the behavior of children including, describing how and under what circumstances restraint shall be used pursuant to RSA 126-U.

(e) Educators shall be required to know and implement the appropriate safety practices and procedures applicable to their assigned areas of responsibility and to include safety instruction in all applicable programs offered by the school.

(f) The policy relative to student discipline shall:

- (1) Include provisions regarding:
 - a. Student rights and responsibilities;
 - b. Rules of conduct; and
 - c. Penalties for misbehavior;
- (2) Be written in age-appropriate language;
- (3) Be disseminated to parents and guardians; and
- (4) Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever practical.

(g) The local school board shall review with the superintendent or chief administering officer the conditions and methods for suspension and expulsion of students developed and implemented by the superintendent or chief administering officer and the local school board in accordance with RSA 193:13.

The superintendent, chief administering officer, or designee shall keep students, parents, educators, and all other school personnel informed about school rules. Such information shall be readily available.

(h) The policy relative to records retention, including electronic files, disposition, and access shall require that complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. A schedule for the retention and disposition of original records and information shall be established in accordance with RSA 189:29-a. Access to all student records and information shall be controlled by written procedures designed to protect individual rights and to preserve the confidential nature of the various types of records in compliance with the federal "Family Educational Rights and Privacy Act," 20 U.S.C. §1232g, and RSA 91-A, Access to Public Records.

(i) The policy relative to character and citizenship development shall:

(1) Include those elements of character and citizenship to be incorporated in courses of study or instilled, by example, in a caring educational environment, including but not limited to:

- a. Self-discipline, self-respect, and self-control;
- b. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others;
- c. Fairness, integrity, and justice;
- d. Respect, courtesy, and human worth;
- e. Responsibility to oneself and others;
- f. Community service; and
- g. Pursuant to RSA 186:13, the rights and responsibilities of citizenship; and

(2) Be developed in consultation with school staff, administration, parents, and other representatives of the community.

(j) The policy relative to meeting the instructional needs of each student shall require administrators and educators to consider students' differing talents, interests, and development when planning the educational programs specified in Ed 306.

(k) The policy relative to partnerships among schools, families, and communities shall comply with the following standards:

(1) Schools shall strive to involve parents and family members of students of all ages and learning levels;

(2) Schools shall provide parent educational activities throughout the school year to help parents support their children's learning;

(3) Schools shall frequently communicate school performance, student progress, personalized learning strategies as adopted by the local school board and in accordance with district and graduation competencies, and academic opportunities, using both print and online formats;

(4) Schools shall work with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;

(5) Schools shall promote collaboration among parents, schools, and community on school improvement and student achievement projects;

(6) Schools shall strive to harness all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each student in achieving necessary skills and knowledge; and

(7) Schools shall encourage business partnerships to assist students in the successful transition to employment or further education.

(l) The policy relative to developmentally appropriate daily physical activity pursuant to Ed 310 shall recommend that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The developmentally appropriate daily physical activity policy shall be in addition to and shall not replace the physical education program requirement in Ed 306.41.

Readopt with amendment Ed 306.26, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.26 ~~Kindergarten-~~ ***Through*** Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is:

(1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and

(2) An instructional program that includes:

- a. Procedures for diagnosing learner needs, learning styles, and interests;
- b. Methods and strategies for teaching students;
- c. Research-based learning opportunities;
- d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
- e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a, implemented on or before July 1, 2020 that supports:

(1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;

(2) Child development and learning in all domains, including, but not limited to:

- a. Physical;
- b. Social;
- c. Cognitive; and
- d. Language;

(3) Child-directed experiences based upon the district’s identified early childhood best teaching practices and play-based learning that comprise:

- a. Movement;
- b. Creative expression;
- c. Exploration;
- d. Socialization; and
- e. Music; and

(4) A guided-reading literacy program.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among **the following learning areas to be taught in grades 1-8 at all learning levels in the school:**

(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; ~~and~~ ~~and~~
- h. Ed 306.46, relative to a social studies program; ~~and~~ ~~and~~
- i. Ed 306.49, relative to Holocaust and genocide education (grades 6-8), as applicable; ~~and~~.*

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;

- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; ~~and~~
- j. Ed 306.47, relative to a technology and engineering education; *and*.

k. Ed 306.49 relative to Holocaust and genocide education, as applicable.

(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

(1) Consist of activities designed to:

- a. Provide credit or supplement regular academic courses; and
- b. Promote the schools and individual students' educational goals and objectives;

(2) Be governed by a policy adopted by the local school board that:

- a. Provides for the administration and supervision of the program;
- b. Outlines how certified school personnel oversee an individual student's program;
- c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;
- d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
- e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;

(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;

- (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and
- (5) Be available to all students.

(h) The local school board shall require, and each district shall establish, and provide comprehensive instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not later earlier than 6th grade and continuing through grade 8 as a component of a course in social studies, English language arts, or both, and across the curriculum as applicable.

Readopt with amendment Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require that no later than July 1, 2016, the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;

(3) The instructional program shall include:

a. Procedures for diagnosing learner needs;

b. Methods and strategies for teaching that incorporate learner needs;

c. Resource-based learning opportunities;

d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and

e. The provision of remedial instruction as needed.

(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

(5) The extended learning opportunities in (4) above shall:

a. Consist of activities designed to:

1. Provide acknowledgement of achievement or supplement regular academic courses; and
 2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
1. Provides for the administration and supervision of the program;
 2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
 3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
 4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
 5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;
- c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and
- d. Be available to all students; and
- (6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:
- a. Intramural and interscholastic athletics;
 - b. Performing groups;
 - c. Academic clubs and societies;
 - d. Student government;
 - e. Activities and services that afford students with disabilities an equal opportunity to participate; and
 - f. Any other activities that:
 1. Supplement and enrich regular academic courses;

2. Provide opportunities for social development;
3. Encourage participation in the arts, athletics, and other cooperative groups; and
4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

- (1) Ed 306.31, relative to an arts education;
- (2) Ed 306.33, relative to a business education;
- (3) Ed 306.34, relative to a career and technical education;
- (4) Ed 306.35, relative to a career education;
- (5) Ed 306.37, relative to an English/language arts and reading program;
- (6) Ed 306.38, relative to a family and consumer science education;
- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; ~~and~~
- (17) Ed 306.49 relative to Holocaust and genocide education; and**
- (178) Ed 306.27(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.

(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:

(1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or

(2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.

(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.

(g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.

(h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.

(i) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.

(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.

(l) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has ~~st~~ [RS2] a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above.

(n) The following shall apply relative to the required program of studies:

- (1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;
- (2) Each high school may use any relevant title to identify a particular course;
- (3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;
- (4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;
- (5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

- (6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:
 - a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;
 - b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school’s program of studies;
 - c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);

d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(l)(5); and

e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.27(l)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);

(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(l)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.

(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(q) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies.

(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy;

(s) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;

- (2) A school may award a special diploma that recognizes academic achievement;
- (3) Graduation competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and
- (4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(t) The district shall provide learning opportunities that enable students to achieve the district’s graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district no later than July 1, 2015:

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(z) College readiness in specific areas of learning, for example, science, technology, engineering and mathematics (STEM) which requires higher levels of mathematical functions and reasoning, may require achievement of competencies that are above and beyond the core graduation competencies outlined above.

(aa) The graduation competencies in digital literacy education shall be met by either:

(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate

(ab) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.

(ac) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:

(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and

(2) The high school principal may approve a particular interdisciplinary course if he/she determines that:

a. The course has been adopted by a faculty team; and

b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.

(ad) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:

(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and

(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.

(ae) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in (ad) below; or

(3) Those individuals in special or unusual circumstances as provided by local school board policy.

(af) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.

(ag) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.

(ah) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:

- (1) Such action is in the best interests of the student; and
- (2) At least one of the following circumstances exists:
 - a. The student has a debilitating illness which limits school attendance;
 - b. The student has a physical disability which precludes participation in physical education;
 - c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
 - d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.

(ai) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

(aj) The local school board shall require, and each district shall establish, and provide comprehensive instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than not later than 6th grade and continuing through grade 12 as a component of a course in social studies, English language arts, or both, ~~and across the curriculum as applicable.~~

Readopt with amendment Ed 306.37, effective 1-8-16 (Document #11020), to read as follows:

Ed 306.37 English/Language Arts and Reading Program.

(a) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each elementary school provides:

- (1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;
- (2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;
- (3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;
- (4) An environment which promotes the importance of reading;
- (5) Opportunities for each child to become literate;

- (6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;
 - (7) Support for teachers on interpreting test results;
 - (8) Continuous monitoring of each student's progress from grade to grade;
 - (9) Early intervention or remediation;
 - (10) Instruction for teachers in reading in the content areas; and
 - (11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.
- (b) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each middle school provides:
- (1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;
 - (2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and
 - (3) Systematic instruction and activities designed to enable student to:
 - a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause/effect, comparison/contrast, and problem/solution;
 - b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;
 - c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;
 - d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;
 - e. Apply previously learned reading skills to content materials;
 - f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;
 - g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;
 - h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and

i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.

(c) Pursuant to Ed 306.27, the local school board shall require that an English/language arts program in each high school provides:

(1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;

(2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;

(3) Courses totaling at least 6 credits in English which shall be distributed as follows:

a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:

1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;
2. The acquisition of knowledge; and
3. The understanding of literature and our literary heritage; and

b. At least 2 elective credits designed to provide increased proficiency in the basic language skills and/or an expanded knowledge and understanding of literature and which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and

(4) Systematic instruction and activities designed to enable students to:

a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;

b. Write and present speeches for a variety of purposes and audiences;

c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;

d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;

e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;

f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;

- g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;
- h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;
- i. Understand literary analysis through discussion and writing activities;
- j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and
- k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.

~~*(d) Pursuant to Ed 306.26(h) and Ed 306.27(aj) the local school board shall require that, if not provided in the social studies program, an English/language arts and reading program in each grade, beginning not later than grade 6, provides comprehensive instruction in Holocaust and genocide education as described in Ed 306.49.*~~ [RSA] [NP4]

Readopt with amendment Ed 306.46, effective 1-6-16 (Document #11020), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, and history, *and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h)*, in a program consistent with *the requirements under* RSA 193-C:3, III; and [RS5] [NP6]
- b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, ~~and~~ history, **and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h)**, in a program consistent with RSA 193-C:3, III; [RS7][NP8]

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

- a. Acquire and use information to clarify issues and seek solutions to societal problems;
- b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;
- c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and
- d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, ~~and~~ United States and New Hampshire history, **and Holocaust and genocide education pursuant to Ed 306.27(aj)**, in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology; [RS9][NP10]

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

- a. At least one credit in national and state history pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and

f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Adopt Ed 306.49 as follows:

Ed 306.49 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, ~~to~~ begin not later than grade ~~69~~, provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as defined by RSA 193-E:3-a, II-a. through II-c. including:

a. An understanding of the terms genocide and Holocaust, as defined by RSA 193-E:3-a, II-a. and II-b.;

b. An understanding of the difference between past events that may constitute genocide and other atrocity crimes, genocides identified by the determinations of lawfully constituted courts (i.e. the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ)) after the ratification of the United Nations Genocide Convention, ongoing events that do not meet the definition of genocide, but may constitute war crimes or crimes against humanity, and genocides recognized by US government.; [NP11]

c. Historical facts about the causes and events of the Holocaust and other genocides; and

c. How and why intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved into the past into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of intolerance and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;

b. Identify and evaluate how intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and

c. Identify and evaluate the power of individual choices in preventing hate and bias.[NP12]

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, English language arts, or both, course(s) required as a condition of high school graduation for all students.

DRAFT

2021 SCHOOL DELIBERATIVE SESSION MINUTES

At 9:04 am on April 17, 2021, School District Moderator, Ms. Bonnie Winnona MacKinnon called the School Deliberative Session to order and led the audience in the Pledge of Allegiance. She stated due COVID-19, the Deliberative Session was moved from February. Special seating arrangements and social distancing procedures were put in place. She reviewed the procedural rules for the meeting, which included a 3-minute time limit for speakers and a 5-minute time limit for presenters explaining the proposed warrant articles.

Ms. MacKinnon introduced the people seated in the front of the room: Michael Coltin, School District Clerk, Gordan Graham, School District Attorney, Tim Dabrieo, Budget Committee Chair, John Decker, Budget Committee Vice-Chair; (other members of the Budget Committee were seated in the audience).

School Board Members Christine Dabrieo, Chair, Roslyn Chavda, Vice-Chair, Susan Levenson, Kathy Brosnan, and Karyl Martin.

School Administrators, Dr. Monica Henson, Interim Superintendent, Glen Waring, Interim Business Administrator, Chris Sousa, Principal, Jeff Hoellrich, Vice Principal, and Jude Chauvette, Curriculum Director. Also, Preston Hunter from Eckman Construction and Cris Saloman from Samyn-D'elia Architects.

Ms. MacKinnon announced that the second session of the Annual Meeting will be held on June 8, 2021 in which voting will be by official ballot on **Article A** and **Articles 1 to 7** as amended. Polls will be open from 7 am continually until 7:00 pm to act upon the following Articles:

ARTICLE #A

To choose the following School District Members:

- | | |
|------------------------------|-----------------|
| a) School Board Member | Term of 3 Years |
| b) School Board Member | Term of 3 Years |
| c) School District Clerk | Term of 3 Years |
| d) School District Treasurer | Term of 2 years |

Ms. MacKinnon moved **Article A** to the ballot. She read **Article #1**.

ARTICLE #1

Passage of this article shall override the 10 percent limitation imposed on this appropriation due to the non-recommendation of the budget committee. Shall the School District vote to raise and appropriate the sum of Six Million One Hundred Sixty Five Thousand Four Hundred Ninety Dollars (\$6,165,490) (gross budget) for the final design, construction, and original equipping of additions and renovations to the Nottingham School, and authorize the issue of not more than Six Million One Hundred Sixty-Five Thousand Four Hundred Ninety Dollars (\$6,165,490) of bonds or notes under and in compliance with the provisions of the Municipal Finance Act (RSA 33); to further authorize the School Board to issue, negotiate, sell and deliver such bonds or notes and determine the rate of interest thereon, and the maturity and other terms thereof; to further authorize the School Board to apply for, obtain, accept, and expend any federal, state, or other aid if any, which may be available for said project, to use such funds to reduce the amount of bonds or notes issued for the project and to comply with all laws applicable to said project; and to authorize the School Board to take any and all action necessary in connection therewith or to pass any other vote relative thereto; and to further raise and appropriate the additional sum of One Hundred Fifty Four Thousand One Hundred Thirty-Seven Dollars (\$154,137) for the first year's payment on the bond? (3/5 majority vote required).

The School Board recommends 5-0.

The Budget Committee does not recommend 6-5.

The estimated tax impact for the first year if this article passes is \$0.19 per \$1000, which is interest only. The estimated tax impact for the second year if this article passes, is \$0.58 per \$1000, at current assessment based on a twenty (20) year bond. This amount is expected to decline over the term of the bond.

Susan Levenson made a motion to move **Article 1** to the ballot as read. Ms. Chavda seconded the motion.

A power point presentation was made by members of the school board detailing the proposed project. Ms. Levinson explained that a building facilities committee was formed in 2018 to determine the school's space needs and to specifically address the deficiencies, and to develop plans for adding more spaces. The committee also looked forward at potential growth and planned the project to accommodate that as well.

Ms. Levenson presented information pertaining to the proposed Bond, Impact Fees, and Building Aid.

The bond interest rate is provided by the NH Municipal Bond Bank. The estimated interest rates, given to the board, for 10, 15, and 20 years respectively are 1.5%, 2%, and 2.5%. Ms. Levinson explained that the January 2021 bond sale was lower than anticipated, that produced lower rates: .81% (10 yr), 1.32% (15 yr), and 1.58% (20 yr). The Bond Bank indicated that the interest rates are likely to be lower than estimated. It is anticipated that town valuations will increase over the term of the bond and the effect will be lower costs over time.

The tax impact will be the highest in year two. In years 2 – 10, balances will decline.

Impact fees will be used to offset the interest rate in the first year. Impact fees are used to offset costs due to new home construction. Impact fees were used to offset interest rates for the fire department, and the school board intends to do the same.

Ms. Levenson stated that 12 school districts applied for Building Aid and that Nottingham was the highest due to overcrowding, and overall ranked 10th based on the quality of the building and how well it is maintained. The school is eligible for 30 percent of the eligible costs of the project, (\$1.7 million).

Kathy Brosnan provided information regarding the current space deficiencies:

- Not enough classrooms for core K-8 classes.
- Kindergarten classrooms do not meet state guidelines. (Currently there are three Kindergarten classrooms, not meeting the state's square footage requirements. Only one has a bathroom and guidelines dictate that there should be a bathroom in each of the kindergarten classrooms).

- Computer lab repurposed for intervention services. Computer curriculum is being taught from a mobile cart.
- Inadequate classroom size for music. Not enough room for students and instrument storage.
- No classrooms for current health program. (Curriculum taught from a cart).
- Limited dedicated spaces for pull out services. Student instruction is occurring in hallways, in overcrowded spaces, and in renovated closet spaces.
- No classroom space for future World Language programming.
- No classroom space to offer preschool. The preschool program for Nottingham students is housed in Northwood. The 2021/22 budgeted amount is \$185,000. By having the program in Nottingham would be a cost savings to taxpayers.
- Locker rooms filled with storage, rendering them unusable.
- Title I staff share an office space in an art room storage closet with no dedicated space to provide instruction.

Christine Dabrieo summarized the proposed project:

- Three kindergarten classrooms and a preschool classroom
- Ability to offer a preschool program instead of traveling to Northwood.
- New classroom for a world language program
- New classroom for enrichment programs, that will also provide a flex classroom.
- Dedicated gym storage area, allowing locker rooms to be reclaimed.
- Dedicated space for Title 1 and other pull-out services, reclaiming storage space.
- Repurpose classrooms currently being used for kindergarten to a STEM/computer lab and a 3rd grade classroom and accommodate a centralized special education department.
- First-floor music room with adequate size and storage space, away from cafeteria.
- Second-floor 6th grade science lab.
- Repurpose current music room to dedicated health classroom.

- Security updates at the main entrance and reconfigure loop road behind school.
- Improvements to sewer/electrical services
- Allows for every grade to consistently have 3 classrooms.

Ms. Dabrieo stated, “if the project doesn’t pass, more classroom space is required which is an expensive temporary solution to a permanent problem that is not going away.”

The Moderator opened the floor for comments.

Thomas Butkiewicz commented that enrollment has been flat over the last 15 – 20 years, and the population in the state is ageing and couples are having fewer children. He questioned why more classrooms are needed. He feels that space is being used ineffectively and recommended purchasing a shipping container for storage that would free-up space.

Eugene Reed commented on impact fees; doubtful that they would reduce the cost of the addition.

Michael Koester commented that facts are being misrepresented, and that a full day kindergarten will require twice the space needed for that program.

Christine Dabrieo commented that there has been 60% growth in town in the last 25 years. Enrollment grows about 10-15% per year. Acknowledging the population in the state is aging, the population is growing in Rockingham County and the Seacoast region. In 2018 there were an additional 20 single family homes built, 2019 additional 23 homes, and 2020, 28 single family homes. Impact fees will be used for the school as they were for the fire station.

Ms. MacKinnon closed discussion and moved **Article 1** to the ballot.

Ms. Dabrieo moved to restrict reconsideration under RSA 40:13, IV. Seconded by Ms Chavda. Voters approved by card to restrict reconsideration.

The Moderator read **Article #2**.

ARTICLE #2

Shall the Nottingham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other

appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling Fourteen Million Eight Hundred Seventy-Seven Thousand, Eighteen Dollars (\$14,877,018)? Should this article be defeated, the default budget shall be Fifteen Million, One Hundred Eleven Thousand, Thirty-Five Dollars (\$15,111.035), which is the same as last year, with certain adjustments required by previous action of the Nottingham School Board or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only.

The operating budget does not include appropriations contained in any other warrant articles.

The School Board does not recommend 3-2.

The Budget Committee recommends 8-1 with 2 abstaining.

The estimated tax impact if this article passes is \$14.56 per \$1000.

The tax impact if this article does not pass is \$14.85 per \$1000.

Karyl Martin made a motion to move the article to the ballot as read; seconded by Roslyn Chavda.

Ms. Martin explained that both the Default Budget and Proposed Budget are driven by contractual obligations which the school board is unable to lower. The proposed operating budget is 8% higher than last year's budget, but lower than the 9.7% Default Budget. Factors affecting the budget:

- Statutory increase in the NH Retirement System, \$135,332, (affects all school districts and municipalities statewide).
- Health/Dental insurance premiums, \$119,233.
- High School tuition; (represents approximately 30% of the overall budget). The \$545,996 increase is due to enrollment increases and tuition increases determined by the high schools that Nottingham has contracts with, (The current 8th grade class will be a large incoming freshman class).
- SAU costs for Nottingham increased, \$180,450.
- Preschool special education increase, \$25,240.

The increase in SAU costs and special education preschool is due to Strafford's withdrawal from SAU 44 and establishing their own preschool.

Tim Dabrieo commented prior to presenting the budget summary that the increase in the Default Budget warrant was inappropriate and the 8% increase is not palatable, but contractual issues are not controlled by the school board or school district. He presented the proposed budget in summary form, section by section. Upon completion, the Moderator opened the floor for discussion.

Tom Butkiewicz, spoke against the proposed budget; as budget cuts were not more. He commented that the amount of spending is unsustainable.

Ben Bartlett asked about the \$250,000 surplus and what it was used for. Susan Levenson, (referring to the unassigned fund balance), stated that approximately \$60,000 was spent on items needed as the school dealt with the pandemic, and majority of the money went back to the town to reduce the tax rate.

In response to Ben Bartlett's question regarding fund balances over the last two years, Ms. Levenson stated that previous years' fund balance was returned to the town to offset taxes.

Mr. Bartlett commented that every year the school board asks for more money, and the school is not living within its means. There needs to be more transparency.

Christine Dabrieo explained that the school board budgets for anticipated costs such as special education, possible district placement or transportation. If there is a remaining surplus, it is returned at the end of the year.

Michele King asked if there was any stipulation on how federal grant money is spent.

Superintendent Henson explained that the \$143,000 grant has to be spent according to federal guidelines for learning loss, extended school year, summer school, making sure the building is safe, and cleaning materials/equipment for cleaning, related to the pandemic.

Eli Friend-Gray made a motion to amend Article 2, to increase the proposed budget by \$97,823 to a total of \$14,974,841. Motion was seconded by **Sandra Jones**.

Speakers addressed the amendment.

John Decker spoke against the amendment and stated that the budget committee worked hard to come up with a reasonable and appropriate budget to keep the budget at 8%.

John Sebasco spoke in favor the amendment.

Tom Butkiewicz voiced his opposition to the amendment.

Gene Reed complimented the budget committee for working with the school board to prepare the budget. He recommended to vote No on the amendment.

Christine Dabrieo spoke in favor of the amendment, stating that the school board still had to make \$84,000 in cuts, which could result in cutting 1 teaching position, multi-paraprofessionals, and all athletics including all sports.

Ms. MacKinnon ended discussion and called the vote on the amendment. The vote was taken by card. The result was **36 Yes and 73 No**. The amendment failed. Discussion ended and Ms. MacKinnon moved **Article #2** to the ballot. Karyl Martin moved to restrict reconsideration under RSA 40:10, seconded by Roslyn Chavda. The Moderator asked voters to raise their cards. The vote to restrict Article 2 passed.

The Moderator read **Article #3**.

ARTICLE #3

Shall the School District accept the provisions of RSA 194-C providing for the withdrawal from a school administrative unit involving school districts of Nottingham and Northwood in accordance the provisions of the proposed plan? (3/5 majority required).

The School Board recommends 5-0.

There is no additional tax impact.

Susan Levenson moved the article as written; seconded by Roslyn Chavda.

Ms. Levenson stated that last year more than 70% of voters approved creating a planning committee to consider and make recommendations on the District's

options for School Administrative Unit (SAU), services including budget, cost structure, and organization. The committee looked at similar size SAUs, single districts and multiple school districts.

Currently Nottingham has the largest town valuation and the highest enrollment and pays the highest share to the SAU. Since Strafford has withdrawn, Nottingham will pay an increase of approximately \$180,000 for the 2021-2022 school year.

If **Article #3** passes the transition year will begin July 1st, and Nottingham becomes a single district SAU beginning July 1, 2022.

The Moderator opened the floor for discussion.

Jason Spearin stated the SAU split is in the town's best interest.

Tom Butkiewicz favors the split.

Gary Anderson commented that there is a lot of advantages and asked where the proposed SAU office will be housed.

Ms. Levenson responded that the committee has looked potential rental property in town and has also looked at room(s) in the Municipal Center. She added that there is \$80,000 in the unassigned fund balance and some of that money could be used to renovate rooms in the Municipal Center.

Susan Mooney asked if there would be a tax impact.

Ms. Levinson there would be a \$150,000 tax savings.

Caroline Ganier asked about hiring a superintendent.

Ms. Levenson said a committee would be formed and would consider a retired superintendent to fill the position part time. Strafford and Chester are single districts and have a part time superintendent.

Teresa Bascom spoke in favor of the Article and wanted to know if this will increase the budget. Additionally, she asked if a full-time superintendent needed to be hired in the future? She also expressed her concern of potential tax increases in the long run.

Ms. Levenson answered that as a single SAU, the cost would be approximately \$516,000, (school year 2022-23), instead of the \$674,519, (2021-22), a savings of approximately \$157,000. The proposed operating SAU budget for 2021-22 is approximately \$1.2 million. (Nottingham pays 55% to the SAU). If Nottingham stayed in the SAU, the district would continue to pay the increased costs.

Joe Metz asked where will the preschool be housed if Article 1 does not pass?

Ms. Levenson stated the preschool would remain where it is but would prefer to house it locally.

With no further discussion, Ms. MacKinnon moved **Article #3** to the ballot. Ms. Levenson moved to restrict reconsideration under RSA 40:13, IV. Seconded by Roslyn Chavda. Voting was done by card and passed.

The Moderator read **Article #4**.

ARTICLE #4

Shall the Nottingham School District vote to raise and appropriate the sum of up to Twenty Thousand Dollars (\$20,000) to be added to the Textbook Capital Reserve Fund established in 2016? This sum is to come from June 30, 2021 unassigned fund balance available to transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/20 is \$20,742.58.

The School Board recommends 5-0.

The Budget Committee recommends 10-1

There is no additional tax impact.

Roslyn Chavda moved the Article to the ballot as read. Christine Debricio seconded the motion.

Ms. Dabrieo explained that Capital Reserve Funds can be thought of as a savings account and the school board can use to plan and fund future expenditures as well as to cover emergency costs.

Ms. Chavda explained that this fund keeps money available, so the curriculum cycle is not interrupted if the budget does not pass.

There was no discussion. The Moderator moved **Article #4** to the ballot.

Ms. MacKinnon read **Article #5**.

ARTICLE #5

Shall the Nottingham School District vote to raise and appropriate up to the sum of Thirty-Five Thousand Dollars (\$35,000) to be added to the Building Repair Capital Reserve Fund established in 2006? This sum to come from the June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/2020 is \$172,148.85.

The School Board recommends 5-0.

The Budget Committee recommends 10-1.

There is no additional tax impact.

Roslyn Chavda made a motion to move the Article to the ballot. Seconded by Christine Dabrieo.

Ms. Dabrieo explained that repairs are for the flat roof over the gym and cafeteria and to install air handlers.

There was no discussion. The Moderator moved **Article #5** to the ballot.

Ms. McKinnon read **Article #6**.

ARTICLE #6

Shall the Nottingham School District vote to raise and appropriate the sum of up to Fifteen Thousand Dollars (\$15,000) to be added to the Grounds Capital Reserve Fund established in 2015? This sum to come from the June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/2020 is \$73,124.86.

The School Board recommends 5-0.

The Budget Committee recommends 10-1.

There is no additional tax impact.

Roslyn Chavda made a motion to move the Article to the ballot. Seconded by Christine Dabrieo.

Ms. Chavda stated that funds would be used for resurfacing the parking lot and for other issues that may occur.

There was no discussion.

The Moderator moved **Article #6** to the ballot.

Ms. MacKinnon read **Article #7**.

ARTICLE #7

Shall the Nottingham School District vote to raise and appropriate up to the sum of Twenty Thousand Dollars (\$20,000) to be added to the Special Education Capital Reserve Fund established in 2006? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance at 12/31/2020 is \$136,962.55.

The School Board recommends 5-0.

The Budget Committee recommends 10-1.

There is no additional tax impact.

Roslyn Chavda made a motion to move the article to the ballot. Seconded by Christine Dabrieo.

Ms. Chavda explained that this fund is for unexpected and anticipated costs for Special Education.

There was no discussion. The Moderator moved **Article #7** to the ballot.

Roslyn Chavda made a motion to adjourn. Seconded by John Decker. A vote was taken by card and passed.

The Moderator declared the meeting adjourned at 11:05 am.

Respectfully submitted,

DocuSigned by:

35989AEC31134F8...

Michael Coltin

School District Clerk

April 21. 2021

Please post Nottingham School Board Warrant articles

Mary Bulger <mbulger@nhsau44.org>

Mon 01/25/2021 3:50 PM

To: Mary Bulger <mbulger@nhsau44.org>

Bcc: mzeblisky@nottingham.k12.nh.us <mzeblisky@nottingham.k12.nh.us>; Kelly Dallaire <Kdallaire@nottingham-nh.gov>; mbreault@nottingham.k12.nh.us <mbreault@nottingham.k12.nh.us>

 1 attachments (28 KB)

20JAN2021 Approved FY2022 Nottingham Warrant Articles (notice).docx;

Please post Nottingham School Board Warrant articles

These will remain up until further notice.

Mary

Mary Bulger

Administrative Assistant

SAU #44

23A Mountain Ave.

Northwood, NH 03261

Phone: 603-942-1290 ext. 206

Fax: 603-942-1295

Email: mbulger@nhsau44.org

The State of New Hampshire

To the Inhabitants of the School District of the Town of Nottingham qualified to vote in district affairs:

IMPORTANT NOTICE ON 2021 SCHOOL DISTRICT MEETING:

The Nottingham School Board, working with town election officials and the Town Select Board, may postpone both sessions in response to the Covid-19 pandemic. Changes are made pursuant to NH Governor’s Executive Order #83, dated January 22, 2021.

The Nottingham School Board is legally obligated to post a meeting warrant by January 25, 2021. The meetings noticed herein may be changed, particularly the time of day or the location. Updates and formal notices will be posted in same locations as this warrant.

First Session of the Annual Meeting (Deliberative):

You are hereby notified to meet at the Nottingham School, 245 Stage Road in Nottingham, New Hampshire on Saturday the 17th of April 2021, at 9:00 a.m. This session shall consist of explanation, discussion, and debate of warrant articles 1 to 7. Warrant articles may be amended subject to the following limitations: (a) Warrant articles whose wording is prescribed by law shall not be amended; (b) Warrant articles that are amended shall be placed on the official ballot for final vote on the main motion as amended, and (c) No warrant article shall be amended to eliminate the subject matter of the article.

Second Session of the Annual Meeting (Voting):

FURTHER: You are hereby notified to meet at Nottingham School, 245 Stage Road in Nottingham, New Hampshire on Tuesday, the 8th day of June 2021, to vote by official ballot on Article A and Articles 1 to 7 as amended. Polls open at 7:00 a.m. and remain open continually until 7:00 p.m. to act upon the following articles:

ARTICLE #A

To choose the following School District Officers:

- a) School Board Member Term of 3 Years
- b) School Board Member Term of 3 Years
- c) School District Clerk Term of 3 Years
- d) School District Treasurer Term of 2 Years

ARTICLE #1

Passage of this article shall override the 10 percent limitation imposed on this appropriation due to the non-recommendation of the budget committee. Shall the School District vote to raise and appropriate the sum of Six Million One Hundred Sixty-Five Thousand Four Hundred Ninety Dollars (\$6,165,490) (gross budget) for the final design, construction and original equipping of additions and renovations to the Nottingham School, and authorize the issuance of not more than Six Million One Hundred Sixty-Five Thousand Four Hundred Ninety Dollars (\$6,165,490) of bonds or notes under and in compliance with the provisions of the Municipal Finance Act (RSA 33); to further authorize the School Board to issue, negotiate, sell, and deliver such bonds or notes and determine the rate of interest thereon, and the maturity and other terms thereof; to further authorize the School Board to apply for, obtain, accept and expend any federal, state, or other aid, if

any, which may be available for said project, to use such funds to reduce the amount of bonds or notes issued for the project and to comply with all laws applicable to said project; and to authorize the School Board to take any and all action necessary in connection therewith or to pass any other vote relative thereto; and further to raise and appropriate the additional sum of One Hundred Fifty-Four Thousand One Hundred Thirty-Seven Dollars (\$154,137) for the first year's payment on the bond? (3/5 majority vote required).

The School Board recommends 5-0.

The Budget Committee does not recommend 6-5.

The estimated tax impact for the first year if this article passes is \$0.19 per \$1,000, which is interest only.

The estimated tax impact for the second year if this article passes is \$0.58 per \$1,000 at current assessment based on a twenty (20) year bond. This amount is expected to decline over the term of the bond.

ARTICLE #2

Shall the Nottingham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling Fourteen Million, Eight Hundred Seventy-Seven Thousand, Eighteen Dollars (\$14,877,018)? Should this article be defeated, the default budget shall be Fifteen Million, One Hundred Eleven Thousand, Thirty-Five Dollars (\$15,111,035), which is the same as last year, with certain adjustments required by previous action of the Nottingham School Board or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only.

The operating budget warrant does not include appropriations contained in any other warrant articles.

The School Board does not recommend 3-2.

The Budget Committee recommends 8-1 with 2 abstaining.

The estimated tax impact if this article passes is \$14.56 per \$1,000.

The tax impact if this article does not pass is \$14.85 per \$1,000.

ARTICLE #3

Shall the School District accept the provisions of RSA 194-C providing for the withdrawal from a school administrative unit involving school districts of Nottingham and Northwood in accordance with the provisions of the proposed plan? (3/5 majority vote required)

The School Board recommends 5-0.

There is no additional tax impact.

ARTICLE #4

Shall the Nottingham School District vote to raise and appropriate the sum of up to Twenty Thousand Dollars (\$20,000) to be added to the Text Book Capital Reserve Fund established in 2016? This sum to come from June 30, 2021 unassigned fund balance available to transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/2020 is \$20,742.58.

The School Board recommends 5-0.

The Budget Committee recommends 10-1.

There is no additional tax impact.

ARTICLE #5

Shall the Nottingham School District vote to raise and appropriate up to the sum of Thirty-Five Thousand Dollars (\$35,000) to be added to the Building Repair Capital Reserve Fund established in 2006? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/2020 is \$172,148.85.

*The School Board recommends 5-0.
The Budget Committee recommends 10-1.
There is no additional tax impact.*

ARTICLE #6

Shall the Nottingham School District vote to raise and appropriate the sum of up to Fifteen Thousand Dollars (\$15,000) to be added to the Grounds Improvement Capital Reserve Fund established in 2015? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/2020 is \$73,124.86.

*The School Board recommends 5-0.
The Budget Committee recommends 10-1.
There is no additional tax impact.*

ARTICLE #7

Shall the Nottingham School District vote to raise and appropriate up to the sum of Twenty Thousand Dollars (\$20,000) to be added to the Special Education Capital Reserve Fund established in 2006? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance at 12/31/2020 is \$136,962.55.

*The School Board recommends 5-0.
The Budget Committee recommends 10-1.
There is no additional tax impact.*

Given under our hands at said Nottingham this the 26th day of January, 2021

DocuSigned by:
Christine Dabrio
CABD149F4072409
DocuSigned by:
Karyl Martin
AE173D4D95D8449
DocuSigned by:
Km B
A0F1F7F10E264AE

DocuSigned by:
[Signature]
EEFFFD80810487
DocuSigned by:
Susan Lervenson
EEFFFD80810487

School Board

A true copy of Warrant-Attest:

DocuSigned by:
Christine Dabrio
CABD149F4072409
DocuSigned by:
Karyl Martin
AE173D4D95D8449
DocuSigned by:
Km B
A0F1F7F10E264AE

DocuSigned by:
[Signature]
EEFFFD80810487
DocuSigned by:
Susan Lervenson
EEFFFD80810487

School Board

I certify that on the 26th day of January, 2021, I posted a copy of the written warrant attested by the School Board of said District at the place of the meeting within name and a like attested copy at Nottingham School, Nottingham Town Hall, and School Administrative Unit 44, all being a public place in said District.



Mary Bulger
SAU #44

SS January 26, 2021

Personally appeared the said Mary Bulger and made oath the above certificate by Mary Bulger signed is true.

Before me 

Notary Public

My Commission Expires: **GLEN A. WARRING**
Notary Public - New Hampshire
My Commission Expires November 22, 2022

any, which may be available for said project, to use such funds to reduce the amount of bonds or notes issued for the project and to comply with all laws applicable to said project; and to authorize the School Board to take any and all action necessary in connection therewith or to pass any other vote relative thereto; and further to raise and appropriate the additional sum of One Hundred Fifty-Four Thousand One Hundred Thirty-Seven Dollars (\$154,137) for the first year's payment on the bond? (3/5 majority vote required).

The School Board recommends 5-0.

The Budget Committee does not recommend 6-5.

The estimated tax impact for the first year if this article passes is \$0.19 per \$1,000, which is interest only.

The estimated tax impact for the second year if this article passes is \$0.58 per \$1,000 at current assessment based on a twenty (20) year bond. This amount is expected to decline over the term of the bond.

ARTICLE #2

Shall the Nottingham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling Fourteen Million, Eight Hundred Seventy-Seven Thousand, Eighteen Dollars (\$14,877,018)? Should this article be defeated, the default budget shall be Fifteen Million, One Hundred Eleven Thousand, Thirty-Five Dollars (\$15,111,035), which is the same as last year, with certain adjustments required by previous action of the Nottingham School Board or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only.

The operating budget warrant does not include appropriations contained in any other warrant articles.

The School Board does not recommend 3-2.

The Budget Committee recommends 8-1 with 2 abstaining.

The estimated tax impact if this article passes is \$14.56 per \$1,000.

The tax impact if this article does not pass is \$14.85 per \$1,000.

ARTICLE #3

Shall the School District accept the provisions of RSA 194-C providing for the withdrawal from a school administrative unit involving school districts of Nottingham and Northwood in accordance with the provisions of the proposed plan? (3/5 majority vote required)

The School Board recommends 5-0.

There is no additional tax impact.

ARTICLE #4

Shall the Nottingham School District vote to raise and appropriate the sum of up to Twenty Thousand Dollars (\$20,000) to be added to the Text Book Capital Reserve Fund established in 2016? This sum to come from June 30, 2021 unassigned fund balance available to transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/2020 is \$20,742.58.

The School Board recommends 5-0.

The Budget Committee recommends 10-1.

There is no additional tax impact.

ARTICLE #5

Shall the Nottingham School District vote to raise and appropriate up to the sum of Thirty-Five Thousand Dollars (\$35,000) to be added to the Building Repair Capital Reserve Fund established in 2006? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/2020 is \$172,148.85.

*The School Board recommends 5-0.
The Budget Committee recommends 10-1.
There is no additional tax impact.*

ARTICLE #6

Shall the Nottingham School District vote to raise and appropriate the sum of up to Fifteen Thousand Dollars (\$15,000) to be added to the Grounds Improvement Capital Reserve Fund established in 2015? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/2020 is \$73,124.86.

*The School Board recommends 5-0.
The Budget Committee recommends 10-1.
There is no additional tax impact.*

ARTICLE #7

Shall the Nottingham School District vote to raise and appropriate up to the sum of Twenty Thousand Dollars (\$20,000) to be added to the Special Education Capital Reserve Fund established in 2006? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance at 12/31/2020 is \$136,962.55.

*The School Board recommends 5-0.
The Budget Committee recommends 10-1.
There is no additional tax impact.*

Given under our hands at said Nottingham this the 26th day of January, 2021

DocuSigned by:
Christine Dabrio
CABD149F4072409
DocuSigned by:
Karyl Martin
AE173D4D95D8440
DocuSigned by:
Km B
ADF17F710E264AE

DocuSigned by:
[Signature]
EEFFD800810487
Susan Lervenson
EEFFD800810487
School Board

A true copy of Warrant-Attest:

DocuSigned by:
Christine Dabrio
CABD149F4072409
DocuSigned by:
Karyl Martin
AE173D4D95D8440
DocuSigned by:
Km B
ADF17F710E264AE

DocuSigned by:
[Signature]
EEFFD800810487
Susan Lervenson
EEFFD800810487
School Board

I certify that on the 26th day of January, 2021, I posted a copy of the written warrant attested by the School Board of said District at the place of the meeting within name and a like attested copy at Nottingham School, Nottingham Town Hall, and School Administrative Unit 44, all being a public place in said District.



Mary Bulger
SAU #44

SS January 26, 2021

Personally appeared the said Mary Bulger and made oath the above certificate by Mary Bulger signed is true.

Before me 

Notary Public

GLEN A. WARRING
My Commission Expires: **Notary Public - New Hampshire**
My Commission Expires November 22, 2022

Seacoast Media Group
 111 New Hampshire Avenue
 Portsmouth, NH 03801

ADVERTISING INVOICES STATEMENT

2/22

BILLING DATE	TERMS
0113312021	Standard Terms

BILLED ACCOUNT
SAU #44 STRAFFORD SCHOOL DISTRICT NORTHWOOD, NH 03291

BILLED ACCOUNT NO.	PHONE
00036814	(603)942-1290
NAME OF AGENCY/CLIENT	
SAU #44 STRAFFORD SCHOOL DISTRICT	

Date	Trans#	Type	Description	Runs	Inches	Amount	Balance
		ADJ	ADJ_AD smg border smg Border \$10	1			
		PUB	INS S3043762 SMG Digital Internet	1	1 x 1.65		
		PUB	INS S3043016 Portsmouth Herald	1	1 x 1.65		
01/27/2021	400311787	Check	Payment Check 00072353 Lockbox <i>Northwood</i>			-224.74 ✓	920.06
01/28/2021	301225127	INV	00513239 Nottingham 4/17 (17438) ✓			83.70	1,003.76
		ADJ	ADJ_AD smg border smg Border \$10	1			
		PUB	INS S3043762 SMG Digital Internet	1	1 x 1.65		
		PUB	INS S3043016 Portsmouth Herald	1	1 x 1.65		
01/31/2021	301220000	SVC	Svc Chg 01/31/2021 <u>1.62</u>	1.63		3.25	1,007.01

District Notth / strat
 Authorized Signature _____
 Print Name Glen Waring
 Budget Line Item 01.2314.21921 5540.000
 P.O. # _____

Seacoast Media Group

1111 New Hampshire Avenue
Portsmouth, NH 03801

ADVERTISING INVOICE/STATEMENT

1/2

BILLING DATE	TERMS
01/31/2021	Standard Terms

BILLED ACCOUNT
SAU #44 STRAFFORD SCHOOL DISTRICT NORTHWOOD, NH 03261

BILLED ACCOUNT NO.	PHONE
00036814	(603)942-1290
NAME OF AGENCY/CLIENT	
SAU #44 STRAFFORD SCHOOL DISTRICT	

Date	Trans #	Type	Description	Runs	Inches	Amount	Balance
12/31/2020			Balance Forward			449.48	449.48
01/06/2021	301222060	INV	00511021 Public Bond <i>Nott PO 17434</i>			166.92	616.40
		PUB	INS S3043100 Foster's Daily Democrat	1	2 x 3.00		
01/06/2021	301222061	INV	00511021 Public Bond			30.00	646.40
		PUB	INS S3043764 SMG Online Ad	1	2 x 3.00		
01/13/2021	301222753	INV	00511784 <i>Nott</i> School District (17635)			139.10	785.50
		PUB	INS S3043100 Foster's Daily Democrat	1	2 x 2.50		
01/13/2021	301222754	INV	00511784 <i>Nott</i> School District (17635)			30.00	815.50
		PUB	INS S3043764 SMG Online Ad	1	2 x 2.50		
01/20/2021	301223672	INV	00512255 2021/22 Budget (17433) <i>straf</i>			86.00	901.50
		ADJ	ADJ_AD smg border smg Border \$10	1			
		PUB	INS S3043762 SMG Digital Internet	1	1 x 1.95		
		PUB	INS S3043016 Portsmouth Herald	1	1 x 1.95		
01/20/2021	301223673	INV	00512256 Unanticipated Funds (17433) <i>straf</i>			164.20	1,065.70
		ADJ	ADJ_AD smg border smg Border \$10	1			
		PUB	INS S3043762 SMG Digital Internet	1	2 x 2.65		
		PUB	INS S3043016 Portsmouth Herald	1	2 x 2.65		
01/26/2021	301224903	INV	00512948 Nottingham Budget			79.10	1,144.80

PERIOD 01: JAN 2021	AGING				TOTAL NET AMOUNT DUE
	PERIOD 12: DEC	PERIOD 11: NOV	PERIOD 10: OCT	PERIOD 09: SEP	
\$ 782.27	\$ 224.74	\$ 0.00	\$ 0.00	\$ 0.00	\$ 1,007.01

PLEASE RETURN THIS PORTION WITH YOUR REMITTANCE

BILLED ACCOUNT NO.	BILLED ACCOUNT NAME	AMOUNT REMITTED
NC00036814	SAU #44 STRAFFORD SCHOOL DISTRICT	

REMIT TO
Seacoast Media Group P.O. Box 223592 Pittsburgh, PA 15251-2592
Phone: 866-470-7133 Option 2 Fax:

Payment in full is due upon receipt of the statement. A service charge on all balances over 30 days will be computed by a Periodic Rate of 1-1/2% per month, which is an ANNUAL PERCENTAGE RATE OF 18%, this applies to the previous balance after deducting current payments and credits appearing on your statement.

Please remit to the address shown to the right

Remittance Advice

PURCHASE ORDER

To: Foster's Daily Democrat
Seacoast online

SHIP PREPAID TO: Nottingham School
234 Main St
Northwood NH

DATE: 1/27/2021

CHARGE TO SCHOOL DISTRICT OF Nottingham N. H.

17438

Mail Invoice in Triplicate to: **SCHOOL ADMINISTRATIVE UNIT #44**
234 Main St 509 FIRST NEW HAMPSHIRE TURNPIKE
NORTHWOOD, NH 03261

Nottingham Dehb. Session
Date change

Reschedule: January 28, 2021

Cost \$ 83.70

CUSTOMER'S
MEMORANDUM

Authorized Deauthorized by:
Monica Henson 1/27/2021
00040818152C408...

SCHOOL ADMINISTRATIVE UNIT #44

Nottingham School District

Nottingham, NH 03290

*** DELIBERATIVE SESSION ***

2021-2022 School Budget

Has been changed from
Tuesday, February 2, 2021 at 6:30 PM to

Saturday, April 17, 2021 at 9:00 AM

Nottingham School Gymnasium

PURCHASE ORDER

To: Foster's Daily Democrat
Seacoast Only

SHIP PREPAID TO: Nottingham School Dist
23A Mountain Ave
Northwood NH 03261

DATE: 01/20/2021

CHARGE TO SCHOOL DISTRICT OF Nottingham N. H.

17436

Mail Invoice in Triplicate to: SCHOOL ADMINISTRATIVE UNIT #44
23A Mountain Ave 509 FIRST NEW HAMPSHIRE TURNPIKE
NORTHWOOD, NH 03261

Nottingham School District
Deliberative Session
Rundate: January 26, 2021

Cost: \$ 76.10

CUSTOMER'S
MEMORANDUM

Authorized

M. [Signature] 1/25/2021

SCHOOL ADMINISTRATIVE UNIT #44
Nottingham School District
Nottingham, NH 03290

*** DELIBERATIVE SESSION ***

2021-2022 School Budget

Tuesday, February 2, 2021

at 6:30 PM

Nottingham School Gymnasium

Seacoast Media Group
 1111 New Hampshire Avenue
 Portsmouth, NH 03801

ADVERTISING INVOICE/STATEMENT

1/1

BILLING DATE	TERMS
04/30/2021	Standard Terms

BILLED ACCOUNT
SAU #44 STRAFFORD SCHOOL DISTRICT NORTHWOOD, NH 03261

BILLED ACCOUNT NO.	PHONE
00036814	(603)942-1290
NAME OF AGENCY/CLIENT	
SAU #44 STRAFFORD SCHOOL DISTRICT	

Date	Trans #	Type	Description	Runs	Inches	Amount	Balance
03/31/2021			Balance Forward			145.40	145.40
04/03/2021	301247317	INV	00518881 PO 17440 <i>NotH</i>			71.40	216.80
		PUB	INS S3043762 SMG Digital Internet	1	2 x 0.85		
		PUB	INS S3043016 Portsmouth Herald	1	2 x 0.85		
04/09/2021	301248101	INV	00519735 PO 17441 <i>Northw</i>			71.40	288.20
		PUB	INS S3043762 SMG Digital Internet	1	2 x 0.85		
		PUB	INS S3043016 Portsmouth Herald	1	2 x 0.85		
04/22/2021	301249724	INV	00520548 PO 17442 <i>straf</i>			159.20	447.40
		ADJ	ADJ_AD smg Affid Legal smg Affidavit	1			
		PUB	INS S3043762 SMG Digital Internet	1	2 x 2.62		
		PUB	INS S3043016 Portsmouth Herald	1	2 x 2.62		
04/22/2021	400322039	Check	Payment Check 84581 MELLON LB			-145.40	302.00

District *NotH Northw Straf*
 Authorized Signature *[Signature]*
 Print Name *Glen Waring*
 Budget Line Item *01, 2314, 5540.00*
 P.O. # _____

PERIOD 04: APR 2021	AGING				TOTAL BALANCE DUE
	PERIOD 03: MAR	PERIOD 02: FEB	PERIOD 01: JAN	PERIOD 12: DEC	
\$ 302.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 302.00

PLEASE RETURN THIS PORTION WITH YOUR REMITTANCE

BILLED ACCOUNT NO.	BILLED ACCOUNT NAME	AMOUNT REMITTED
NC00036814	SAU #44 STRAFFORD SCHOOL DISTRICT	71.40

REMIT TO

Seacoast Media Group
 P.O. Box 223592
 Pittsburgh, PA 15251-2592

Phone: 866-470-7133 Option 2
 Fax: _____

Payment in full is due upon receipt of the statement. A service charge on all balances over 30 days will be computed by a 'Periodic Rate' of 1-1/2% per month, which is an ANNUAL PERCENTAGE RATE OF 18%, this applies to the previous balance after deducting current payments and credits appearing on your statement.

Remittance Advice

Please remit to the address shown to the right

To: Foster's Daily Democrat/
Seacoast Area

PURCHASE ORDER

SHIP PREPAID TO:

Nottingham School District
23A Market Ave
Northwood NH 03261

DATE: 03/31/2021

CHARGE TO SCHOOL DISTRICT OF NOTTINGHAM, H.

17440

Mail Invoice in triplicate to:

23A Market Ave

SCHOOL ADMINISTRATIVE UNIT #44
569 FIRST NEW HAMPSHIRE TURNPIKE
NORTHWOOD, NH 03261

Nottingham Delib. Session

Run date: April 3, 2021

Cost \$ 71.40

CUSTOMER'S
MEMORANDUM

Authorized

 4/1/2021

SCHOOL

Nottingh

No

*** DELIBER**

2021-202

Saturday, A

Nottingha

SCHOOL ADMINISTRATIVE UNIT #44
Nottingham School District
Nottingham, NH 03290

*** DELIBERATIVE SESSION ***
2021-2022 School Budget

Saturday, April 17, 2021 at 9:00 AM

Nottingham School Gymnasium

Final Tally

sample

Handwritten signature

Noted on 6/18/21

**ABSENTEE BALLOT AND OFFICIAL BALLOT
ANNUAL SCHOOL ELECTION
NOTTINGHAM, NEW HAMPSHIRE
JUNE 8, 2021**

Michael A. Soltz
SCHOOL DISTRICT CLERK

INSTRUCTIONS TO VOTERS

- A. TO VOTE, completely fill in the OVAL to the RIGHT of your choice(s) like this: ●
- B. Follow directions as to the number of candidates to be marked for each office.
- C. To vote for a person whose name is not printed on the ballot, write the candidate's name on the line provided and completely fill in the OVAL.

SCHOOL BOARD MEMBER

For Three Years Vote for not more than Two

KARYL MARTIN 743

MEGAN SEBASCO 743

(Write-in)

(Write-in)

SCHOOL DISTRICT CLERK

For Three Years Vote for not more than One

MICHAEL COLTIN 809

(Write-in)

SCHOOL DISTRICT TREASURER

For Two Years Vote for not more than One

SUSAN BASCOM 496

HEIDI MAGUIRE 373

(Write-in)

ARTICLES

Article #1

Passage of this article shall override the 10 percent limitation imposed on this appropriation due to the non-recommendation of the budget committee. Shall the School District vote to raise and appropriate the sum of Six Million One Hundred Sixty-Five Thousand Four Hundred Ninety Dollars (\$6,165,490) (gross budget) for the final design, construction and original equipping of additions and renovations to the Nottingham School, and authorize the issuance of not more than Six Million One Hundred Sixty-Five Thousand Four Hundred Ninety Dollars (\$6,165,490) of bonds or notes under and in compliance with the provisions of the Municipal Finance Act (RSA 33); to further authorize the School Board to issue, negotiate, sell, and deliver such bonds or notes and determine the rate of interest thereon, and the maturity and other terms thereof; to further authorize the School Board to apply for, obtain, accept and expend any federal, state, or other aid, if any, which may be available for said project, to use such funds to reduce the amount of bonds or notes issued for the project and to comply with all laws applicable to said project; and to authorize the School Board to take any and all action necessary in connection therewith or to pass any other vote relative thereto; and further raise and appropriate the additional sum of One Hundred Fifty-Four Thousand One Hundred Thirty-Seven Dollars (\$154,137) for the first year's payment on the bond? (3/5 majority required).

YES 527
NO 690

The School Board recommends 5-0.
The Budget does not recommend 6-5.
The estimated tax impact for the first year if this article passes is \$0.19 per \$1,000, which is interest only.
The estimated tax impact for the second year if this article passes is \$0.58 per \$1,000 at current assessment based on a twenty (20) year bond. This amount is expected to decline over the term of the bond.

VOTE BOTH SIDES OF BALLOT

Final Tally

sample

J Anderson

to be done 6/8/21

ARTICLES CONTINUED

Article #2

Shall the Nottingham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling Fourteen Million, Eight Hundred Seventy-Seven Thousand, Eighteen Dollars (\$14,877,018)? Should this article be defeated, the default budget shall be Fifteen Million, One Hundred Eleven Thousand, Thirty-Five Dollars (\$15,111,035), which is the same as last year, with certain adjustments required by previous action of the Nottingham School Board or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only.

YES 677
NO 452

The operating budget warrant does not include appropriations contained in any other warrant articles.

The School Board does not recommend 3-2.

The Budget Committee recommends 8-1 with 2 abstaining.

The estimated tax impact if this article passes is \$14.56 per \$1,000.

The tax impact if this article does not pass is \$14.85 per \$1,000.

Article #3

Shall the School District accept the provisions of RSA 194-C providing for the withdrawal from a school administrative unit involving the districts of Nottingham and Northwood in accordance with the provisions of the proposed plan? (3/5 majority required)

YES 883
NO 235

The School Board recommends 5-0.

There is no additional tax impact.

Article #4

Shall the Nottingham School District vote to raise and appropriate the sum of Twenty Thousand Dollars (\$20,000) to be added to the Text Book Capital Reserve Fund established in 2016? This sum to come from the June 30, 2021 unassigned fund balance available to transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/20, is \$20,742.58.

YES 833
NO 258

The School Board recommends 5-0.

The Budget Committee recommends 10-1

There is no additional tax impact.

Article #5

Shall the Nottingham School District vote to raise and appropriate up to the sum of Thirty-Five Thousand (\$35,000) to be added to the Building Repair Capital Reserve Fund established in 2006? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/20 is \$172,148.85.

YES 898
NO 242

The School Board recommends 5-0.

The Budget Committee recommends 10-1.

There is no additional tax impact.

Article #6

Shall the Nottingham School District vote to raise and appropriate the sum of up to Fifteen Thousand Dollars (\$15,000) to be added to the Grounds Improvement Capital Reserve Fund established in 2015? This sum to come from June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/20 is \$73,124.86.

YES 843
NO 292

The School Board recommends 5-0.

The Budget Committee recommends 10-1.

There is no additional tax impact.

Article #7

Shall the Nottingham School District vote to raise and appropriate up to the sum of Twenty Thousand Dollars (\$20,000) to be added to the Special Education Capital Reserve Fund established in 2006? This sum to come from the June 30, 2021 unassigned fund balance available for transfer on July 1, 2021. No additional amount to be raised from taxation. Current balance on 12/31/20 is \$136,962.55.

YES 888
NO 247

The School Board recommends 5-0.

The Budget Committee recommends 10-1

There is no additional tax impact.

VOTE BOTH SIDES OF BALLOT