



New Hampshire State Board of Education
Department of Education
21 South Fruit Street | Concord, NH 03301

Walker Building | Room 100

For the public wishing to listen to the meeting, please register in advance via this link:

[Register here for the NH State Board of Education Meeting](#)

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

Please note that only audio will be available due to the location change of the meetings.

Thursday, December 9, 2021

AGENDA

- I. **CALL TO ORDER ~ 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PRESENTATIONS/REPORTS**
 - A. **Math Standards Skills and Competencies** ~ ANNIE WALLACE, NHDOE, Education Consultant, Division of Learner Support
- IV. **BUREAU OF EDUCATIONAL OPPORTUNITIES** ~ NATE GREENE, NHDOE, Bureau Administrator
 - A. **Office of Charter Schools** ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
 1. Ledyard Charter School ~ Renewal
 2. Strong Foundations Charter School ~ Charter Amendment
 3. Strong Foundations Charter School ~ Renewal
 4. Charter School Annual Progress Reports ~ [click here](#) to access files.
 5. Cocheco Academy for the Arts Chartered Public School ~ Renewal (**REMOVE from TABLE**)
 - B. **Learn Everywhere** ~ NATE GREENE, NHDOE
 1. Sylvan Learning Center ~ KRISTA MARTIN, Owner & Executive Director
- V. **PROFESSIONAL STANDARDS BOARD APPLICANTS/RENEWALS** ~ STEPHEN APPLEBY, NHDOE, Director, Division of Educator Support and Higher Education
 - A. Christina O'Hara, Dean of Humanities, Bedford High School, ~ new applicant (2021-2024) ~ Teachers and Education Specialists (**REMOVE from TABLE**)
- VI. **LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator
 - A. Interim Rule ~ Criminal History Record Checks for First-Time New Hampshire Applicants (Ed 505.07, Ed 505.08, and Ed 512.01) (**REMOVE from TABLE**)

- B. Initial Proposal ~ Administrator Endorsements (Ed 506) *(REMOVE from TABLE)*
 - C. Final Proposal ~ Education Freedom Accounts Program (Ed 800)
 - D. Repeal ~ School Librarian (Ed 508.06) *(REMOVE Initial Proposal from TABLE)*
 - E. Adopt ~ Criminal History Record Check Clearance Credential – School Bus Drivers and Transportation Monitors (Ed 504.12 et all)
- VII. COMMISSIONER’S UPDATE
- VIII. OPEN BOARD DISCUSSIONS
- IX. TABLE ITEMS
- A. Christina O’Hara, Dean of Humanities, Bedford High School, ~ new PSB applicant (2021-2024) ~ *Teachers and Education Specialists*
 - B. Cocheco Academy for the Arts Chartered Public School ~ Renewal
 - C. Initial Proposal ~ Criminal History Record Checks for First-Time New Hampshire Applicants (Ed 505.07, Ed 505.08, and Ed 512.01)
 - D. Initial Proposal ~ Administrator Endorsements (Ed 506)
 - E. Initial Proposal ~ School Librarian (Ed 508.06)
- X. CONSENT AGENDA
- A. Bow and Dunbarton School Districts AREA Renewal
 - B. Goffstown and New Boston School Districts AREA Renewal
 - C. Meeting Minutes of November 10, 2021 State Board Meeting
- 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](#).

Looking at NH Mathematics Standards, Understandings, and Competencies

Creating a Resource for Mathematics in New Hampshire

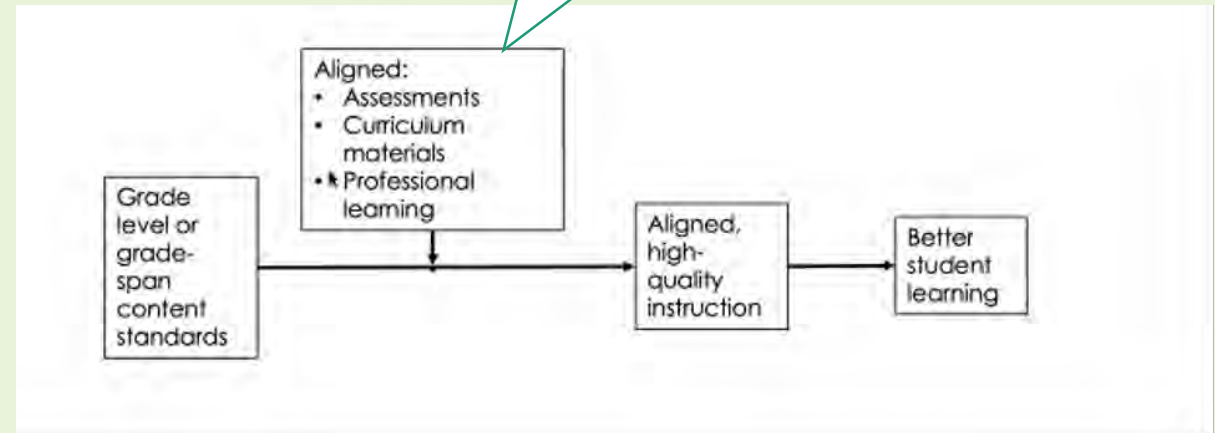
New Hampshire State Board

December 9, 2021

The Process and Where We Are Now

- Created crosswalk with Technical Advisory 6 (NECAP to NHCCR standards)
- Began with HS math content standards using model courses from Appendix and deconstructed to understandings and skills
- After high school content standards worked on K-8 math standards
- Created competencies which are more course/content specific than current model competencies
- Aligned standards and understandings with SAT and NAEP assessments and with current model competencies

The work with mapping, competencies, standards, understandings, and skills and providing professional learning



Polikoff, M. (2021). Beyond Standards. p.8

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number and Operations in Base Ten						Ratios and Proportional Relationships		Number & Quantity	
			Number and Operations – Fractions			The Number System			Number & Quantity
Operations and Algebraic Thinking						Expressions and Equations		Algebra	
								Functions	Functions
Geometry									Geometry
Measurement and Data						Statistics and Probability		Statistics & Probability	

NH CCR Mathematics Content Domain Progression



Microsoft Excel
Worksheet

Draft of K-12 Content Progression by
Domain and Cluster
and by
Cluster and Understandings
(what want student to know and do)

Grade 3	Total # of Items	34	
Reporting Category	Percentage of Test		
	Min	Max	Average
Operations and Algebraic Thinking	29%	38%	34%
Number and Operations - Base Ten and Fractions	44%	53%	49%
Measurement and Data and Geometry	24%	29%	26%

Grade 6	Total # of Items	34	
Reporting Category	Percentage of Test		
	Min	Max	Average
Ratios and Proportional Relationships and Number System	38%	47%	43%
Expressions and Equations	29%	38%	34%
Geometry and Statistics and Probability	24%	24%	24%

Grade 4	Total # of Items	34	
Reporting Category	Percentage of Test		
	Min	Max	Average
Operations and Algebraic Thinking	24%	32%	28%
Number and Operations - Base Ten and Fractions	44%	53%	49%
Measurement and Data and Geometry	24%	29%	26%

Grade 7	Total # of Items	34	
Reporting Category	Percentage of Test		
	Min	Max	Average
Ratios and Proportional Relationships and Number System	24%	29%	26%
Expressions and Equations	24%	29%	26%
Geometry	24%	29%	26%
Statistics and Probability	24%	29%	26%

Grade 5	Total # of Items	34	
Reporting Category	Percentage of Test		
	Min	Max	Average
Operations and Algebraic Thinking	24%	32%	28%
Number and Operations - Base Ten and Fractions	41%	50%	46%
Measurement and Data and Geometry	26%	32%	29%

Grade 8	Total # of Items	34	
Reporting Category	Percentage of Test		
	Min	Max	Average
Expressions and Equations and Number System	29%	38%	34%
Functions	24%	29%	26%
Geometry and Statistics and Probability	38%	47%	43%

From Cambium January 2021

SAS Mathematics Content Domain and Depth of Knowledge Make-up

DOK Ranges - All Grades			
	Min	Max	Average
DOK 1	15%	25%	20%
DOK 2	50%	65%	58%
DOK 3	15%	25%	20%

SAT Mathematics Domain and Content Make-up



Microsoft Word
Document

SAT Math Domains and
Content Specifications

SAT MATH TEST CONTENT SPECIFICATIONS

Time Allotted	80 minutes	
Calculator Portion	55 minutes	
No-Calculator Portion	25 minutes	
	Number	Percentage of test
Total Items	58 questions	100%
Multiple Choice (MC, 4 options)	45 questions	78%
Student-Produced Response (SPR — grid-in)	13 questions	22%
Contribution of Items to Subscores		
Heart of Algebra	19 questions	33%
Analyzing and fluently solving linear equations and systems of linear equations		
Creating linear equations and inequalities to represent relationships between quantities and to solve problems		
Understanding and using the relationship between linear equations and inequalities and their graphs to solve problems		
Problem Solving and Data Analysis	17 questions	29%
Creating and analyzing relationships using ratios, proportional relationships, percentages, and units		
Representing and analyzing quantitative data		
Finding and applying probabilities in context		
Passport to Advanced Math	16 questions	28%
Identifying and creating equivalent algebraic expressions		
Creating, analyzing, and fluently solving quadratic and other nonlinear equations		
Creating, using, and graphing exponential, quadratic, and other nonlinear functions		
Additional Topics in Math	6 questions	10%
Solving problems related to area and volume calculations in context		
Applying definitions and theorems related to lines, angles, triangles, and circles		
Working with right triangles, the unit circle, and trigonometric functions		

Competencies, Understandings and Standards

Course	# of Competencies	# Standards (including substandards)	# of skills
Algebra I	10 to 12	approx. 58	approx. 127-134
Geometry	9	approx. 56	approx. 89
Algebra II	9	approx. 50	approx. 89
Integrated I	8 or 9	approx. 60	approx. 94
Integrated II	11	approx. 76	approx. 125
Integrated III	10	approx. 51	approx. 89

Level	# of Competencies	# Standards (including substandards)	# of skills
K	6	26	47
1	9	28	44
2	9	28	52
3	8	37	71
4	11	47	78
5	13	40	72
6	9	47	86
7	8	43	75
8	10	36	66



Microsoft Excel Worksheet

HS Traditional Standards, skills, alignments



Microsoft Excel Worksheet

HS Competencies, skills, standards

Draft examples of some tools in development for educators.



Microsoft Excel Worksheet

Gr. 3-5 Standards, skills, alignments



Microsoft Excel Worksheet

Gr. 3-5 Competencies, skills, standards

Students will demonstrate an understanding of place values by explaining whole numbers, number names, place values, rounding, and comparing numbers.	4.NBT.A.1	•Explain the relationship between place-values by multiplying by ten to move one place value to the left and by dividing by ten to move one place value to the right.	
	4.NBT.A.2	•Read whole numbers using word, expanded, and standard forms.	
	4.NBT.A.2	•Write whole number using word, expanded, and standard forms.	
	4.NBT.A.2	•Compare two multi-digit numbers using $>$, $=$, and $<$ symbols.	
	4.NBT.A.3	•Round numbers to any given place value up to one million.	

Thank you for sending me these standards interpretations. When I have been reading, I realized that this can be used as a foundation for university and CC developmental math courses.

Dr. Natalya Vinogradova, Mathematics Department, Plymouth State University

Example of a 4th Grade Competency with Standards and Understandings/Skills

Drafts of Competencies with standards and skills



Microsoft Excel
Worksheet
Grades K-2



Microsoft Excel
Worksheet
Grades 3-5



Microsoft Excel
Worksheet
Grades 6-8



Microsoft Excel
Worksheet
High School

December 9, 2021

EXECUTIVE SUMMARYCharter Renewal for *Ledyard Chartered Public School***A. ACTION NEEDED**

A vote is needed from the State Board of Education to renew the charter of *Ledyard Chartered Public School*. The renewal term is for five (5) years.

B. RATIONALE FOR ACTION

The renewal review and request are required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, X
 - RSA 194-B:16,VI
- Administrative Rules for Education, Part Ed 318 Chartered Public Schools
 - Ed 318.12 – Charter Renewal
 - Ed 318.13 – Review of Renewal Application

Ledyard Chartered Public School was authorized by the State Board of Education on March 14, 2007. The school opened on February 2, 2009. Its five (5)-year renewal is due to expire on January 12, 2022.

C. EFFECTS OF THIS ACTION

Ledyard Chartered Public School will be renewed for a five (5) year term.

D. POSSIBLE MOTION

Pursuant to Chapter 194-B and Ed 318 Chartered Public Schools, I move that the State Board of Education authorizes the charter renewal for *Ledyard Chartered Public School*.

OR:

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

Ledyard Charter School
39 Hanover Street, P.O. Box 327
Lebanon, NH 03766
(603) 727-4772
www.ledyardcharterschool.org

Hello and Welcome to LCS,

I would like to thank the Charter Renewal Team for their efforts and welcome you all to Ledyard Charter School. Ledyard Charter School (LCS), established in February of 2009, is a non-profit, public charter high school of choice for students in the State of New Hampshire.¹ The primary purpose of LCS is to offer students who have faced challenges in a traditional high school setting an individualized alternative educational program. We actively engage students in a robust personalized course of study, the application of 21st century concepts, skills and dispositions to real-world problems, the authentic performance of mastered competencies, and meaningful relationships with the adult community through personal advisors, mentors, apprenticeships, and hands-on service learning.

Over the past eleven years we have grown from an enrollment of 7 students to an average of 40 plus students a year. LCS currently enrolls 41 students from the Dartmouth Lake Sunapee Region of our state. We work with students that previously attended Lebanon High school, Kearsarge, Mascoma, Hanover, Claremont, and Newport. Our key metric for success is reducing the number of students who drop out of high school. Many of our students, who have experienced academic failure or social challenges in traditional high schools, have graduated and gone on to study at Johnson and Wales, NHTI, Colby Sawyer, River Valley Community College, UMass Medical, as well as online universities. Other graduates have found their way to technical training, internships, the military, management jobs and full-time jobs in the community. LCS has provided these young people with a supportive, alternative setting so that they could finish high school and build a skill set that would help them transition into young adulthood as confident, respectful adults who wish to contribute to their communities while supporting themselves. We are very proud of our program and the students whom we have helped re-engage and complete high school, a critical step to future success.

While celebrating our successes, we strive constantly to improve our programming. Some of our current efforts include:

- We have established a three-day Summer Institute for our teachers. Faculty is provided three professional development days at the start of the school year. The PD is focused on curriculum development/enhancement as well as school wide goals and objectives. We hold six, three-hour sessions over three days. Offerings included Suicide Prevention Training, CPR Certification Training and a Diversity Workshop.
- We have advanced our Program of Studies by adding more engaging classes implementing additional experiential, hands-on classes for students. Our Curriculum Coordinator is tracking experiential project-based learning through classroom observations, teacher planning meetings and one-on-one curriculum development meetings.
- Teachers are encouraged to use different mediums, advanced technology as well as NH state competency guidelines needed to execute experiential learning activities.
- Students are active participants in the Personal Learning Plans. A student's PLP is an important part of a student reaching his or her goals.

¹ Students who reside outside of New Hampshire are welcome to attend LCS on a tuition basis. For more information about how to apply as a tuition student, please contact the school.

Executive Board Members

Dr. Michael Harris, Chair • Justin Campbell, Vice Chair • Liz Bailey, Secretary • Jonathan Masland, Treasurer
Frank Gould • Bethany Solomon • Melissa Gaherty • Kim Griffin • Lucretia Witte

- Established Professional Development intensive training in teaching methods to support the professional growth of our teachers. We have three fully certified/licensed teachers and a certified Paraprofessional. Our fourth teacher is enrolled in the Alternative Certification Program. Our Curriculum Coordinator holds a Fine Arts certification, and our Executive Director has an active General Special Education license.
- Initiated a poetry writing and performance class co-taught with a Dartmouth Professor of English. This course allowed joint project work between LCS and Dartmouth students.
- Partnered with River Valley Community College and Community College of Vermont enabling our students to earn college credits while in high school.
- Ledyard has invested over \$10,000.00 in the advancement of our STEM program. We have added two 3D printers to our curriculum. We have invested in our infrastructure by establishing a lab for our STEM program.
- Ledyard has purchased our current location (39 Hanover Street) and have completed an \$800,000.00 renovation project restoring this historical downtown building and securing a permanent home for Ledyard students.

Once again thank you for taking the time to allow the LCS community to share with you their experiences. We are grateful for the opportunity to provide students and families in the state of New Hampshire an alternative to a traditional secondary education. We will continue to work with our students, parents, community partners and local school district to strengthen our program and assure every student at LCS gains the skills needed to be successful in life beyond high school. Please feel free to contact me if you have any questions about LCS. Thanks again for your support.

Sincerely,



John Higgins
Executive Director
jhiggins.lcs@gmail.com

JH/lms



New Hampshire

Department of Education

LEDYARD CHARTER SCHOOL RENEWAL APPLICATION

Part 1: School Information, Cover Letter, Executive Summary

A. School Information: Page 1 of Application *To be included with Application Package*
Please answer questions and add information directly into this template.

SCHOOL NAME	LEDYARD CHARTER SCHOOL OF LEBANON
SCHOOL ID#	28565 (SAU #408)
DATE	8/3/21
GRADE LEVELS SERVED	9-12
TOTAL NUMBER OF TEACHING STAFF	4
NUMBER TEACHING STAFF CERTIFIED	3
NUMBER TEACHING STAFF NON-CERTIFIED	1
NUMBER TEACHING STAFF WITH 3 OR MORE YEARS OF TEACHING EXPERIENCE	4
NUMBER PARAPROFESSIONALS	1
SENDING DISTRICTS (LIST ALL)	LEBANON, MASCOMA, KEARSARGE, GRANTHAM, NEWPORT, CLAREMONT, PLAINFIELD, VERMONT TUITION STUDENTS (HARTFORD, SHARON, HARTLAND, STRAFFORD)
HEAD OF SCHOOL	JOHN HIGGINS
BOARD CHAIR	DR. MICHAEL HARRIS

B. Cover Letter (Page 2 of the application)

Introduction

Ledyard Charter School (LCS), established in February of 2009, is a non-profit, public charter high school of choice for students in the State of New Hampshire.^[1] The primary purpose of LCS is to offer students whom have faced challenges in a traditional high school setting an individualized alternative educational program. We actively engage students in a robust personalized course of study, the application of 21st century concepts, skills and dispositions to real-world problems, the authentic performance of mastered competencies, and meaningful relationships with the adult community through personal advisors, mentors, apprenticeships and hands-on service learning.

Our Mission

Our mission is to provide students with real life learning experiences. We focus on creating experiential learning that will prepare students well for college, the workplace, and life as successful and happy adults. The foundation of our school lies within our belief in building strong skills in the areas of self-advocacy, organization, goal setting and attainment, self determination, self-confidence, all while supporting the community. These skills are developed in the classroom as well as in the community with a school wide annual goal of 800 hours of community service.

[1] Students who reside outside of New Hampshire are welcome to attend LCS on a tuition basis.

C. Executive Summary (If Applicable, Page 3 of the application)

The goal is to prepare the student for success with a high school graduation and beyond -- entry to the workforce, vocational training, or higher education. During our eleven years of existence Ledyard Charter School has proven to many students and their families that they can be active, successful learners and are, indeed, community members. Ledyard has graduated 122 students over the past decade that may not have reached the goal of a highschool diploma without the support of Ledyard Charter School.

Our program has strengthened over the years and as a result Lebanon High School and Mascoma High School no longer have Alternative education programs operating in their schools. They rely on Ledyard to support this population of students. Due to these district changes we recognize our long-term responsibility to support at-risk youth in our community. Ledyard Charter School currently enrolls 39 students. Most of our students struggled in their traditional high school but have found Ledyard's program to be the right fit for them. Roughly 70% of our student population is eligible for free and reduced lunch. Ledyard has built strong relationships with five of the local SAU's in our region. We have students from Grantham, Plainfield, Kearsarge, Mascoma and Lebanon attending Ledyard currently. We are in regular communication with these districts, their leadership, special education and guidance departments. We have established a true educational partnership with all regular public schools/districts serving students in the Upper Valley. We do not feel we are a competitor to other schools in our region rather a partner in supporting students through the public-school channel.

We have been extremely lucky in that after many years Ledyard has finally been able to finance a facility of its own giving us a permanent location to grow our program. Our new facility will help to contain our future operating costs and ensure space to grow and enable us to serve a greater number of students.

The Board of Trustees plans to apply for over \$1 million dollars in NH DOE Charter grant federal funds for expansion. These funds will be used to increase the size of our program, as well as serve a greater number of educationally disadvantaged students in and around our area. We have been in communication with the local districts and they are encouraging Ledyard to expand to a seventh and eighth grade program. This is an immediate need in our community, and we have been working with state and local government officials to find ways to fund this expansion.

We are extremely proud for the third year in a row that Ledyard has exceeded all national averages on the CALL survey, implemented by WestED and the NHDOE. This is an extensive oversight process involving all Ledyard stakeholders, WestEd consulting and NHDOE. All employees participated in the survey. We increased all scores from the 2018/2019 school year. We are also proud of the progress we have made against our 2020-21 goals and objectives and we look forward to our continued success in the 2021-22 school year.

Please see CALL Survey Results and Summary report from WestED

Enrollment

Ledyard opened its doors during the 2009/2010 school year with seven students. Ledyard now averages 40 students per year. However, through our open enrollment process, we transition roughly 45-50 students a year, you will see our average daily membership is 36. We have enacted a waiting list for enrollment each of the past three years. This consistent enrollment pattern reassures our belief that Ledyard is a viable alternative for students in the Upper Valley. We have established the appropriate infrastructure to support and maintain this enrollment level.

Ledyard has built strong relationships with five of the local SAUs. We have students from Grantham, Plainfield, Kearsarge, Mascoma and Lebanon attending Ledyard currently. We are in regular communication with these districts, their leadership and guidance departments. We have established a true educational partnership with all regular public schools/districts serving students in the Upper Valley.

We have a strong partnership with the local district's Student Support Services. We have established appropriate IEP protocols, outside service procedures/payment, special education billing practices and team involvement in all student meetings. During the 2020/2021 school year we enrolled a student from the Hanover School district and established a special education plan that worked extremely well for the student.

We are currently working with the Claremont and Newport school districts to increase enrollment opportunities for the 2021/2022 school year. Partnering with these districts will help maintain our enrollment numbers.

Part 2: Reports on School Features (ED 318.12)

Answer questions directly into this Renewal Application

Narratives, data, charts, diagrams or any other evidence should be inserted directly to the specific sections. If you need to add appendices, please label the appendices with the corresponding letters and numbers, for example:

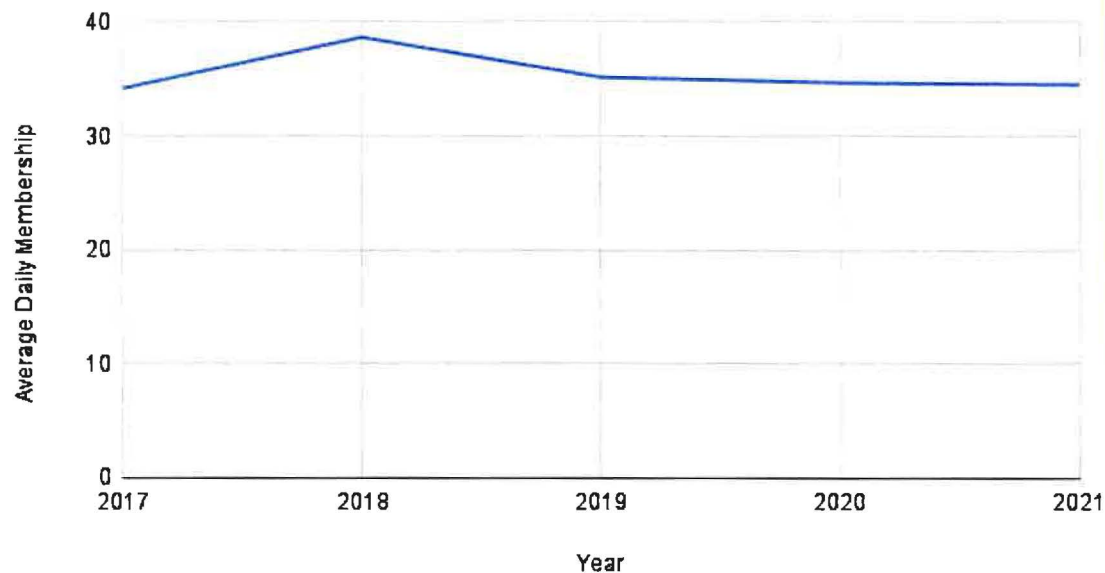
Appendix 1
Part 2: Reports
Enrollment and Projected Growth

Please respond to each of the following:

1. Enrollment and projected growth of the student body (9-12) for the next 5 years:

Our enrollment has been steady over the past five years with an average enrollment of 40 students. We do not plan to grow this number for the 9-12 program over the next five years. We have established the appropriate structure of teacher to student ratio. Over the past five years we have budgeted for 38 students and have been successful in reaching our financial targets based on this enrollment target.

Average Daily Membership by Year



With the recent purchase and renovation of our building, Ledyard has been in the local news a lot. This, along with our innovative curriculum focusing on hands-on, project-based learning activities, has increased our student population. We already have 39 enrolled for this coming school year.

2. Curriculum and Instruction:

- Program of Studies established for 2021/2022 school year
- Teacher Assignments created and shared with all returning faculty
- We have established a three day Summer Institute for our teachers. Faculty is provided three professional development days at the end of the school year. The PD is focused on curriculum development/enhancement as well as school wide goals and objectives. We hold six, three hour sessions over three days.

- We have advanced our Program of Studies by adding more engaging classes implementing additional experiential, hands-on classes for students. Our Curriculum Coordinator is tracking experiential project-based learning through classroom observations, teacher planning meetings and one-on-one curriculum development meetings.
- Teachers are encouraged to use different mediums, advanced technology as well as NH state competency guidelines needed to execute experiential learning activities.
- All LCS faculty participated in an online course {June/July 2019} by Learner-Centered Initiatives: “Five Weeks to Understanding PBL” Guiding Questions Included:
 - i. What is project-based learning (PBL)?
 - ii. What does project-based learning look like in classrooms?
 - iii. What conditions support PBL?
 - iv. What does PBL demand that students know, be able to do and be like?
 - v. What does PBL demand of teachers' instructional and assessment practices?
- During the 2018/2019 school year we established a new role at Ledyard, Curriculum Coordinator. The Curriculum Coordinator completed quarterly formal observations of each teacher, providing feedback and evaluations. These evaluations are tied back to the Individualized Professional Development Plan (IPDP) created by each teacher to strengthen their craft and further their development. Each teacher’s IPDP includes the 3 school wide goals, in addition to 3 personal goals. These personal goals include earning teacher certification, attending more professional development workshops, having stronger classroom management, and making connections in the education community.

3. Technology Programs:

Over the past five years LCS has invested in new desktop computers (two for every classroom) chrome books for student learning. Each student was given a computer to take home for remote learning days during the 2020/2021 school year. We also created classroom laptop carts for each teacher. These carts have 15 chrome book computers for classroom use. Increased our broadband service and upgraded our Comcast system. These upgrades have enabled us to conduct classes uninterrupted and with appropriate speed to enable students to complete work in a timely manner.

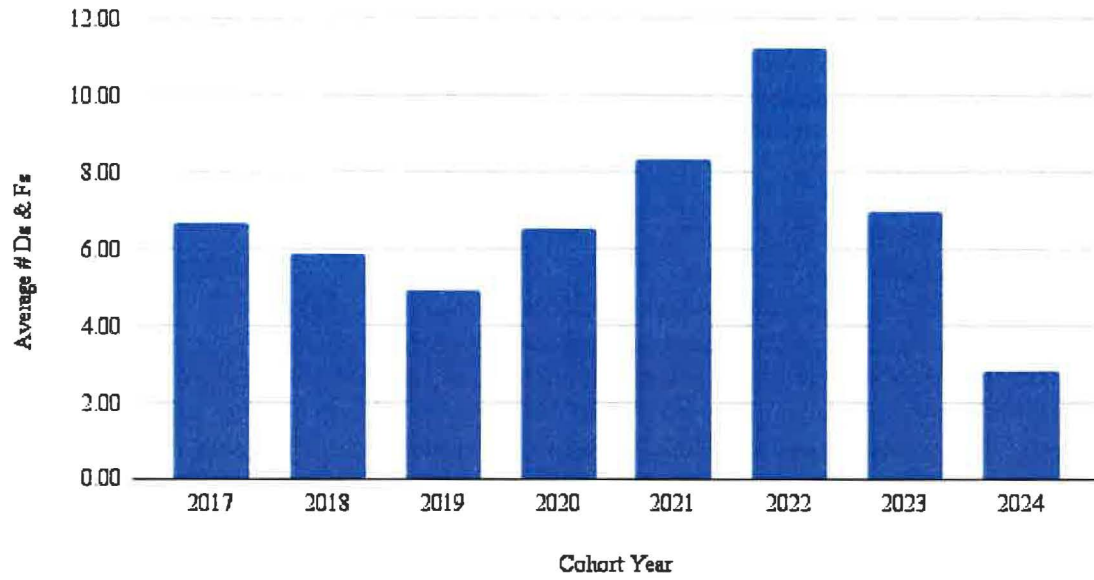
The school has invested over \$10,000 in the advancement of our STEM program. We have added two 3D printers to our curriculum. We have invested in our infrastructure by establishing a lab for our STEM program. We have moved the teacher work area and opened this space for a dedicated lab, investing in electrical work and room maintenance.

4. Academic Attainment:

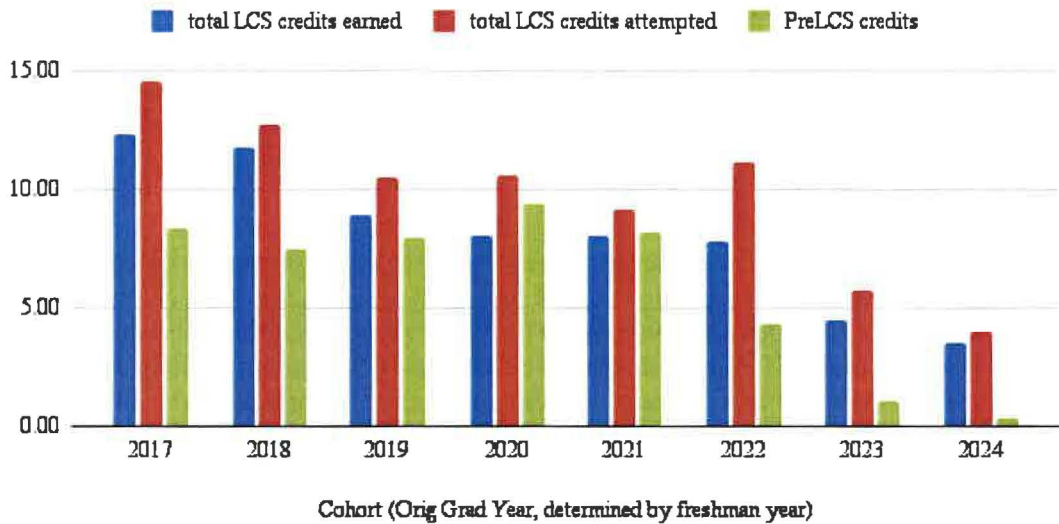
Ledyard continues to strive for academic excellence. We regularly track the progress of our students via grades, classroom engagement, and attendance. Our curriculum is designed to re-engage learners that have felt neglected in the traditional school environment. Our average student-teacher ratio is 10:1. We have four teachers and one paraeducator, allowing a more involved interaction with students. This year we will be adding a pre- and post-assessment to every class to track student progress and retention of knowledge.

Students that begin their freshman year with Ledyard have a higher success rate as they are not trying to recover credits lost at the sending districts. Some Ledyard students may need credit recovery when they arrive at Ledyard from another high school. These students, along with any other students needing a one-on-one tutoring setting, are scheduled time with our paraeducator for this assistance.

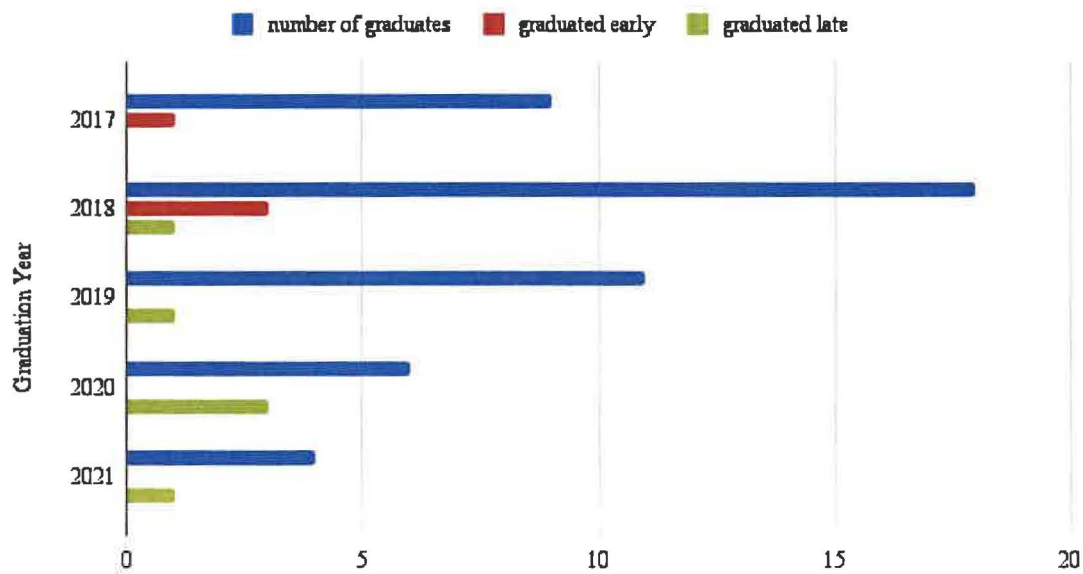
Average # Ds & Fs by Cohort Year



total LCS credits earned, total LCS credits attempted and PreLCS credits



number of graduates, graduated early and graduated late



5. Stakeholders: Family/parent/stakeholder involvement and future needs, plans for increased involvement:

We maintained an ongoing dialogue with parents through various means. Bi-monthly letters were sent home to relay information about student attendance, upcoming events, community service opportunities and requests for parent involvement. Parents are contacted directly if students miss school and for academic or behavior issues. A parent group email distribution list has been created and is utilized to update parents on school closings, important dates and celebrations. Along with two parent-teacher conferences, we scheduled parent meetings when we saw an additional need, such as for attendance, academic or behavior issues. We updated our Website and Facebook page frequently with school activities, student pictures and announcements.

LCS conducts two Parent-Teacher conferences annually. We have these days set into our calendar and reach out to all parents to schedule teacher conferences. We had great attendance at both of our parent-teacher conference nights. Our October conferences had 90% parent attendance and our April 2019 conference had 95% parent attendance. Unfortunately due to COVID-19 we did not conduct full day parent teacher conferences. We plan on returning to in-person parent conferences during the 2021/2022 school year.

Ledyard is proud of the relationships we have built with our parents. These relationships have resulted in multiple siblings attending Ledyard. Parents have helped in spreading the word about our program and the success their children had attending Ledyard.

Some testimonials from our alumni and parents:

Thank you again for always pushing me in class. Thank you for always believing in your students! Looking back during these 2, and a half years, I didn't realize how much I have truly accomplished. I got accepted into an apprenticeship with DHMC, graduated with all A's and one B (I received college credits from the apprenticeship) became a certified Inpatient Pharmacy Technician, decided to move to the beautiful city of Worcester (or as Higgins would say Wooooosta!) MA for more opportunities, was hired at Umass Memorial Medical Center in the NICU, now starting school to become a Medical Assistant in a week! My next goal in this crazy journey is getting hired at Mass General Hospital after graduation! I wouldn't be here today without the help from the staff at Ledyard Charter School.

Congratulations! The continued hard work of all the staff and that of John Higgins is changing so many lives! Our family cannot thank you enough for the work you did for our son and our family! Keep up the amazing work! Cheers to another great 10 years and beyond!

"Thank you and to all of your staff for nurturing my daughter. At a time when she could not find anywhere to fit, she found her place with you. She is a successful student but more importantly, she feels good about it. How can anyone appreciate the value of learning if they don't feel good about being at school? You are finding a way and for that, I am forever grateful."

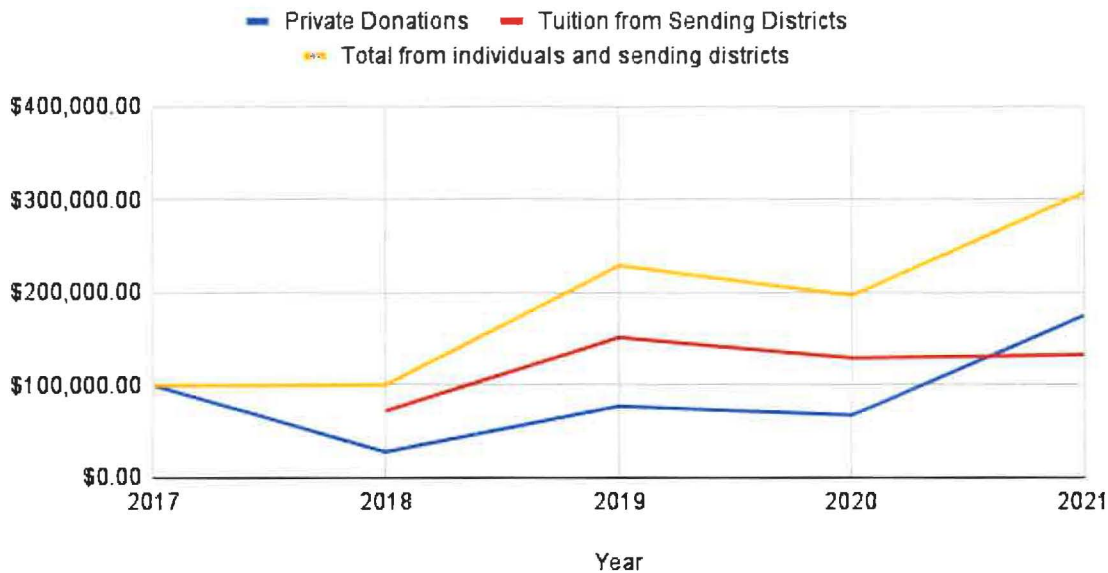
"LCS is a good program because it's way different from any other school. There are some things that a teacher does here that won't happen in [other] schools, for example, the teachers do more one-on-one work with the students. LCS also reaches out to the kids and tries to make sure they do the right thing ... and they accept you for who you are. The teachers always make sure every kid is in class and I like that because they treat you like family, and that's the happiest thing when your teacher actually cares about you. Everyone should give LCS a try; I know you're going to like it."

"By far the best decision we ever made! This school has brought out the abilities we knew our daughter had, but never utilized. Thank you for allowing her to believe in herself and moving her forward."

6. Fundraising: *Fundraising efforts, results, future fundraising goals and plans to achieve sustainability:*

Ledyard has been in the news quite a bit the last year with the purchase of our building and 100% USDA funding, validating our school as a high school contributing to the success of our Upper Valley students. This publicity has increased our fundraising opportunities. We received over \$169,000 from private donors and private foundations for the 2020/2021 school year. In addition to the steady stream of income from our sending districts, our financial future is sound.

Funds received from Individual Donations and Sending Districts



7. School Accountability Plan: *Measurable Goals and Objectives, Timeline and Analysis/ Summary:*

Each Spring the Faculty and Administration meet to review the past year's school wide goals and success meeting these goals. Three new goals are then created for the upcoming school year as part of the school's master plan. The Administration meets weekly to review progress of attaining these goals and discuss ways in which to incorporate any modifications needed to meet these goals. This analysis is then reviewed weekly at Faculty meetings to maintain focus on meeting these goals. In addition to these measures, the Curriculum Coordinator reviews each class quarterly and advises the teaching staff on any enhancements that could be made to their curriculum.

2020-21 School Wide Goals:

- A. LCS will maintain school wide attendance for 75% or higher weekly (full year goal = 75%)
- B. LCS will advance its curriculum through Project-Based Learning (PBL) activities. Full Year Goal = Teachers will perform two PBL units per quarter.
- C. LCS will provide professional development opportunities for all faculty and staff in the 2020/21 school year.

2021-22 School Wide Goals:

- A. LCS will expand on its assessment process by adding pre- and post-test assessments to all core subject areas. Full Year Goal = Pre- and Post- tests established in Writing, Reading, Mathematics, Social Studies and Science course offerings.
- B. LCS will advance its curriculum through Project-Based Learning (PBL) activities by establishing competencies for all core subjects taught.
- C. LCS will expand on its Professional Development opportunities in the areas of Classroom Management and Restorative Justice Practices.

8. Budget: Attach proposed budget for the next 5 years.

a) Budget narrative:

Over the past three years Ledyard has outperformed our budget targets in both expenses as well as revenue. In the first seven years of the school, we relied on a line of credit to bridge the financial gap through the summer months. We are happy to report that this is the third year running that we have not activated our LOC account. Ledyard has established a strong budget process with a full chart of accounts as well as a monthly cash flow report. All financial reporting documents are developed and reviewed through the LCS Finance Committee and are shared monthly with all Board members. The LCS Board also takes the time to review these documents at all monthly Executive Board meetings.

b) How the school will use public funds:

LCS is proud of its accounting practices over the past 11 years. We have shown to be extremely fiscally responsible in not only spending public funds but partnering with public providers.

c) A detailed description of the specific school board's reasoning for allocating funds:

The LCS Board established a Finance Committee led by the Board Treasurer, the School's Executive Director and Board Chair, and additional Board members. This committee meets on a regular basis and reviews financial best practices for the entire School's operating budget.

9. Sustainability Measures (ex: finances, enrollment stability, Board member and staff retention, partnerships):

Staffing

Over the past several years Ledyard has introduced new benefit packages, teacher pay grid, and a full stipend program. These additional financial supports have helped us in the area of employee retention. We have established a teacher pay schedule that is competitive to other public schools. Our leadership team has expanded to add a Curriculum Coordinator. This new leadership role has given us the opportunity to promote from within. Ms. Kozak, a six-year classroom teacher at LCS, has been in this leadership role for the past two years.

Through strengthening our pay, benefit packages and new retirement profit sharing plan, we have had zero turnover in the past three years.

LEDYARD CHARTER SCHOOL EXPERIENCE/YEARS OF SERVICE

EXECUTIVE DIRECTOR = 8TH YEAR

EXECUTIVE ASSISTANT = 8TH YEAR

CURRICULUM COORDINATOR = 10TH YEAR (PROMOTED TO C.C. 2018)

CLASSROOM TEACHER (SOCIAL STUDIES/ENGLISH) = 5TH YEAR

CLASSROOM TEACHER (MATHEMATICS/SCIENCE) = 4TH YEAR

CLASSROOM TEACHER (ENGLISH/FINE ARTS) = 4TH YEAR

CLASSROOM TEACHER (ENGLISH/SCIENCE) = 3RD YEAR (PROMOTED FROM PARA ROLE 2020)

PARAPROFESSIONAL = 2ND YEAR (HIRED UNDER THE CARES ACT 2020/2021)

CAFETERIA COORDINATOR = 3RD YEAR

TOTAL LEDYARD CHARTER SCHOOL COMBINED EXPERIENCE/YEARS OF SERVICE = 47 YEARS

Table I: LCS and Staffing 2020/2021 School Year

Enrollment				
Sep '20	Dec '20	Feb '21	Apr '21	June '21
38	36	34	35	35
Staffing				
Sep '20	Dec '20	Feb '21	Apr '21	June '21
Exec Director (1 FTE) 1 Exec Asst (1 FTE) 1 Curriculum Cord. (1 FTE) 4 Classroom Teachers (4 FTE) 1 Cafeteria Coordinator (Part Time/Hourly)	Exec Director (1 FTE) 1 Exec Asst (1 FTE) 1 Curriculum Cord. (1 FTE) 4 Classroom Teachers (4 FTE) 1 Paraeducator (1 FTE) 1 Cafeteria Coordinator (Part Time/Hourly)	Exec Director (1 FTE) 1 Exec Asst (1 FTE) 1 Curriculum Cord. (1 FTE) 4 Classroom Teachers (4 FTE) 1 Paraeducator (1 FTE) 1 Cafeteria Coordinator (Part Time/Hourly)	Exec Director (1 FTE) 1 Exec Asst (1 FTE) 1 Curriculum Cord. (1 FTE) 4 Classroom Teachers (4 FTE) 1 Paraeducator (1 FTE) 1 Cafeteria Coordinator (Part Time/Hourly)	Exec Director (1 FTE) 1 Exec Asst (1 FTE) 4 FT Teachers (1 FTE) 1 Curriculum Coordinator (1 FTE) 1 Paraprofessional (1 FTE) 8 Full Time Employees 1 Cafeteria Coordinator (Part Time/Hourly)

This has been a great year in the area of LCS Board improvement. We started the year with 5 board members, and now have 9 active board members. There's an increased commitment to committee activities by Board members. We established committees and asked board members to engage in them based on their expertise, i.e. The treasurer is on the building committee, and those with education experience are on the education and 7th/8th grade exploratory committees.

10. Best Practices *Efforts to disseminate best practices, and coordination with local or other school districts:*

Ledyard works closely with each sending district to ensure our students receive the benefits necessary for them to succeed (i.e., transportation, special ed services). Our school calendar is prepared based on the community partner's/district's calendars so as to reduce confusion amongst our students regarding closings, vacations, early dismissals. Our curriculum is created/ designed to meet the competency standards utilized by sending districts to ensure compatibility of credits earned and knowledge gained by Ledyard students. Ledyard students are able to participate in their sending district's sports teams to ensure they feel that they are not only part of the Ledyard community, but also their hometown's community. The Ledyard community benefits from open communication with all our sending districts and the Upper Valley community as a whole.

11. Successes (*What has worked*):

Addition of three new positions added over the past five years:

Curriculum Coordinator

We added a Curriculum Coordinator position that was filled by promoting a six year Ledyard classroom teacher. In the early stages of this program we found a tremendous need for this position - in those years, many teachers were not returning after one/two years in the classroom. Part of that was financial status relative to local districts; now that payscale encourages certification, we will have four certified teachers next year (in at least one content area) despite only requiring 50%. The ED {Special Education Certification} and CC {Art Certification} both maintain their NH credentials. In 2015-2016 LCS only had one certified teacher.

Since the creation of the Curriculum Coordinator role (this is the third year), teacher retention has increased. Previously, the school had a significant number of first-year teachers, but with the addition of a role to support/develop those teachers and get everyone on the same page with curriculum development/classroom design, and school climate there has been zero turnover. In addition to all employees working on professional development with a focus on certification. One of our classroom teachers is working on adding a science certification in addition to her current English certification.

Fourth Classroom Teacher

When this program was started the goal was to have a 10:1 student teacher ratio. This was difficult to do in our first five years with only two/three classroom teachers for 40 students. We had classes that exceeded 17 students and teachers typically taught six periods without a prep-period. The addition of the fourth teacher has reduced our classroom roster to a maximum of ten students. Each teacher is now provided with a 50 minute prep period during the school day.

This new position has enabled us to extend our course offerings adding five additional courses per semester. This expansion of our program of Studies has helped strengthen our programmatic as well as academic progress. We have seen a decrease in discipline issues, classroom disruptions and an increase in attendance and credit attainment.

Academic Coach (Certified Paraprofessional)

During the 2020/2021 school year Ledyard was eligible for the federal Cares Act program to support learning during the pandemic. We took advantage of this program by adding an Academic Coach position. We conducted several meetings and established an Education Committee as well as a Building Committee to determine the most important needs of the school based on COVID-19. We had faculty, staff board members, students as well as parent involvement. We also created a COVID-19 matrix that helped guide us on our instruction model. Our goal is always to provide all students with access to a well-rounded education.

- 1) Provide opportunities for academic enrichment, including providing tutorial services to help students, to meet the challenging State academic standards while engaged in a hybrid academic delivery model.

Ledyard Charter School is an alternative high school that has a strong focus on disadvantaged students in our community. We identify students based on their personal learning plan (PLP), starting with our enrollment process. Students participate in Pre-test activities to establish a baseline for the students and teachers (any student performing below grade level in these academic areas are enrolled in this tutorial program. Students are engaged with the creation of their PLP. This occurs through a one-on-one meeting with the Curriculum Coordinator and LCS tutorial support. The PLP will identify tutorial and remediation needs. This is identified through parent, student, teacher feedback, report card, pre-test scores.

We assessed student success during Q3 and Q4 of the 2019/2020 full remote learning. We found issues in the area of student engagement, attendance, work completion and course completion.

LCS students that are not meeting school wide expectations, individual academic goals, low pretest scores and attendance will be assigned to this one-on-one tutorial support. This support will be supplemental to the competency instruction by having the student engage directly with the Academic Coach. These targeted tutorial supports are in addition to the student's daily support. The tutorial teacher/coach engages in weekly communication with the student, teachers and parents.

Facilities

LCS opened in the winter of 2009 and moved its location four times in the first five years. We are currently located in the downtown area of Lebanon NH. We are in our 6th year at this location.

Our location is walking distance to the area recreation center where we conduct our physical education classes. We participate in downtown community service projects such as planting flowers, preparing walking trails, and participating in Parks and Recreation fall clean up. The school has easy access to public transportation which is utilized by many of our students.

Our location was formerly home to Lebanon College's Radiology/Science Program. We have four classrooms, a computer lab, teacher work area, and four offices. We have had the City Fire Department and Health Inspector complete inspections of the location and we have passed all inspections and meet all state and local safety and health regulations.

Our current rent is set at \$5,000.00 a month, this is an annual expenditure of \$60,000.00. With the purchase of 39 Hanover Street we have requested a total loan amount of \$1,071,000.00. Using the USDA Loan Amortization schedule our monthly payment would be \$3,695.00, an annual cost of \$44,340.00. This would represent a rent reduction of \$15,660.00. We have maintained our non-profit status and would be tax exempt for this property.

12. Challenges/Areas for Improvement (What has not worked):

This year's CALL Survey noted three areas that could be further strengthened in Ledyard's programming, as follows:

1. Monitor Short- and Long-term goals (data on student standardized tests and formative assessment to inform on school improvement goals).
2. Prioritize improvement and communicate its urgency (focus of teacher collaboration around teaching and learning).
3. Build a strong community intensely focused on student learning (effectiveness of school discipline policies; eliminating disruptive behavior).

These areas of need created our school wide goals for the 2021-22 school year:

- A. **LCS will expand on its assessment process by adding pre- and post-test assessments to all core subject areas.** Full Year Goal = Pre- and Post- tests established in Writing, Reading, Mathematics, Social Studies and Science course offerings.
- B. **LCS will advance its curriculum through Project-Based Learning (PBL) activities by establishing competencies for all core subjects taught.**
- C. **LCS will expand on its Professional Development opportunities in the areas of Classroom Management and Restorative Justice Practices.**

LCS Board goals for 2020-21

The Executive Board established five goals at the start of the 2020/2021 school year. The Board will establish the 2021/2022 goals at our Board Retreat scheduled for September 22, 2021. The following is a brief update of the status of the Board Goals we have been considering with numerous updates over the past year:

1. **Complete the purchase and renovation of the building.** With the exception of the replacement of the roof, the renovation work is essentially completed. Because the roof work is not part of the original USDA project, we can proceed with a schedule for closing with the USDA. John Higgins and Jonathan Masland can bring us up to date regarding that process. John will also report on his arrangements for seeking a tenant on the second floor.
2. **Conduct a study of the feasibility and desirability of the addition of a 7th-8th grade program.** I expect that we will receive another report on this study at the May board meeting. Generally, the feeling amongst board members has been one of at least interest in doing this but with the recognition that it is probably a year away before we would open a program.
3. **Expand the board membership to nine members.** We have been very successful with this with the addition of Kim Griffin and Lucretia Witte. A board of nine active members is a very solid one and a notable accomplishment for our school. We would remain open to an additional member, particularly one from Lebanon. Otherwise, our next goal may be to establish a set of terms for board members, probably over three year staggers.
4. **Develop the appropriate funding to continue the fourth teacher.** The fourth teacher is included in the budget for FY22. This will probably remain a year-to-year decision, and future revenues including fund-raising will be critical.

5. **Consider retirement benefits for staff.** The board, of course, approved this fund at the April meeting. The requisite documents have now been signed, John is arranging the funding, and Peter Birnie, the Ameriprise representative, is meeting with individual staff members. I appreciate the board's support in establishing this fund.
6. **Conduct satisfaction surveys of staff, students, and parents.** The CALL (Comprehensive Assessment of Leadership for Learning) was administered amongst the school staff in March as part of the school's participation in the CSI School Improvement program in New Hampshire. The following is my interpretation of the results:

Faculty/Staff Survey Activities/Results

- CALL survey assesses evaluations of the entire school staff regarding the school's leadership according to four domains: Turnaround leadership, talent development, instructional transformation, and culture shift. There are three criteria for each domain. The emphasis is very much on change and improvement because this program is directed at schools that are emphasizing school improvement.
- Each criteria is rated according to a 5-point scale with 5 being the most favorable or positive rating. The scores have some absolute meaning by themselves, and comparisons can be made to scores across the state of NH and with our own scores of the past two years. The pandemic has probably imposed some limitations on the assessment, but I suggest that the findings are still useful.
- Findings:
 - All of the NH scores were in the 3.0-3.99 range. All of Ledyard's scores were above 4.0.
 - Improvement was noted on every criterion from 2019. There were minimal changes from 2020.
 - There were no outright weaknesses insofar as no scores for Ledyard were below 4.0. The relative weaknesses probably were (1) the capacity to diagnose and respond to student learning needs, and (2) the capacity to solicit and act upon stakeholder input. I suggest that #1 matches our school goal of finding an entry and exit assessment for student use and #2 reflects our goal of conducting more surveys next year.
 - The relative strengths of criteria on which Ledyard scored significantly above the state averages were (1) the capacity to customize and target support to meet needs, (2) the capacity to remove barriers and provide opportunities, (3) the capacity to provide rigorous evidence-based instruction, and (4) the capacity to solicit and act upon stakeholder input. Note that #4 shows both a relative weakness and a relative strength. This suggests that the school leadership and staff are already ahead of much of the state in discussing needs and in addressing them although we are resolved to do even more of this.

Part 3: Affirmative Evidence

Please respond by providing evidence to each of the following questions, 1 - 6.

Please insert narratives, data, charts, diagrams or any other evidence directly to the specific sections. If you need to add appendices, please label the appendices with the question number and letter, for example:

Appendix 1
Affirmative Evidence
Question 1a

1. Is the school making progress toward achieving its mission?

a. What progress has the school made toward its academic goals? List the goals and describe the progress.

Response: Curriculum Coordinator meets with incoming students and creates a Personalized Learning Plan that identifies a student's academic goals, identifies learning strategies and connects students with one-on-one instruction, if needed. Teachers provide individualized curriculum, striving to meet the student at his/her learning level. Administration connects students with counseling services either in or out of school, if needed.

We have integrated more project-based learning, hands-on activities to level the playing field for students who have not thrived in a traditional education system. We have developed a photography (dark room) class that has shared work with the Yearbook Committee.

2019-20 Program of Studies with 7 new course offerings. Our Program of Studies has been enhanced year after year with introductions to new community-based groups, creation of new curriculum maps, hands-on experiential/community service learning activities, as well as innovative lesson plans. LCS took the necessary steps to incorporate Common Core, competency-based standards into all courses for the 2019-2020 and 2021/2022 school year. We implemented a program of studies with core subjects that help students meet the graduation requirements outlined by the state of New Hampshire. We have aligned all classes to full year courses for 1 credit and semester courses for .5 credits. Teachers were provided time during the summer to prepare for this change and they were given sixteen additional hours during the school year to work on curriculum mapping.

Student school wide/daily attendance average for 19/20 school year = 84%.

b. What progress has the school made toward its programmatic goals? List the goals and describe the progress.

Response:

Ledyard has worked hard to develop a strong professional development program for all faculty and staff. We are proud to offer professional development training to all employees at LCS. Effective PD, provides teachers and staff with the support to foster continuous growth, innovation, and collaboration in their craft. PD at LCS is aimed at effective teaching with the strong belief that this is the true path to student achievement.

- Learning Cooperatively (promoting Habits of Mind and 21st Century Skills)
- Reading/Writing Throughout the Curriculum (focused on strengthening ELA skills in all disciplines)
- Quality Learning Communities (Partnering with the community , Dartmouth, Hypertherm, AVA, Parks and Rec, Cover,
- Haven, Listen etc.)
- Theories of Learning and Practice (Experiential and community based learning)
- Technology (blended learning in engineering/design and using technology to engage students)
- Integration Within the Curriculum (interdisciplinary approaches to education, nutrition, drugs, healthy habits, choices, fit for life, community service)

Ledyard Charter Employee Professional Development Program

I. Teachers will be provided five days of PD during every contract year.

- 1) Summer Institute (3 days/August: 8/25/21 – 8/27/21)
- 2) One day outlined in the School calendar (03/11/22)
- 3) LCS will be responsible for providing the training/workshops and complete agenda for these designated professional development days.

II. Faculty and Staff Independent Professional Development

- 1) Teachers will complete a Personal Learning Professional Development Plan at the start of each school year. (Please see attached Example, LCS Math/Science Teacher)
- 2) The PLPDP will be submitted to the Curriculum Coordinator for review/approval
- 3) Faculty and staff are responsible for researching, planning, gaining approval and completing PD request forms.
- 4) Faculty and Staff will be provided a \$400.00 allowance to be used for PD December 2020 -June 2021.

III. Potential Professional Development Activities

- 1) www.education.nh.gov/key/index.htm.
- 2) CPR or First Aid Training
- 3) Hands on Experiential Learning (Teacher WorkShops, Webinars...)
- 4) Technology Training (ChromeBook, Google Apps training, Web-site training...)

IV. LCS has developed Individual Professional Development Plans for all Teachers. These plans will help guide the school and faculty in targeting specific goals and objectives for the year.

We added a Robotics Team to our program in the 2017/2018 school year. This program gained support from 25% of our student population added after school programming and our team placed 22 out of 43 teams in their first ever Robotics competition, held at the University of New Hampshire.

Dartmouth collaboration: Over the past 5 years, we are extremely proud of the relationship we have built with the undergraduate and graduate programs at Dartmouth College. Through our partnership with the Psychology Department, Ledyard has supported 2 practicum students each year for the past 5 years. The Executive Director works with Dr. Bill Hudenko in evaluating Dartmouth students' performance and collaborating on student practicum needs. We have also been fortunate to work with the Geisel School of Medicine in the collaboration and creation of the Ledyard curriculum. Two third-year students in the Geisel School created a full semester course entitled: "Cooking and Nutrition". In addition to these regular collaborations, we also have students volunteering from various undergraduate programs. Ledyard was also proud to bring Dartmouth students and Ledyard students into the classroom together. Dr. Ivy Schweitzer taught an English collaborative at LCS for the past 3 years, for 2 of these years, we conducted a full trimester poetry course and in the 2019-20 school year, we were fortunate to have Dr. Schweitzer teach the course: "Tell My Story" at Ledyard Charter School.

c. What progress has the school made toward its organizational goals? List the goals and describe the progress.

Response:

Our school's leadership provides the ability for faculty and staff to do their job and provide a voice into how that job should be done.

- Administration meets weekly to track the progress of goal attainment and create methods to promote and achieve these goals.
- Goals are clearly identified, and progress outlined at weekly faculty/staff meetings. Meetings notes are typed and shared to assist with tracking the goals and progress.
- Our school's leadership provides the ability for faculty and staff to do their job and provide a voice into how that job should be done.
- Administration meets weekly to track the progress of goal attainment and create methods to promote and achieve these goals.
- Goals are clearly identified, and progress outlined at weekly faculty/staff meetings. Meetings notes are typed and shared to assist with tracking the goals and progress.

2. Is the charter school responsibly using public funds?

a. Has the school completed timely quarterly financial reports that comply with accepted standards of public school accounting and are shared publicly?

Response:

Ledyard Charter School is in full compliance with all state and federal financial reporting. We create a full year budget that is approved by the LCS Board and shared with the NHDOE. We have completed the NH state mandated DOE-25 annual financial report. We also have partnered with an accounting firm that completes a full year audit and prepares the school's annual tax filing (990). We have included our most recent budget, 2020 financial report, Form 990 and the 2019/20 DOE-25.

b. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Response: Yes. We work with a local accounting firm (Check-Write) to process all accounts payable as well as account receivables. The ED meets weekly with Check-Write to process all billing and payroll services. The Executive Board approves an annual budget that is updated weekly and shared with the Board monthly for their review.

c. Has the school provided an annual external audit for the past 4 years with no material defects? (From FY 2020 completed using GASB auditing standards?)

Response: Yes, we have worked closely with the NHDOE to assure we were in compliance with the annual audit process. We work with Rowley and Associates and they have produced our Financial Audit as well as our 990 for the past eight years.

d. Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?

Response: Yes. We have established a Finance committee that is headed by the Treasurer of the Executive Board. This committee meets regularly to discuss the school's financial status. Every Executive Board meeting has an agenda item for the finance committee to report on the committee's work as well as the school's current financial status. We also utilize a Cash Flow report that tracks our financials and total cash on hand monthly. This report is also reviewed at monthly Executive Board meetings.

e. Please provide a balance sheet setting forth the school's assets, liabilities, and fund balances or equities.

Response: See attached Balance Sheet Ledyard Charter 06/30/2021

f. Please describe the transportation services currently available and how the school assists families with transportation options.

Response: Ledyard Charter School is located in the downtown area of the city of Lebanon and the majority of students utilize the area transit. We do not provide transportation to and from school. Students are eligible to utilize the sending district bus system if needed.

We partner with the local districts for our students to gain access to their bus transportation for participation in the Hartford Area career and Technical Center (HACTC). Students are picked up at Ledyard, transported to Hartford and returned back to Ledyard.

We rent passenger vans to support field trips and community service learning days for the school.

3. Is the charter school promoting student attainment of expected knowledge and skills?

a. Are students meeting proficiency standards as measured by state assessments? If not, please provide justification:

LCS students are performing well on internal assessments based on state competency standards established in all summative assessments.. On the SATs, LCS students did not meet state standards.

- 1.) Our ten juniors that participated in the SAT's met benchmark standards for Reading and Math, but overall our students under performed.
- 2.) Only one student met all proficiency levels
- 3.) Ledyard is unique in evaluating the success of eleventh graders and its association with the school's academic success. Ledyard is a 9-12 program and many of our students join us in their Sophomore or Junior years of highschool.
- 4.) Next year we will incorporate more SAT study classes - more frequently and starting at the beginning of the year.
- 5.) We will also continue adding general test taking strategies to the LCS curriculum.
- 6.) Teacher will continue to expose students to standardized test practices through in school summative assessments

b. Are students making academic growth toward meeting state proficiency standards? Please provide data to support your response.

LCS students are growing academically under curriculum based on state competency standards. In 2021-22 we will begin pre and post assessments internally in all core subject classes. We will provide data in the future. Currently, the data we have is in the form of report card grades.

c. How is the school meeting the needs of students identified for additional support? Special ed statement

All students are able to take advantage of LCS's educational support program. These services include one-on-one tutoring outside of class, group tutoring in and out of class, individual help in class, translation programs for ELL students, and alternative spaces - quiet and supervised - to complete work.

1. **Educationally disadvantaged/at risk:** As an Alternative High School we work with a high population of at risk you. The school has established strong relationships with the NH Department of Social Services and partners to support students and families in need. We also work closely with the Juvenile probation Office. Ledyard has established an after school tutoring program, in school one-on-one support, tutorial room with support and a free food program for all students. We provide a breakfast item each morning and a hot lunch.
2. **Students with Special Education needs:**Ledyard Charter School continues to work with the Lebanon School District Special Education Department and the Assistant Principal of Lebanon High School to improve upon policies and procedures that would best serve LCS students with IEPs. We also work closely with the Director of Student Support Services from the Mascoma School district.
3. **Federal Title Programs:** The Federal Title programs help strengthen our overall program while providing academic support services to low-achieving students attending Ledyard. We have roughly 70% of our student body living at or below the poverty line. We identify students based on their personal learning plan (PLP){Please see attachment}, starting with our enrollment process. Students participate in Pre-test activities to establish a baseline for the students and teachers (any student performing below grade level in these academic areas are enrolled in this tutorial program). Students are engaged with the creation of their PLP. This occurs through a one-on-one meeting with the students Team leader, Curriculum Coordinator and Academic Coach. The PLP will identify tutorial and remediation needs. This is identified through parent, student, teacher feedback, report card, pre-test scores.
4. **Homeless:** Ledyard Charter School is an alternative high school that has a strong focus on disadvantaged students in our community.The ED is our Foster Care and McKinney-Vento liaison and he is supported by the Executive assistant who will also engage in with Foster Care students. We work with the local districts and agencies to identify students for enrollment. We will report data on Foster Care students through our Annual Operating Report.We will provide student needs in the area of clothing and food. We will stock a clothing closet with the appropriate clothing that students can pick from {Hats, gloves etc.}
5. **Neglected/Delinquent:** We work with the local food banks as well as the city of Lebanon's housing authority to support young adults in need. We work closely with the State children services to address any environmental needs for students attending Ledyard.
6. **ELL:** Over the past eleven years we have had only two ESL students. We worked with translation software to support teacher communication, direct instruction and interpreting software was utilized for all parent meetings.
7. **Migrant/Refugee:** N/A

d. Are students making progress toward any personally established goals set by students or non-academic goals established in the Charter?

Response: In every student's personal learning plan (PLP) there is a space to add personal goals for during high school as well as after graduating high school - these can be related to living location, family/relationships, learning hobbies/activities outside of school, etc. In addition, students are asked to have a vocational goal for during and after high school - this goal often grows and changes as students learn more about their strengths and interests in the workplace. We encourage students to utilize internships, work study, and extracurricular activities to further explore their interests relating to these goals.

e. Describe the Data Management System currently used to track and report on student data.

Response: LCS currently uses the platform Teachease through Common Goals Systems, inc. This system is very user-friendly and has portals for administrators, teachers, parents, and students. We currently use this system for grading, report cards, transcripts, course scheduling, attendance, parent and student communications, community announcements, student health information, and disciplinary reporting. This system is also used for reporting data to NH DOE's I4SEE.

4. Is the school sustainable?

a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations?

Response: Yes, the Board adheres to the public meeting laws. The Board meets monthly and posts notice of the public meetings prior to each meeting. If a quorum cannot be established for the meeting, the meeting is rescheduled. After each meeting, the draft Minutes are posted on the School's website. Once meeting minutes are approved at the following meeting, they are revised to note the approval date and reposted on the School's website.

b. Has the school established systems to manage school operations efficiently?

Response: Yes

c. Are there systems in place to assure instructional quality?

Response: Yes

d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Response: Yes

e. Have Criminal Records Checks been completed for all school staff and volunteers?

Response: Yes, pursuant to the School's policy, background investigation and criminal records checks are obtained from the New Hampshire State Police for each employee and volunteer prior to their commitment at Ledyard.

f. Are physical facilities safe, clean and suitable for the purposes of the school?

Response: Yes, our facilities are inspected by the City's fire, health and building departments. Our facility is cleaned professionally 3 times a week. Our HVAC system is cleaned professionally on a quarterly basis.

g. Is the school emotionally safe for children and adults, free from bullying?

Response: An ongoing priority of the school is to meet each student where they are both academically and emotionally, in order to aid their educational advancement. Academically, the school has created a program that can deliver the same content to multiple grade levels while creating individual assessments (or varying levels of assessment) in order to help each student continue to reach the next level of achievement. We model this program on differentiated learning, which supports a small school size while tending to the needs of students in multiple grades.

As we move our program forward, we plan on building a Transition Portfolio that all students will be engaged in daily. The portfolio will provide the tools needed to succeed in life after high school. Students will complete a series of assignments designed to explore post-secondary opportunities. They will have quarterly goals and objectives tied to individual exercises to prepare for entrance to the workforce, college, certification programs, military or gap year opportunities. The student will create tools (Resume, Applications, and Cover Letters Etc.) that they will retain for use after high school.

h. Does the school have a viable financial plan to support its program?

Response: Yes (see five year Budget projections)

i. (For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired.

Response: n/a

j. Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?

Response: Yes

k. Does the school employ teachers who meet state requirements for experience and/or certification?

Response: Yes

l. Does the school demonstrate an ability to retain skilled and qualified staff?

Response: Yes

m. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

Response: Ledyard hosts an Open House at the beginning of every year at which the teachers share information regarding their classes and curriculum with students and families. Board members are invited to attend so that families may meet them and ask any questions. Parents are also invited to serve in a parent organization attended by Board members. Parents are invited to volunteer in the school, chaperone off-campus trips, and share information regarding their professions with students. Opinions of students and parents are solicited throughout the year when the school is creating new protocols, i.e., COVID-19 protocols.

n. Describe what the school intends to do to ensure it remains active in dissemination of successful and best practices?

Response: All employees at LCS (administrators, faculty and staff) are encouraged to further their own education through professional development opportunities, both school-generated and through 3rd parties. This strengthens the school's ability to remain current on best practices. The recent addition of TeacherEase

in the past one and half years has bolstered the school's ability to easily and effectively share information with the community, students and families.

o. Describe the School's communication processes.

Response: The Main Office shares important and relevant information with the community, students and parents via our website, our Facebook page and through TeacherEase (emails, texts and new this year, an auto-dialer recorded messaging system). Teachers share attendance, grade and disciplinary issues with parents via the TeacherEase portal (emails).

5. Current Status of the Board of Trustees Ed 318.16(a)

a. Have there been any changes in the membership of the Board of Trustees?

Response: With the retirement of several Board members, the Board has actively sought and recruited new members. We currently have 9 Board members, bringing a wide variety of experience in the field of education, business management, legal practice.

b. Have there been any changes in the Board of Trustees' methods of operation or amendments to the by-laws?

Response: The only change with the Board's operation was the transition to virtual meetings due to the pandemic. There have not been any amendments to ByLaws.

c. Have there been any recusals made by members of the Board of Trustees?

Response: Yes, there was a recusal by a Board member regarding the purchase and renovation of our building as this Board member is an attorney and had a conflict of interest with the project due to past representation of a prior owner.

d. Describe the skills and responsibilities of the members of the Board of Trustees. Include the committees they serve on and the expectations for their participation in fundraising and community and school events.

Response: Our Board Chair has been on the Board since the school's inception in 2009. He was a superintendent for several school districts for almost 20 years and prior to that was in private special education for over 20 years. The Board Chair serves on the Governance, Finance, Building and Development/Fundraising Committees. Our Vice Chair has almost 30 years of experience in education, both as a principal (19 years) and a classroom teacher. The Vice Chair serves on the Development Committee. Our Treasurer brings with him decades of financial planning experience and is on the Finance and Building Committee. Our Secretary has served on our Board for 20 years and is a law partner with a regional law firm, bringing decades of legal experience. She serves on our Governance Committee. Three of the remaining Board members bring with them a wealth of education experience (classroom teacher, head of a Californian charter school, head of a Montessori school) and they all serve on the Education Committee. Another Education Committee member joined the Board while a parent of an LCS student; she is in the health field. The 9th board member serves on the Development/Fundraising Committee, utilizing her years of experience in Development and Fundraising (she is currently the Executive Director of Development for the Norris Cotton Cancer Center; prior to that she was the Associate Dean of Biomedical Advancement at Brown University).

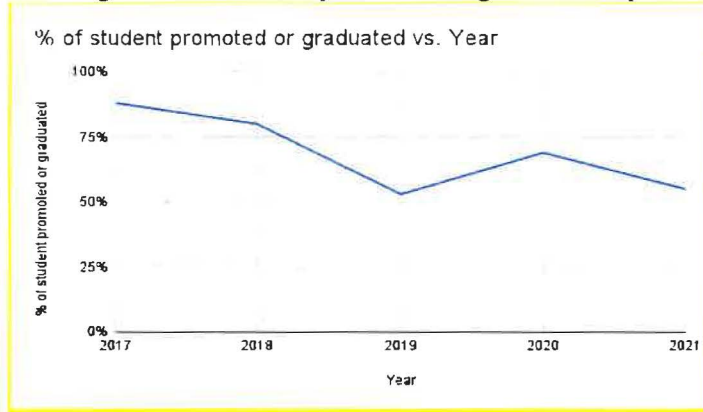
e. Describe the work that the board has completed in policy development and policy updates.

Response: The Governance Committee drafts and reviews policies either required by the State or needed for the operation of the school. Once approved by the Committee, the draft policies are presented to the Board for a first reading then a second reading/adoption.

6. Student Data

a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?

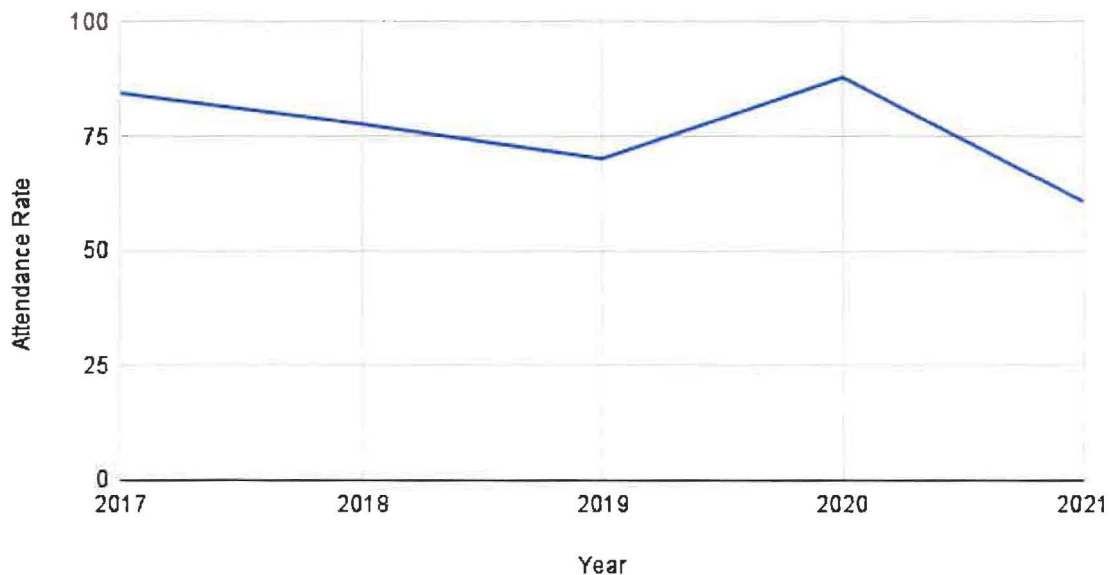
Response: After seeing a decline in student promotion, due in part to our focus on enhancing our curriculum and academic achievement, we have begun to see an increase in the promotion rate. The challenge of virtual and hybrid learning due to the pandemic had a large impact on this past school year.



b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?

Response: COVID-19 affected this past year's attendance rate as our students thrive in a hands-on, project-based learning environment. Virtual instruction was detrimental for some of our population, however, Ledyard has maintained an average of 76.18% over the past 5 years.




Attendance Rate by Year



<p>d. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement?</p> <p>Response: We have had two incidents over the past 5 years that required the intervention of local, state or federal law enforcement. One incident involved a student with a knife. Said student was later removed from the program. The other incident alleged an assault of a classmate. The incident was reported to the local authorities and dcyf.</p>
<p>e. What is the number of incident reports prepared under RSA 126 U:7. Child restraints notice and record keeping requirements (see attached excerpt from NH Education Laws)</p> <p>Response: Ledyard has had zero incidents/reports under RSA126 U:7 over the past 5 years.</p>
<p>f. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6?</p> <p>Response: Ledyard has had zero bullying/cyberbullying incidents as identified under RSA 193-F:6 over the past 5 years.</p>

Part 4: Policy Development and Forms

Policy Development (<i>Check ✓ the policies that have been developed</i>):	
✓	Records Retention pursuant to RSA 189:29-a
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k)
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
(in process)	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI
✓	Due Process, pursuant to RSA 194-B:8
✓	Suicide Prevention Education in Schools, pursuant to RSA 193-J Technical Advisory
✓	Duty to Report (Misconduct against a credential holder in the school) pursuant to Ed 510 Technical Advisory
✓	School Employee and Designated School Volunteer Criminal History Records Check Technical Advisory
Required Updated Forms (Please provide dates the following forms were last updated)	
Dates	Forms ED 318.13(b)(6)
August 5, 2021	Certificate of Occupancy
December 10, 2020	Fire Inspection Certificate
December 10, 2020	Building Safety Inspection
August 5, 2021	Health Inspection
July 1, 2021	Insurance Certificate
June 30, 2020 and 2019	Financial Audit

Part 5: SIGNATURES	
Please complete the following section:	
Name of Head of School	John Higgins
Signature of Head of School	
Date	
Name of Board Chair	Dr. Michael Harris
Signature of Chairman of the Board	 <small>Michael R Harris (Aug 21, 2021 11:40 EDT)</small>
Date	8-20-2021

Submit to:

**New Hampshire Department of Education
 Attention: Commissioner Frank Edelblut
 101 Pleasant Street
 Concord, NH 03301-3494**

Email to: Frank.Edelblut@doe.nh.gov
 and
Jane.Waterhouse@doe.nh.gov

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

Ledyard Public Chartered School

RENEWAL and VISITATION REPORT



LEDYARD CHARTER SCHOOL

Where you can be you!

**39 Hanover Street
Lebanon, NH 03766**

Date of Report: October 21, 2021

Date of Site Visitation: September 30, 2021

CHARTER SCHOOL RENEWAL REPORT

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

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

II. SCHOOL PROFILE

The Ledyard Public Chartered School is an open enrollment public charter school, serving students in grades 9 through 12, with an average annual enrollment of 40 students each school year.

On the 14th of March, 2007, the New Hampshire State Board of Education granted a charter to Ledyard Charter School (LCS). The school opened to students on the 9th of February, 2009. It operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public chartered school, LCS is open to student applicants from any New Hampshire community.

School Mission Statement

The mission of Ledyard Public Chartered School is to provide students with real life learning experiences. We focus on creating experiential learning that will prepare students for college, the work place and life as successful and happy adults. The foundation of the school lies within our belief in building strong skills in the areas of self-advocacy, organization, goal setting and attainment, self-determination, self -confidence all while supporting the community. These skills are developed in the classroom as well as within the community with a school wide goal of 800 hours of community service.

The goal of the LCS is to prepare students for success with a high school graduation and beyond – entry into the workforce, vocational training, or higher education.

III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION

On September 30, 2021, a virtual renewal visitation for Ledyard Chartered Public School was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school. The peer review team reviewed the school’s application prior to the visit. The school administrator, John Higgins, gave the peer review team a virtual tour of the school.

The On-site Visiting Team: Jim Fricchione, Tal Bayer, Jane Waterhouse

The visiting team conducted interviews, both on site and virtual, reviewed documents and focused on the following:

- Implementation of the charter school’s mission;
- Effectiveness of the charter school in terms of cost accounting and financial reporting;
- Implementation and effectiveness of the curriculum and defined measures of competencies;
- Indicators that the charter school and the board of trustees function effectively; and
- Systems in place for school sustainability.

The following school documents were reviewed:

- Application for Renewal of Charter
- Board Meeting Minutes
- Board Bylaws
- School Policies
- Accountability Plan

- School Organizational Chart
- Yearly Calendar
- School Curriculum and Programs of Study
- Academic Achievement Data
- Report Cards and Student Work Samples
- Student and Employee Handbooks
- Faculty List with Qualifications
- Examples of Communications sent to students and families from school administration
- Financial Reports and Annual Financial Audit
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

IV. SUMMARY OF RENEWAL APPLICATION REVIEW

Student Achievement

The primary student academic goals at Ledyard Chartered Public School, are:

- to reengage the disengaged students,
- to engage in real-life learning experiences
- to volunteer for community service activities,
- to earn a high school diploma,
- to be prepared for college, careers, and life as happy, contributing members of society.

Through a student-centered learning program, LCS students are able to demonstrate their understanding of knowledge and skills attained through courses that are set up in students' personal education plans, which are tailored to match their unique learning styles and interests.

LCS uses multiple methods to assess the work of students and to monitor progress. Students new to the school work with the curriculum coordinator to develop personalized learning plans, with goals that are reviewed regularly and revised as needed. Benchmark assessments determine student levels when they first start at the school, and individualized curriculum is developed for each student, using innovative, competency-based standards and project based, hands on strategies to engage learners. Formative and summative assessments measure student progress and achievement, through a variety of assessment strategies, including oral and written assessments, portfolios of student work, teacher observations, student presentations, and NH SAS assessments. Progress is assessed and monitored by teachers with oversight by the executive director and is shared and celebrated with students and families.

The LCS academic program recommends that students earn 5 to 7 credits each year, which would normally translate into a 4-year cohort. However, since many Ledyard students start one to 2 years behind in learning, or they might have jobs that don't allow them to take a full course load each semester, they may need to take five or more years to complete the requirements for graduation.

There is very little data available to demonstrate academic performance and growth, or to compare student achievement with other schools, as the n-size is so low that it could reveal personally identifiable information. Additionally, the 5 or more year graduation cohorts have the ability to skew the graduation rate for the school.

The tracking of internal assessments showing student performance, growth and graduation over the past five years can be seen in the following graphs. The graph in Figure 1 below shows the percent of students promoted or graduated over the past five years. The graph in Figure 2 compares the total credits earned to the total credits attempted and pre-LCS credits. Figure 3 shows the number of students who graduated compared to those who graduated early and those who graduated late.

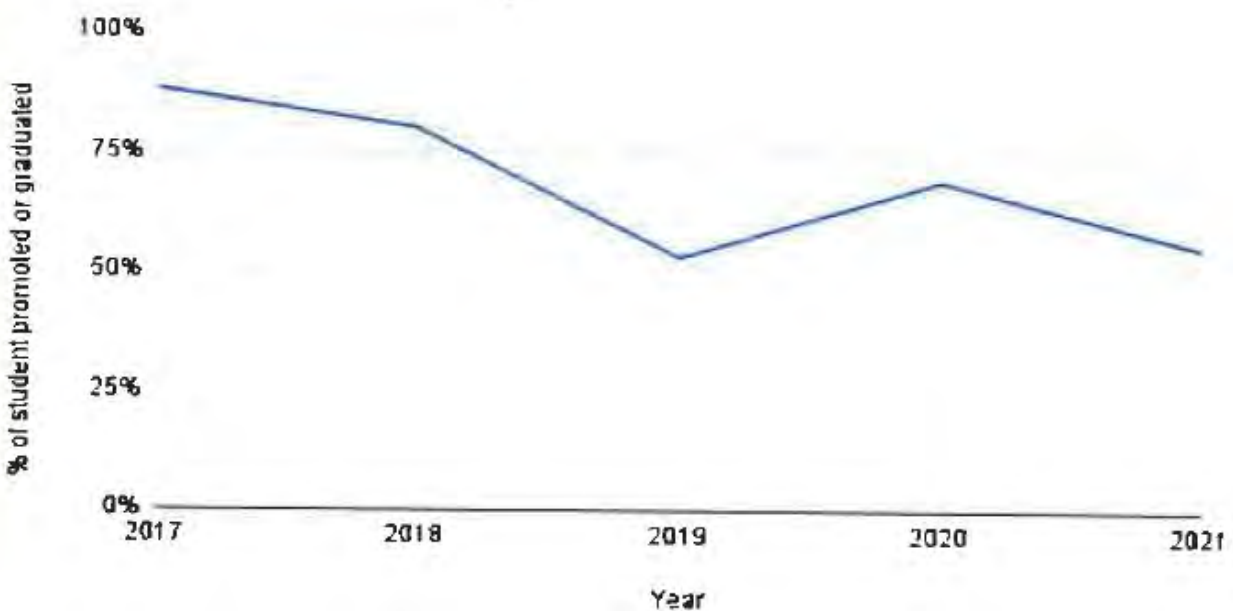


Figure 1.1 - % Of Students promoted or graduated verses year

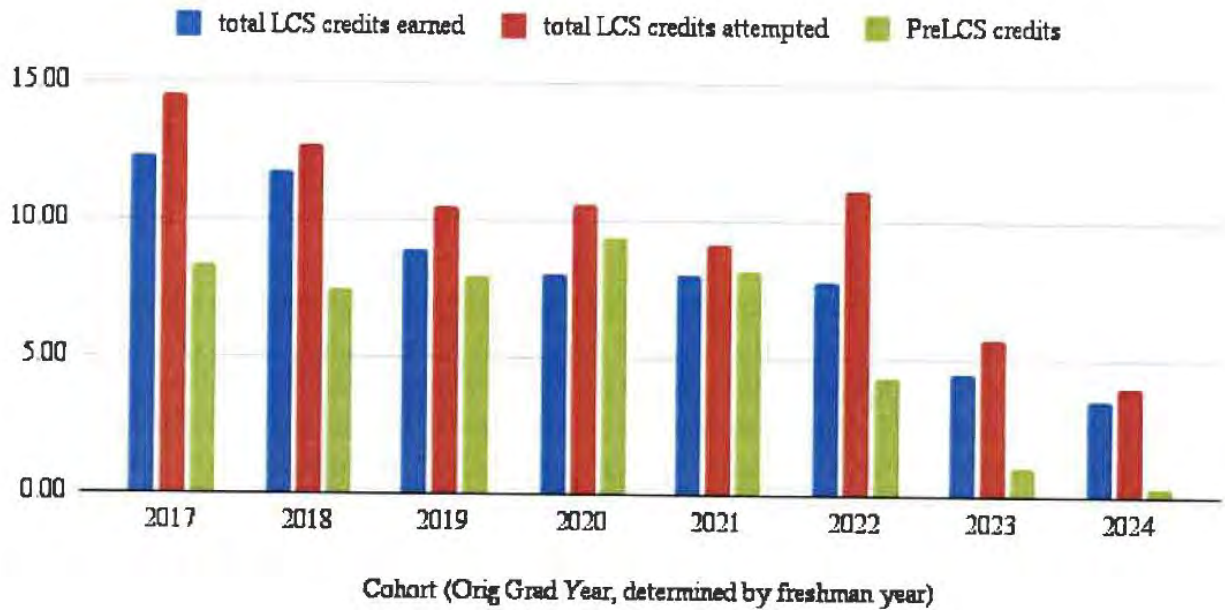


Figure 1.2 –Total credits earned total credits attempted and pre-LCS credits

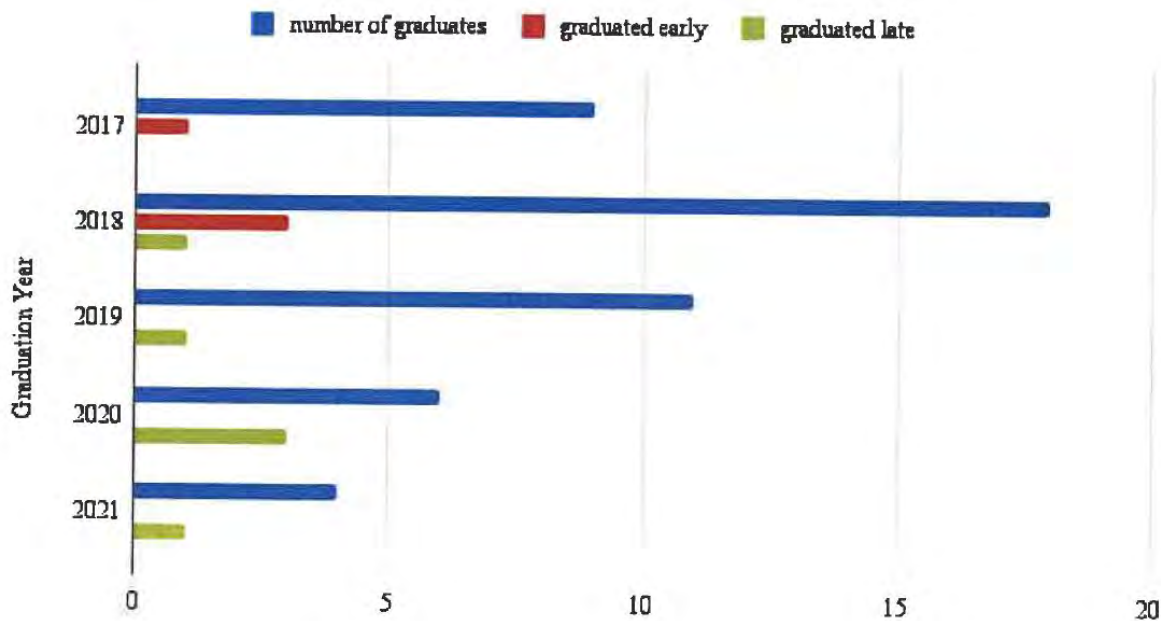


Figure 3 – Number of graduates, graduated early and graduated late

The school administration attributes the declines in student performance, growth and graduation to a stronger focus on curriculum development and student achievement, and the challenges associated with virtual and hybrid learning over the past two years due to the pandemic.

Student Admissions

Ledyard Chartered Public School's enrollment process consists of an interview, an information session and a tour of the school. Enrollment for grades 9-12 is capped at 45 students and the school currently has 44 full time students enrolled. Whilst the daily roll is averaged at 36 students, the school actually transitions between 45 and 50 students per academic year. This is due to the short term transition of some students. Figure 4 below graphs the average daily membership over the past five years at LCS. Over the past three years, LCS has needed to develop a waitlist, as more students have applied to the school than there are spaces available. The school has a strategic plan to maintain its current student numbers and has no plans to increase their enrollment numbers at the 9-12 grade levels. Figure 5 below shows the enrollment projections for the next five years.

It is parent/student choice to enroll at Ledyard Charter School. The school works with all community partners to support enrollment and the transition process. A majority of LCS students come from local school districts that have contracted with LCS and who pay LCS a percentage of the student per pupil costs. These include Grantham, Plainfield, Kearsarge, Mascoma and Lebanon. LCS is currently negotiating contracts with Claremont and Newport school districts to increase enrollment opportunities. These district partnerships, help to maintain the school's enrollment numbers.

Many of the Ledyard charter school students share the following characteristics:

- History of disengagement, disconnection and disenfranchisement in school
- At risk of dropping out or returning after dropping out
- Social Anxiety
- History of Academic Struggles

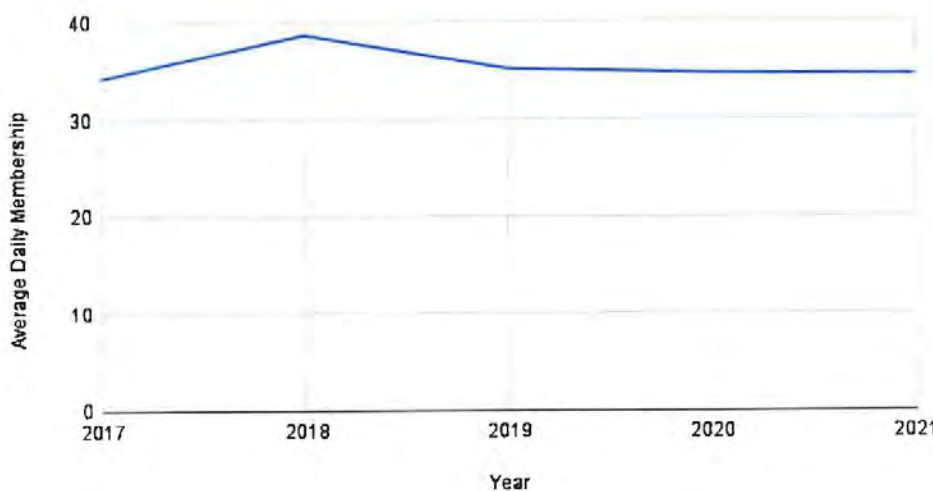


Figure 4 - Average Daily Membership by Year, 2017 - 2021

NH State Board Approved Enrollment CAP: 40

Grade Level	State Board Approved Grade Level CAP	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9	10	10	10	10	10	10
10	10	10	10	10	10	10
11	10	10	10	10	10	10
12	10	10	10	10	10	10

Figure 5 – 5-Year Enrollment Projection, Years 2022-2026

Governance/Leadership

A nine-member board of trustees, with experience in the areas of education administration, business management, legal practices and fundraising governs Ledyard Public Chartered School. One board member is the parent of a past student, but there are currently no parents of attending students on the board, although the school’s administration and board has made strong efforts to recruit parents to the board and to committees. The trustees operate within an approved set of bylaws; they meet monthly to engage in policy development, to approve financial expenditures and budgets, to hear the monthly reports from the head of school and to engage in current business discussions and decisions concerning the organization.

There are currently five active committees, and all board members serve on several of the committees:

- Finance,
- Education,
- Governance,
- Development
- 7th and 8th grade Exploratory

The list of the 2021 Trustees is illustrated below, in Figure 6.

Name	Office	Email
John Higgins	Executive Director of LCS	jhiggins.lcs@gmail.com
Dr. Michael Harris (term expires 2022)	Chair	amhar@comcast.net
Justin Campbell (term expires 2022)	Vice Chair	jmeyerccampbell@gmail.com
Liz Bailey (term expires 2022)	Secretary	ebailey@sheehan.com
Jonathan Masland (term expires 2022)	Treasurer	jonathanmasland@gmail.com
Frank Gould (term expires 2021)		Go2teach@comcast.net
Bethany Solomon (term expires 2023)		Bethany.Solomon@hitchcock.org
Melissa Gaherty (term expires 2023)		Cmgaherty99@gmail.com
Kim Griffin (term expires 2024)		griffin1115@icloud.com
Lucretia Witte (term expires 2024)		Lucretia.Witte@gmail.com

Figure - 6 Members of the Board of Trustees for Ledyard Charter School

Staff

The staff at Ledyard Chartered Public school consists of nine staff members, eight full-time employees and one part-time employee. Figure 7 below identifies the positions and length of time employed at the school. To ensure staff retention, LCS has developed an improved benefits package, which includes health insurance and a retirement profit sharing plan. The organization has also developed a competitive teacher pay grid, and a full stipend program.

Position	Name	# of Years at LCS	Certification 3 or more years of teaching experience
Executive Director (FTE)	John Higgins	8	Special Education Certification
Executive Assistant (FTE)	Lisa Swett/Jillian Conforti	7	N/A
Curriculum Coordinator (FTE)	Wendy Tucker Kozak	10	Art Certification in NH and VT

Social Studies/English Teacher (FTE)	Patrick Darley	5	English Certification
Mathematics/Science Teacher (FTE)	James Leavitt	4	Mathematics Certification
English/Fine Arts (FTE)	Marianne St. Laurent	4	Working on Certification through Alt 5
English/Science(FTE)	Allison Crowley	3	Certified in English, enrolled in Alt 4 for Science
Paraprofessional (FTE)	Jillian Conforti	2	Planning to complete NH Paraprofessional Certification
Cafeteria Coordinator (.5 FTE)	Monica Masland	3	

Figure 7 – Ledyard Charter School Staff 2021

Stakeholder Involvement

Ledyard Chartered Public School has demonstrated its commitment to its stakeholders by developing strong collaborative relationships and partnerships. The administration plans to carry on forging relationships and to be involved in community affairs and events as a way to meet the needs of all their stakeholders. The following are just a few examples of the many collaborative relationships and partnerships the school maintains:

- Sending Districts – special education, student support services and contracts for student enrollment;
- The NH Department of Social Services and the NH Juvenile Probation Office;
- WISE – Domestic Violence and Advocacy Center;
- Dartmouth College;
- River Valley Community College;
- Hartford Career and Technology Center;
- Local businesses and organizations where students engage in internship and apprenticeship programs;

- Local Food Bank – LCS’s food program consists of breakfast and lunch, the menus are based on free food. The students also volunteer on farms and food drives for the Food Bank;
- Volunteer activities with local businesses and organizations for students to earn community service credits.

Parents and families are valuable assets to the school and are welcome to volunteer and participate in school events. LCS sends bi-monthly newsletters to parents, and they conduct two parent-teacher meetings per year. The school’s website and Facebook pages are updated frequently. The high regard in which the school is held within the local community was demonstrated by both positive parent interviews and testimonials submitted from both parents and SAU#62. The school’s target for each student to complete 800 hours of community work has also had a positive impact on how the school involves its local community. Has surpassed this every year except FY 2020 due to the pandemic.

The parents are well catered for when it comes to school communication, but within the broader community, local businesses, organizations, the general population and sending districts, there is no specific plan or strategy to sustain or to build additional relationships and partnerships. This can partly be caused by the pandemic, but it is an area in which the school could no doubt benefit from if they developed a planned strategy to reach out to these groups, including activities to increase parent involvement.

Funding

Ledyard Chartered Public School receives State Adequacy Funding at a per pupil rate established by the Department of Education. In addition to adequacy funds, LCS receives Differentiated Aid and Title I, II and IV funds. The school has tuition agreements/contracts with five local school districts who support their resident students at LCS on a per pupil basis, and is in negotiations with an additional two districts. LCS has a well-developed fundraising program, which raised \$169,000 over the past year! This sum was in excess of its annual fundraising target. Figure 8 below tracks donations and tuition over the past five years.

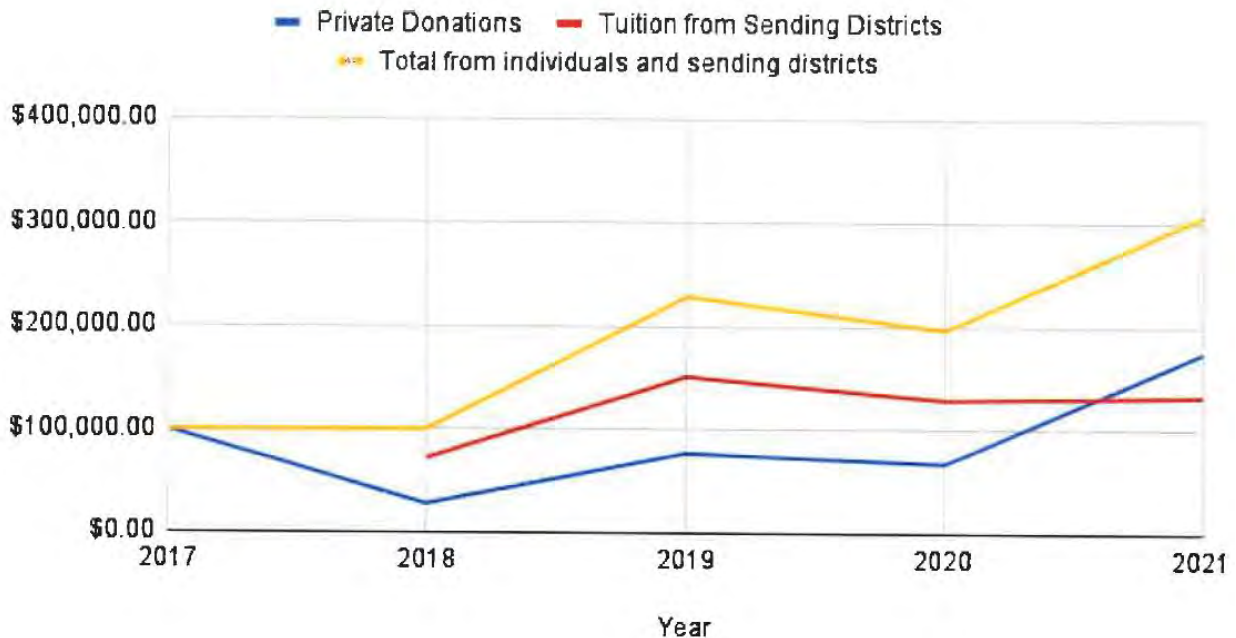


Figure 8 – Funds Received from Individual Donations and sending Districts

The school’s purchase of their facility through a USDA Rural Development Community Loan received a significant amount of publicity and raised the schools profile within the community that it serves. This resulted in a significant increase in donations and made possible the subsequent renovation of the building.

The school also applies for non-governmental grant funds and has received grants from the United Way.

V. SUMMARY of FOCUS GROUP INTERVIEWS

Ledyard Chartered public School made arrangements for parents, members of the Board of Trustees, students, administrators and staff members and to participate in focus group interviews on the day of the virtual visit.

The purpose of the interviews was to gain insight into the program structure, its effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

School Leadership

In the peer review team’s conversation with the executive director, the curriculum coordinator, and the executive assistant, it was very apparent that every student who attends Ledyard Chartered Public School is valued and well-cared for by the staff. The school leadership engages in a growth mindset that has a focus on the development of the curricular and life skills program, ELOs,

internships, work studies, and strategies and resources that will result in improvements to all aspects of the LCS program, in order to better serve their students and to provide support to their staff.

LCS is currently engaged in a feasibility study to expand their program into the 7th and 8th grade, with the support of the resident districts. Now that the building is owned by the school, they will be able to renovate the second floor and expand their program.

The school has been very successful in many areas, but especially in providing meals to students at no cost to the school, developing partnerships with several local businesses and organizations, including academic, art, domestic violence and homeless shelters, food pantries, resident districts, and in participating in community service activities.

According to the administrative team, a few of the challenges facing the school include:

- Students who enroll in the school often come from environments where they have had to endure adverse childhood experiences and ongoing trauma that have helped shaped them as disengaged, disinterested and uninspired students.
- Students are one to two years below grade level when they start at LCS.
- Students engage in credit recovery but need to be motivated to be successful in catching up.
- Counseling groups are set up for three times each week for new students and students who require ongoing counseling services.
- Funding for renovations for school expansion.

The peer review team realized that students who attend LCS are in very capable hands, with wraparound services and support provided in all areas of academic, social and emotional growth. The staff have built trusting and respectful relationships with the students, and the students thrive under their tutelage.

Parent Interviews

The purpose of the parent interview was to gain insight from parents regarding how they viewed their involvement in their child's educational program, to gain insight into their general satisfaction or dissatisfaction with their child's development, both academically and socially, and the extent to which their children are demonstrating success. Parents were supportive of the LCS program, the staff, and the administration, and were very grateful for the opportunity to send their children to a school that continues to meet their children's educational needs, interests and learning styles.

Two parents were present for the interview. They described their children's struggles, both academically and socially in the traditional public school system and as homeschoolers, and their children's subsequent remarkable transformations after attending Ledyard Charter School. Parents attribute their children's successes to the following:

- A focus on community, both within the school and in their volunteer service to the

community in which they live;

- A safe environment in which to grow and thrive uninhibited – students are accepted no matter who they are;
- Real life experiences/connections, college and career ready;
- Small class sizes;
- Program challenges students;
- Flexibility in learning;
- Individualized learning plans – students were a year or 2 behind and were able to get back on track and make up work within one year;
- Competencies/Project-based learning;
- Student blossomed – strong academic, social and emotional growth;
- Monitor student progress – know when to provide additional support;
- Instructors acting as guides and supports for student learning;
- Caring, committed, respectful and talented staff;
- Conflict resolution skills and life skills learned;
- Students learning to be accountable;
- Acceptance no matter who they are;
- Parents having many opportunities to volunteer in the school activities, but there is very little parental volunteer support due to family time constraints.

Areas for improvement:

- Minimal homework – would prefer more;
- Transportation is a barrier;
- More after school clubs – must go to district for extracurricular activities – not an option considering what students have gone through in the past at their district schools;
- Science equipment.

Student Interviews

There were 9 students present at the interview. Students are the best and strongest voices for the Ledyard Chartered Public School program, as they can share their positive experiences and the impact that the school program has had on their success in their high school years. The students shared some of their personal experiences, their successes and challenges. It was clear to the evaluators that that students are happy and satisfied with their choice of school. The following are some of the reasons:

- The teachers ask what we are interested in and how we learn and then we work with them to choose courses and design a personal learning plan.
- Any time we need help, it is provided 1:1.
- There are lots of opportunities to work on projects, either on our own or with a group.
- Classwork is challenging but teachers make it interesting.

- Homework is minimal because we get a lot done during the day and many students have jobs and other work to do after school.
- We have everything we need at the school to be successful.
- Community service activities help us be part of the larger community by giving a helping hand.
- The school helps students with mental health issues.
- Students who come to this school get better at being more social, as we all feel valued, respected and connected to the community.
- Extracurricular classes enjoyed by students: miniature painting and carpentry club.

There were a few suggestions to improve the school as well:

- Renovate the 2nd floor of the building to make more space;
- Would like more class options;
- Would like more activities, for example, after school activities;
- Add a chemistry course.

Staff Interviews

The peer review team met with four teachers, in order to gain their perspective of the school's operations, successes and challenges. The school has a very high level staff retention, creating a cohesive and secure environment for students.

Some of the successes mentioned by the staff were:

- LCS is making more progress at achieving the mission of the school than at any other time;
- School is no longer an obstacle or barrier, but an opportunity;
- Students learn how to learn here;
- Students want to be here – strong positive relationships, positive reinforcement, good role models that they don't have elsewhere;
- 100% of needs met;
- Flexibility and educational options;
- Students gain confidence and become competent – prepared for life after graduation, for college or careers;
- School Culture is to teach to the child, not the test;
- Goal is for students to try things outside their comfort zone, - most of the time the plan works and students gain a lot from the process;
- Skills-based competencies;
- All course work is differentiated based on the student level;
- Day to day student tracking and interventions developed as needed;
- Students see the advantages to the program early on;
- Strong sense of community: peers get students to come to school and participate;

- Increased social interaction due to increased level of trust and acceptance – peers, teachers, administration;
- Three-day retreat in the summer to reflect on the past year and consider the upcoming year, to develop programs, make decisions, adjustments, changes
- We have a voice, we are valued and we matter!

Challenges:

- Parent buy-in and support for children’s education;
- High at-risk population – not a priority for families struggling to meet basic needs.

Board of Trustees

Three members of the Board of Trustees participated in the interview. All board members take their role of governing and managing the school seriously; they were well informed about the mission of the school and are intent on doing their part to ensure that the school continues to grow and thrive.

This is a very diverse board, with an expansive knowledge base, experience and skills, well suited to fulfill their obligations to the school and the community. Each member sits on two to three committees, which meet monthly for 1 - 2 hours.

Board members are impressed with the program’s growth and systems that have been put in place by the current Executive Director. They view the academic program as challenging, yet not overwhelming. Board members see the importance of this program meeting the needs of diverse learners, and see the following as some of the key components for the success of the school:

- Capital campaign;
- Purchase of school facility;
- Stabilization of leadership;
- Highly qualified staff in all program and organizational areas;
- Financially sound and well managed budgets and awareness of benefits of prudent financial management;
- Partnerships with local businesses and educational organizations
- Strong relationships with stakeholders;
- Transparency and board meetings open to the public;
- Growth mindset of board members, administration and faculty
- Committees helpful in better understanding processes for development, issues and work needing to be done.

Challenges:

- Recruiting parents for the board and to be involved with committees;

- Need to standardize and institutionalize the onboarding processes and look into board training;
- Need to develop Board Evaluation – plans to discuss at next board meeting;
- Funding to complete building renovations;
- Broaden mission – expand into grades 7 and 8;
- Staffing – need to consider staff salary increases;
- Standardize measures for academics to serve population of students;
- Need to broach the subject of increasing tuition with resident districts.

VI. SUMMARY OF PROGRESS

A. Progress toward Meeting School’s Mission

Organizational:

During its time in operation, the school has continuously developed and refined its organizational processes. Currently the administration meets weekly to review progress on goal achievement and create methods to promote these goals. Meeting minutes are typed and circulated among staff to assist them tracking and implementing any changes in practices required.

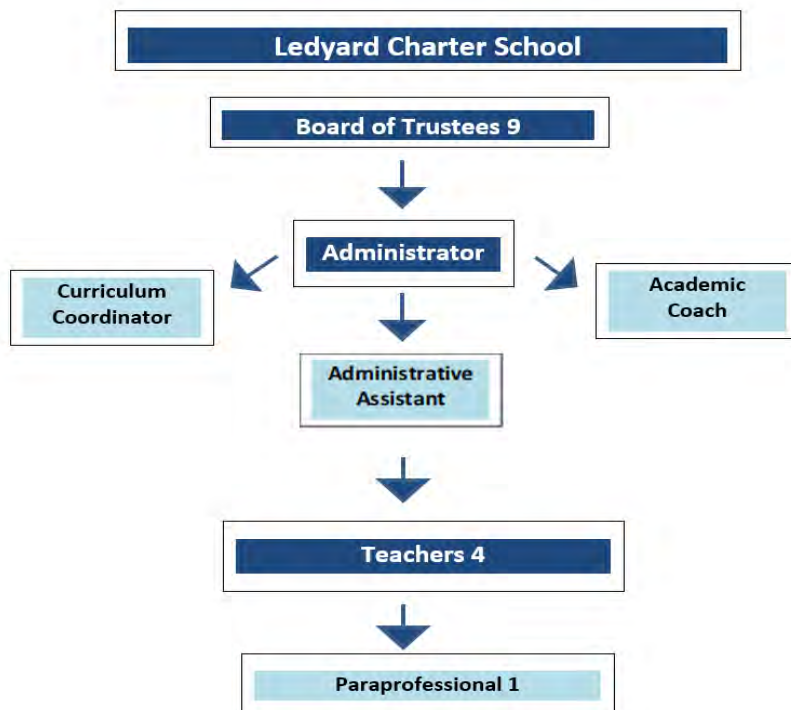


Figure 7 – Ledyard Charter School Organizational Chart

Programmatic:

The school has a well-considered and appropriate professional development plan in place for its staff to promote continuous growth, innovation and collaboration. Below is a list of initiatives utilized by the school to develop its programmatic goals.

- Learning Cooperatively (promoting habits of mind and 21st Century skills);
- Reading / Writing throughout the Curriculum (focused on the strengthening ELA skill in all disciplines);
- Quality learning Communities;
- Theories of Learning and practice;
- Technology (blended learning in engineering/design and use of technology to engage students);
- Integration of all learning disciplines within the curriculum;
- Teachers provided with 5 days dedicated to PD per year;
- During the past five years the School has developed a strong relationship with Dartmouth College focusing on both graduate and under graduate programs.

Academic:

Ledyard Chartered Public School has made significant progress toward meeting the goals as stated in the school's mission:

- To provide students with real-life learning experiences through experiential education that will prepare students for college, the workplace, and life;
- To build strong skills in the following areas: self-advocacy, organization, goal setting and attainment, self-determination, self-confidence;
- To support the community through volunteer community service hours;
- To prepare students for success, with a high-school graduation and beyond.

In collaboration with a school advisor, students develop an individual learning plan that maps a student's pathway to graduation as well as tracks progress in attainment of competencies and assesses academic growth. Students engage in real-life learning experiences through internships, work study programs, extended learning opportunities, hands-on project-based learning, career and technical education at off-site higher learning schools, and community service projects.

Ledyard complies with State and Federal special-education laws and provides a high-quality learning environment for all students.

The reviewers feel that Ledyard is successfully meeting its goal to graduate all high school students. However, the five-year graduation rate 70.52%. In 2019, Ledyard was designated as a Comprehensive Support and Improvement (CSI) High School 4-year Graduation Rate of 56.52%, which is considerably below the state's 88%. The school embarked on a school

improvement process with WestEd, creating a school improvement plan and developing several learning goals and activities, which have been implemented. LCS submits performance and growth data to WestEd to track their improvement process, and progress have been steady, according to the school's administration. LCS's 5-year graduation rate is. The reviewers feel that due to the population of students who come into LCS (71.9% economically disadvantaged, a year or two behind academically, 25% with IEPs), the flexibility and the individualized learning nature of the program and the timeframe to reach goals, does not align with the state's expectations of a 4-year graduation timeline. The five-year graduation rate of 70.33% is a much more accurate representation of student success.

B. Responsible Use of Public Funds

Ledyard Chartered Public School has demonstrated responsible use of public funds. The Board of Trustees has the ultimate financial oversight of school finances and acts with full regard to the required reporting strictures and protocols expected of a Chartered Public School in New Hampshire.

The fiscal management of the school is sound, and there are clearly defined internal processes and procedures in place for fund management and reporting. The school accounts are reviewed by independent auditors annually and quarterly financial reports are available for public review. Reasonable and prudent planning is evident in the financial reports and budgets.

Additionally, a review of Ledyard's Board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the Board of Trustees by the school administration.

The Board and administration is mindful of its sources of funds and its responsible application of these funds in order for the school to function effectively is paramount to the success of the school.

C. Indicators of School Sustainability

Through this review process it is clear to the peer review team that Ledyard Chartered Public School has a sustainable model, as is indicated below.

The school opened in 2009 with a student roll of seven. Subsequently it has now progressed to a point where it owns the school building, has a consistent roll of between 37 to 43 students at any one time, has an established line of credit on which it has not been required to draw on over the past 3 years, has a strong rate of staff retention and has increased the board membership from six to nine members over the past few years. The school has demonstrated its ability to be sustainable and given the sound fiscal management demonstrated by both the Board of Trustees and the school administration there are no

concerns with regard to the school's financial sustainability. The audited accounts provided for this renewal application confirm the schools stable financial position.

Having weathered the past two years of Covid-19 restrictions and the impact they have had on New Hampshire's schools' finances, LCS was able to remain in a sound financial position. Going forward, the school's target is to maintain the current student numbers. By reaching out to its wider community and continuing to meet its annual fund raising targets, Ledyard Charter School should be looking forward to long-term financial sustainability.

D. Promoting Student Attainment of Expected Knowledge and Skills

Ledyard chartered Public School has made several improvements to their academic program over the past few years in order to ensure students are making steady progress towards meeting the goals identified in their individual learning plans, and the course competencies which are aligned to the NH State Academic Standards:

- The school has increased the number of teachers from three to four, and added a paraprofessional to provide additional support;
- The number of academic and elective courses has been increased;
- Additional computers available for classroom use and two 3-D printers have been purchased;
- STEM resources have been added and a science lab built;
- Small class sizes with a 10:1 student to teacher ratio has helped to increase student achievement by helping students learn faster due to timely individual attention and support, increase participation, and better communication between the teacher and students;
- Progress, overall growth and retention of knowledge and skills are tracked through pre and post assessments.

VII. COMMENDATIONS AND RECOMMENDATIONS

Commendations:

Ledyard charter school is commended for the following:

- A successful transition from leasing a building to ownership of the building, and the resultant savings of operational costs, along with long term security of the school;
- Successful fundraising efforts;
- The high regard for Ledyard Charter school held by the school's sending districts and its stakeholders;
- Board of Trustees expansion from six to nine members;
- The addition of a curriculum coordinator with the resultant benefits this provides to the students, teachers and administration;

- Student attendance and Staff retention;
- Collaborative work with Dartmouth College;
- Ability to navigate through the challenges of pandemic impacts despite a small enrollment and subsequent budgets to absorb some of the challenges;
- The commitment of all members of the Board, administration and staff to the success of each Ledyard student, by providing support and guidance, by taking into account the academic, social and emotional needs, individual learning styles and interests, and by designing a personalized learning plan that ensures academic and personal growth and the life skills needed for college and career readiness.

Recommendations:

- Follow through with the plan to introduce students to the concept of preparing for SAT assessments during their time at the school. Correlate and standardize how student assessment are conducted to be more aligned with the State measurements of student academic skills.
- Develop a plan with specific goals for addition outreach to the schools stakeholders.
- Follow through with stated plan for expanding access to continued professional development not only for the academic staff but all across the spectrum of the schools staff and members of the Board of Trustees.
- Develop a robust and workable system of student assessment that is aligned with State requirements with the results able to be directly correlated with the required metrics.
- Board Training – seasoned members with board experience, but helpful for new members and a refresher
- The school is dependent on district funds. A draft plan should be considered for if/when those funds are ever reduced.
- Develop a formal Fundraising Plan with goal amounts activities, timelines and outcomes.
- Develop an accountability plan for the next 5 years, using SMART goals.

VIII. OVERALL FINDINGS

In accordance with the criteria for Charter School Renewal, Ledyard Chartered Public School, has met the requirements for: 1) Progress toward Meeting its Mission; 2) Responsible Use of Public Funds; 3) Indicators of School Sustainability; and, 4) Promoting Student Attainment of Expected Knowledge and Skills.

Ledyard Chartered Public School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

Renewal Evaluation Team:

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Respectfully submitted,

Jane Waterhouse

5-Year Enrollment Projection for Charter Renewal

School Name: Ledyard Charter School

NH State Board Approved Enrollment CAP: 40

Grade Level	State Board Approved Grade Level CAP	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9	10	10	10	10	10	10
10	10	10	10	10	10	10
11	10	10	10	10	10	10
12	10	10	10	10	10	10

Celebrating 12 years of student success!



LEDYARD CHARTER SCHOOL

Where you can be you!

PROGRAM OF STUDIES

2021-22
(version 5/11/21)

39 Hanover Street, Lebanon, NH 03766
(603) 727-4772

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LCS'S MISSION, VISION AND EDUCATIONAL BELIEFS

Introduction

Ledyard Charter School (LCS), established in February of 2009, is a non-profit, public charter high school of choice for students in the State of New Hampshire.¹ The primary purpose of LCS is to offer students whom have faced challenges in a traditional high school setting an individualized alternative educational program. We actively engage students in a robust personalized course of study, the application of 21st century concepts, skills and dispositions to real-world problems, the authentic performance of mastered competencies, and meaningful relationships with the adult community through personal advisors, mentors, apprenticeships and hands-on service learning.

Our Mission

Our mission is to provide students with real life learning experiences. We focus on creating experiential learning that will prepare students well for college, the workplace, and life as successful and happy adults. The foundation of our school lies within our belief in building strong skills in the areas of self-advocacy, organization, goal setting and attainment, self-determination, self-confidence, all while supporting the community. These skills are developed in the classroom as well as in the community with a school wide annual goal of 800 hours of community service.

Our Vision for our Students and our Learning Community

Students at Ledyard Charter School will strive to:

Think Critically:

- Students solve problems.
- Students recognize and make logical connections.
- Students formulate useful questions.
- Students gather, organize analyze and interpret data.

Communicate Effectively:

- Students write and speak clearly for a variety of purposes and audiences.
- Students transmit information through visual media.
- Students acquire information and understanding by listening to individual speakers and participating in group discussion.
- Students acquire information and understanding by reading printed and electronic material.
- Students acquire information through visual media.

Come Prepared:

¹ Students who reside outside of New Hampshire are welcome to attend LCS on a tuition basis. For more information about how to apply as a tuition student, please contact the school.

- When working alone, students demonstrate initiative, motivation, and the ability to address and complete a task.
- When working together towards the completion of a common goal, students share responsibility for their learning and that of others.
- When working together toward the completion of a common goal, students communicate clearly and constructively.
- When working together toward a common goal, students combine information gathered by all members of a group.
- When working together toward a common goal, students demonstrate support for others.

Gather and Analyze Information:

- Students access information from a variety of resources.
- Students review compiled information to determine relevance and validity.
- Students compare, contrast, and recognize connections among the various pieces of information collected.
- Students appropriately communicate compiled information in a variety of ways.

Fulfill Social and Civic Expectations:

- Students accept diversity and individual rights.
- Students demonstrate respect and consideration for themselves, others, personal and public property, and the environment.
- Students accept responsibility for their actions.
- Students advocate for themselves and for the rights of others.
- Students exhibit academic and social integrity.

School Wide Expectations

Our goal is for each student to identify his/her learning style; learn to effectively advocate for oneself; be respectful in communications and actions; acquire self-determination skills necessary to succeed; and to develop transition plans for life after high school.

- **Learning Style:** Learning style is developing an understanding of yourself and how you learn.
- **Self-Advocacy:** As a student, self-advocacy is communicating your needs so you can have control of your life.
- **Respect:** As a student, using social skills will allow you to respect yourself, your environment, and others.
- **Self-Determination:** Self-determination skills will allow you to manage and overcome obstacles in your life and to ultimately achieve success.
- **Transition:** Transition is learning to effectively manage change.

The Learning Community at Ledyard Charter School will strive to:

- Create an environment that is student first, student-centered planning and student-centered learning.
- Discover meaning in every experience, endeavor, act, and challenging experience.
- Build and maintain relationships, which are crucial in the development of every person.
- Harness our personal strengths to make a positive impact.
- Practice tolerance and acceptance, empowering ourselves and our communities to understand each other.
- Teach as we learn, striving to enhance our community.
- Live adventurously, as did our namesake, John Ledyard, who spent four months living (and learning) among the Iroquois as a college ambassador.
- Provide a quality education that meets the needs of the individual student, while attaining a standard New Hampshire High School Diploma.
- Assure all students have a plan for life after high school.

Our Education Beliefs:

1. Addressing Varied Learning Styles – Students access, absorb and grasp information differently; we cannot teach to one learning style, or we lose the opportunity to reach many.
2. Cooperative Learning – This can be an incredibly effective teaching and learning strategy if implemented properly.
3. Study Skills and Techniques – We work daily to help reinforce and build upon learned organizational, study habits, test taking strategies, time management and self-advocacy skills.
4. Buy-In – For students to make the most of what they are learning, they must buy into the experience. We must show them why it matters for them by making connection to real life applications through hands-on experiential learning.

LCS GRADUATION REQUIREMENTS

In order to graduate from Ledyard Charter School, a student must earn a minimum of 22 credits. These credits may be transferred from another high school or earned at LCS. Transfer credits are subject to review to ensure they meet state standards. Additionally, students who graduate from LCS will be required to perform and document 20 hours of community service per year. Credits are broken down into required and elective categories. A required credit is one that every student must take and pass in order to graduate. An elective credit is one that the student chooses to take.

New Hampshire State Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
English Language Arts	4 credits
Mathematics	4 credits, including Algebra credit that can be earned through a sequential, integrated or applied program
Physical sciences	1 credit
Biological sciences	1 credit
General Science	1 credit (third science credit which can be an embedded science 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
Information and communications technologies	½ credit, or demonstrate proficiency
Health education	½ credit
Physical education	1 credit
Arts education	½ credit
Open electives	6 credits
Totals	22 credits

CHARTERING A COURSE OF STUDY

This course of study should serve as a guide, along with other career planning materials, as students plan their high school graduation path. Courses listed within the Program of Studies will guide students in the creation and implementation of their educational plans. Course selection should be individualized to meet each student's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements. The following is a sample schedule for students attending LCS grades 9-12.

Ledyard Charter School offers a program of study that is personalized, maximizing each student's educational experience based on standard expectations and personal goals. The program includes a Personalized Learning Plan, Advisory Program, Community Learning Project, Internships, Mentoring, and Technology-Enhanced Learning. Following are examples of courses of study:

Example of a Course of Study:

<p><u>Grade 9</u></p> <p>English (ELA) 1 1 credit Mathematics 1 1 credit Science 1 1 credit Social Studies 1 ½ - 1 credit IT ½ credit Physical Ed ½ credit Electives <u>1 - 2 credits</u> Total 6-7 credits</p>	<p><u>Grade 10</u></p> <p>English (ELA) 2 1 credit Mathematics 2 1 credit Science 2 1 credit Social Studies 2 1 credit Art ½ credit Health ½ credit Electives <u>1 - 2 credit</u> Total 6-7 credits</p>
<p><u>Grade 11</u></p> <p>English (ELA) 3 1 credit Mathematics 3 1 credit Science 3 1 credit Social Studies 3 1 credit Electives <u>2-3 credits</u> Total 6-7 credits</p>	<p><u>Grade 12</u></p> <p>English (ELA) 4 1 credit Mathematics 4 1 credit Electives <u>4 - 5 credits</u> Total 6-7 credits</p>

English Language Arts

2021-22 English Language Arts Course Offerings:

American Fiction

Students will read a variety of American fiction written in the past 20 years. Students will analyze the craft and structure of the texts. They will learn to draw connections between the lives of the fictional characters and the real world around them by analyzing the characters’ point of view and how that may affect their attitude in the world around them. Students will learn literary tools that authors use to convey a bigger message, including themes and symbolism. *(1/2 credit ELA)*

Forbidden Love

This class will explore the depths of the breadth of human relationships through works of literature from various genres and time periods. Students will read and discuss several works of fiction as a class, and incorporate writing assignments, vocabulary, and a study of romance through the ages. This class will have an optional honors level tract for qualified students; these individuals will form an independent cohort and will read college-level material with guidance and support from the instructor. *(1/2 credit ELA)*

Slice of Life

This class is focused on expository writing and capturing the world around us. Students will read fiction and nonfiction essays and short stories, while also writing their own. The class will explore topics like what it means to be human, the meaning of life, and what happiness means. Students will use journaling and other writing activities to consider their own place in the world. The class aims to give students a creative outlet to better understand themselves while reinforcing ELA skills and meeting CCSS standards. *(1/2 credit ELA)*

Dystopian Fiction

This course pairing dystopian fiction with real historical analysis. Students will read famous literary works while drawing connections and parallels to actual events throughout time. The class aims to engage students in the world around them by marrying real, impactful civics and social studies topics with compelling, emotional works of fiction. Students will read, write, and think critically as they go throughout the course, ultimately culminating in the creation of their own dystopian fiction. *(1/2 credit ELA)*

Spoken Literature

This ELA class is all about the telling of stories. We will read together a variety of Mythology, folklore and fairy tales. Students will analyze and discuss the importance of sharing stories orally and in writing. This class will reach students to sharpen their ear for good critical listening and they will step out of their comfort zone to read aloud. *(1/2 credit ELA)*

Classic Literature

This course will explore the classics in literature that have become essential reads for American students. Novels such as *To Kill A Mockingbird*, *The Lord of the Flies*, *Of Mice and Men* or *Macbeth* help build our students depth of knowledge of American culture. Students will read as a class and participate in discussion where they will explore why these books are now considered classic, and what their place is in education. *(1/2 credit ELA)*

Suspense Literature

In this class, students will be expected to increase their literacy levels by reading out loud, learning about comprehension strategies, learning how to determine the meaning of unknown words by analyzing their roots, prefixes and suffixes. One of the most important ways to get students engaged in more reading is to assign texts that are riveting, interesting, and at their skill level. Suspense Literature provides all kinds of thrills and intrinsically motivates young readers to keep reading! Reluctant readers will experience the rush of a good page-turner! *(1/2 credit ELA)*

English Language Arts Courses Taught in Previous and Future School Years:

Collaborative Storytelling

The course would revolve around the collaborative exploration of different literary genres and writing using language-based roleplaying games as the primary medium in the class. Students will work together to create their own shared worlds, characters, and stories, building off each other and going through the writing/editing process. *(1/2 credit ELA)*

Creative Writing

Through the Google Classroom platform, students will learn the craft and structure of creative writing. Students will integrate their knowledge and ideas into their own writing. They will collaborate on their stories and help each other to produce work that meets or surpasses competency components. There will be a variety of types of texts and different purposes. Students will learn to craft their work for the specific goal at hand. The entire class will take place on computers. Grammar and style will play a large integrated part in this class as well. *(1/2 credit ELA or IT)*

Debate

This course asks students to engage in civil discourse, and to employ the tools of evidence and rhetoric to more effectively engage in arguments and debate. We will learn how to research, construct, and conduct an evidence-based argument. This class will focus on both historical topics and current issues, including racial justice, climate change, U.S. policy and geopolitics. *(1/2 credit ELA)*

Global Literature

Students will read nonfiction and fiction texts that teach about cultures and lives of people and communities around the world. The class uses experiential and project-based learning to strengthen the impact of the students' learning. Students will broaden their world view and learn about places and regions to get a better sense of the world in spatial terms. Students will also learn about the environment and society, political foundations, social and cultural world history. Our goal is to become well rounded knowledgeable young adults who will participate in our community in a productive way. *(1/2 credit ELA or Global Studies)*

Human Nature in Literature

In this class, students will work to improve their critical reading skills and analysis. We will read a variety of different texts including novels, short stories, poems, and plays that explore human nature. There is also a strong emphasis on learning new vocabulary. Students will discuss the author's choices, look for literary devices and keep a journal of their observations, thoughts and reactions. *(1/2 credit ELA)*

Journalism

Read, write, discuss, public speak, and debate about issues affecting the United States and the world today. Students will use the field of journalism as a vehicle to explore both Civics and English, as they read, develop, write, and share their own beliefs about the United States and its role in their lives. *(1/2 credit ELA or Civics)*

Visual Literacy

Students will integrate their own knowledge of some works of literature into works of art using different media and techniques including acrylic paint, photography, clay, and more. They will determine what the central ideas and themes of the story are, and analyze in detail the development of the plot, and the characters. They will analyze how the characters are represented in key scenes and use those findings to create a visual representation. Students will have to

decide what details to emphasize, and which to leave out completely, and explain their choices. The class will also analyze the visual representations of other artists who depict the works of other authors. *(1/2 credit ELA or Art)*

Writing 101

In this class, students will improve their writing skills. The focus of the class is the organization and process of writing paragraphs, essays, stories, reviews, analyzes, and research papers. Emphasis is also placed on learning new vocabulary to use in writing as well as becoming a better speller. Students will learn/review all basic grammar rules and practices, focusing on one topic/technique a week. Students will also share and workshop their writing with the class. *(1/2 credit ELA)*

MATHEMATICS

A student must earn four (4.0) full credits in mathematics to fulfill graduation requirements, with minimal completion of Algebra 1 through quadratics. Listed below are suggested programs of study developed with the abilities and interests of students in mind.

2021-22 Mathematics Course Offerings:

Math Design

Students may take this semester-long class as an elective math credit or as an art credit and will experience the unique relationship between the two subjects. The class will be completely driven by hands-on artistic projects in which students will be actively learning and practicing practical math techniques. The course will help students improve their number sense and geometric comprehension. Students will explore properties of number sense, operations, and repetition. They will develop an understanding of the area, perimeter, surface area, or volume of objects. They will use similarity or congruence, along with creating translations and transformations, in creating designs. Students will manipulate information using the Pythagorean Theorem to create similar triangles. The students will hone their spatial thinking through discovery of fractals in nature. *(1/2 credit Math or Art)*

Geometry

This Geometry course is a semester-long review of basic geometric concepts and a deeper dive into those ideas. The course emphasizes the properties of geometric figures, formulas, congruence and similarity, Pythagorean Theorem, and trigonometric ratios. The course will help students develop good mathematical study skills and learning strategies. Students will explore properties of lines, planes, angles, along with triangles, quadrilaterals, polygons, and circles. They will develop an understanding of the use of formulas to solve questions involving area, perimeter, surface area, or volume. They will use information given to prove similarity or congruence, along with creating translations and transformations. Students will manipulate information using the Pythagorean Theorem to classify triangles. The students will hone their spatial thinking through use of trigonometric ratios to find heights and distances. *(1 credit Math)*

Algebra I

Full year required class taught through classroom lessons and workbooks as well as hands on projects. Students will become aware of mathematical structure through algebraic expressions. They will understand concepts of arithmetic with polynomials and radical expressions. Students will be able to create equations based on situations. They will reason appropriately using equations and inequalities. *(1 credit Math)*

Carpentry

In this course, students will learn the basics of woodworking, while simultaneously learning how to use Mathematics in a vocational trade. With workshop safety as our first priority, students will learn to use hand and power tools, understand different materials, and design their own projects using SketchUp, an online CAD (computer-aided design) program. No experience necessary: all students will start with simple projects to build skills and safety habits. The semester will culminate in a student-designed project that will be put on display before it can be taken home for years of use and enjoyment!

(1/2 credit Math)

Recreational Math

This is a semester-long course that teaches the mathematics behind games and puzzles. The term recreational math implies entertainment, and an important aspect of it involves informal study of math concepts through studying the play of games. Students will study the systems involved in games, competitive versus cooperative games, and best practices in problem-solving.

(1/2 credit Math)

Physics

This class will explore several foundational laws in math, physics, and science through theory and practical application. The objective of the class is for students to have working knowledge of the basic laws that govern our universe and everyday experience, to drive their curiosity and give them the language to discuss the movement of cosmic energies. It is also a goal of the class to excite their interest in STEM concepts and provide a sufficient basis of knowledge that can be applied to subsequent math and science classes or career fields. *(1/2 credit Math or Science)*

Mathematics Courses Taught in Previous and Future Years:

Intro to Engineering

This course explores the advancements in modern engineering, including mechanical, electrical, chemical, and biomedical fields. The course is project-based, and each unit will be driven by an over-arching experiential examination of a concept related to that particular branch of engineering. Students will learn, explore, and demonstrate their understanding of the various aspects of engineering, including geometry, physics, materials, and design. Students will work collaboratively to creatively solve problems, and the course culminates in a student-designed project *(1/2 credit Science or Math)*

Pre-Algebra

This yearlong course provides students with the opportunity to build the foundations necessary for high school math courses. The five critical areas of Pre-Algebra enrichment align with the critical areas of Algebra 1: Relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling. *(1 credit Math)*

ALEKS

ALEKS is an adaptive online math program that supports learning through open response questioning to identify each student's strengths and weaknesses. Through true individualized learning and assessment, ALEKS delivers a personalized mathematics learning path. *(1/2 credit Math per semester)*

STEM

Taught completely through hands on projects, an interdisciplinary STEM class will promote scientific inquiry and critical thinking skills. Students will explore unifying concepts of science. They will delve into the personal, social, and technological perspectives of science knowledge. Focus will be centered on science skills for information, communication, and media literacy. Students will make sense of problems and persevere to solve them. They will reason abstractly and quantitatively while constructing viable arguments and critiquing the reasoning of others in a positive environment. The course allows students to model with mathematics. Students will use tools strategically while attending to appropriate precision. *(1/2 credit Math, Science, or IT)*

Algebra II

This yearlong class will be offered to students looking to enter college upon graduation. In this course, students will advance on topics learned in Algebra I. These topics include relations, functions, equations and inequalities; conic sections; polynomials; algebraic fractions; logarithmic and exponential functions; sequences and series; and counting principles and probability. This class will prepare students for standardized tests, as well as math skills they will need to be successful in college. *(1 credit Math)*

Practical Math

Taught completely through hands on projects that are relevant to students' lives. The course will have students make sense of presented problems and have them persevere in solving them. Students will reason abstractly and quantitatively. They will construct viable arguments and critique the reasoning of others in a positive environment. Projects will promote students to model with mathematics to creatively explore possible approaches and answers. Students will use tools strategically while attending to appropriate precision. They will seek and use mathematical structure while expressing regularity in repeated reasoning. *(1/2 credit Math)*

SCIENCE

A student must earn three (3.0) full credits in science, including 1 credit each of physical science and biological science. The third science credit may be an embedded science credit.

2021-22 Science Course Offerings:

Physics

This class will explore several foundational laws in math, physics, and science through theory and practical application. The objective of the class is for students to have working knowledge of the basic laws that govern our universe and everyday experience, to drive their curiosity and give them the language to discuss the movement of cosmic energies. It is also a goal of the class to excite their interest in STEM concepts and provide a sufficient basis of knowledge that can be applied to subsequent math and science classes or career fields. *(1/2 credit Math or Science)*

Physical Science

Full year required class taught primarily through hands on science experiments and scientific method, following the progression of topics from a high school Physical Science textbook. Students will understand that all living and nonliving things are composed of matter having characteristic properties. They will experiment with energy being stored, transferred and transformed. The students will experience the effects of force on the motion of an object. They will use technology to identify, understand and solve local and global issues. *(1 credit Science)*

Biology

This yearlong course is a study of plant life, genetics, vertebrates, microbiology, evolution and ecology with an emphasis on laboratory techniques and critical thinking. Students will explore the characteristics of living things, the nature and structure of life on earth and the chemical principles that underlie the process of life. Students gain insight into the diversity of life by participating in regular laboratory activities, cooperative learning experiences, dissection, and research activities. Through these experiments and activities, the student will show understanding of scientific processes and written lab reports. The student will also gain presentation skills that can be used in a wide variety of applied settings. *(1 credit Science)*

Intro to Psychology

This course will introduce you to the fundamental principles of psychology and to the major subjects of psychological inquiry. It has been designed to not only provide you with the tools necessary for the study of psychology but to present you with a sampling of the major areas of psychology research. Students will learn about these topics through reading and presentations and write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. *(1/2 credit Science or ELA)*

Computer Science

Bootstrap applies mathematical concepts and rigorous programming principles to create a simple videogame, and is aligned to National and State Standards for Mathematics, as well as the Computer Science Teachers Association standards and K-12 Computer Science frameworks. Students create a simple, 3-character game involving a player, a target and a danger. They design what each character looks like, and use algebraic concepts to detect collisions, handle keystrokes, and determine how they move and interact. *(1/2 credit Science or Math)*

Zoology

This course takes the overview provided by the year-long Biology course and goes in depth into the 9 phyla of the Animal Kingdom. Particular areas of interest are adaptation, natural selection and selective breeding, theories of human origins, and biomimetic robots. *(1/2 credit Science)*

Science Courses Taught in Previous and Future Years:

Science Through History

This course explores the scientific progress of humankind through discovery, invention and culture. We will examine those famous and lesser-known scientists, philosophers, engineers, mathematicians, and scholars who contributed to our collective understanding of the universe. Students will be presented with a variety of texts and videos that teach concepts and time periods and will then complete activities and projects that further illustrate and expand on those ideas. *(1/2 credit Science or ELA)*

Science Writing

Science Writing is a dual-content area course intended to introduce students to different scientific principles, while simultaneously developing their reading, writing, speaking, and listening competencies. The course will be broken into two sections. The first quarter will have students reading science articles and learning the principles behind them, developing experiments, writing lab reports, and presenting their findings. The second half of the course is dedicated to reading science fiction, learning the actual science behind the fiction, writing their own creative writing pieces, and sharing their thoughts in both written and spoken mediums. *(1/2 credit Science or ELA)*

Intro to Engineering

This course explores the advancements in modern engineering, including mechanical, electrical, chemical, and biomedical fields. The course is project-based, and each unit will be driven by an over-arching experiential examination of a concept related to that particular branch of engineering. Students will learn, explore, and demonstrate their understanding of the various aspects of engineering, including geometry, physics, materials, and design. Students will work collaboratively to creatively solve problems, and the course culminates in a student-designed project *(1/2 credit Science or Math)*

SOCIAL STUDIES

2021-22 Social Studies Course Offerings:

Civics/American Government

Civics/American Government is a required course for graduation. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and the rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed arguments using a variety of writing forms. *(1/2 credit Civics)*

Economics

This is an introductory course in economic principles. The course covers both microeconomics and macroeconomics. The course will develop the student's understanding of fundamental economic principles, theories and concepts, and history. Specifically, the course aims to develop: the ability to use the tools of economic reasoning to explain, analyze and understand economic issues, and policies; the habit of reading critically, from a variety of sources, to gain information about the changing world of micro and macroeconomics; and the understanding of personal finance, economic models, and systems. *(1/2 credit Economics)*

United States/New Hampshire History

Full year required course taught using a range of sources, both historical and contemporary. Students examine the political, social, and economic development of the United States, from its early settlement and colonization to its current day. *(1 credit US/NH History)*

Social Studies Course Taught in Previous and Future Years:

Ancient Civilizations

This course explores the intersection of human history as a function of geography from the Bronze Age to the Early Middle Ages. It focuses on two main questions: *What do we value and why?* and *How has nature influenced human culture, and how have we influenced nature?* Students will explore these concepts through text, videos (including Hollywood movies and documentaries) and independent online research. They will practice working with and expressing information in visual representations, and explore scientific discoveries, technology, art, culture, and religion through hands-on projects. *(1/2 credit World History)*

Global Literature

Students will read nonfiction and fiction texts that teach about cultures and lives of people and communities around the world. The class uses experiential and project-based learning to strengthen the impact of the students' learning. Students will broaden their world view and learn

about places and regions to get a better sense of the world in spatial terms. Students will also learn about the environment and society, political foundations, social and cultural world history. Our goal is to become well rounded knowledgeable young adults who will participate in our community in a productive way. *(1/2 credit ELA or Global Studies)*

Current Events

In this class, the focus will be for students to become familiar with different types of news sources and to identify credible ones. Students will read texts to extract information and use it as evidence for debates. We will develop good researching skills and learn to express both facts and opinions in respectful and positive ways. Students will be encouraged to question ideas and concepts to gain a broader perspective. *(1/2 credit Civics or ELA)*

INFORMATION TECHNOLOGY (IT)

2021-22 Information Technology Course Offerings:

Computer Science

Bootstrap applies mathematical concepts and rigorous programming principles to create a simple videogame, and is aligned to National and State Standards for Mathematics, as well as the Computer Science Teachers Association standards and K-12 Computer Science frameworks. Students create a simple, 3-character game involving a player, a target and a danger. They design what each character looks like, and use algebraic concepts to detect collisions, handle keystrokes, and determine how they move and interact. *(1/2 credit Science or Math)*

Information Technology Courses Taught in Previous and Future Years:

Photography

In this course, students will learn about the elements and principles of art through digital and film photography. Students will learn how to edit digital photos using computer software and will learn how to develop photos in a dark room. Students in this class will also create the school yearbook, learning graphic design techniques and formatting. *(1/2 credit IT or Art)*

Graphic Design

In this class, students will learn and practice the skill of combining text and pictures in advertisements, magazines, and other print media. They will learn how to solve visual arts problems using their own text and photos as well as participating in collaborative projects to help other classes such as making recipe books, flyers, and posters. Students will demonstrate an understanding of the role information technology plays and its impact on the modern world. *(1/2 credit IT or Art)*

Website Design and Writer's Craft

In this class, students will learn to use tools for creating websites. The focus will be on how to produce a dynamic and engaging website that will attract and maintain an audience. Students will learn to write for different audiences and will try styles including movie/food/art reviews,

journaling, creative writing, critical responses to texts. There will be an art component to this class, where students will be able to integrate their knowledge in art projects and photography. *(1/2 credit IT or Art)*

ART

2021-22 Art Course Offerings:

Miniatures

Miniature painting is an elective art class about painting three-dimensional miniatures. Students will design, build, and paint their own models and dioramas while exploring color theory, shading, how light reflects off objects, and other art topics. Students will also practice practical forward-focused skills as they learn 3D modelling and computer science. Although the class revolves around art and painting, students will enjoy playing several different games, ranging from board games to strategy games to roleplaying, involving their creations. *(1/2 credit Art)*

Maker Space

This Course will consist of two main components: learning to use tools and materials, and engaging in the design process on several student-led projects. First, students will learn to use hand and power tools, a small CnC machine and 3D printer. They will practice using both time-honored tools (eg. scale rulers, compasses, and calipers) as well as modern design methods (eg. SketchUp and Design Space). *(1/2 credit Art)*

Ceramics

An introductory class on hand building with clay. Students will create both functional pottery and decorative sculptures. There will be a small component on the potter's wheel as well. All pieces will be fired and glazed and students will take home all of their creations. *(1/2 credit Art)*

Art History Art

Students will learn about art in History and get inspired to create their own work. We will explore different types of paint including watercolor, acrylic and oil. We will observe and analyze paintings from famous artists such as Michelangelo, Van Gogh, Matisse, etc. Students will take inspiration from these works and create their own art. *(1/2 credit Art)*

Math Design

Students may take this semester-long class as an elective math credit or as an art credit and will experience the unique relationship between the two subjects. The class will be completely driven by hands-on artistic projects in which students will be actively learning and practicing practical math techniques. The course will help students improve their number sense and geometric comprehension. Students will explore properties of number sense, operations, and repetition. They will develop an understanding of the area, perimeter, surface area, or volume of objects. They will use similarity or congruence, along with creating translations and transformations, in creating designs. Students will manipulate information using the

Pythagorean Theorem to create similar triangles. The students will hone their spatial thinking through discovery of fractals in nature. *(1/2 credit Art or Math)*

Art Courses Taught in Previous and Future Years:

Photography

In this course, students will learn about the elements and principles of art through digital and film photography. Students will learn how to edit digital photos using computer software and will learn how to develop photos in a dark room. Students in this class will also create the school yearbook, learning graphic design techniques and formatting. *(1/2 credit Art or IT)*

Graphic Design

In this class, students will learn and practice the skill of combining text and pictures in advertisements, magazines, and other print media. They will learn how to solve visual arts problems using their own text and photos as well as participating in collaborative projects to help other classes such as making recipe books, flyers, and posters. Students will demonstrate an understanding of the role information technology plays and its impact on the modern world. *(1/2 credit Art or IT)*

Visual Literacy

Students will integrate their own knowledge of some works of literature into works of art using different media and techniques including acrylic paint, photography, clay, and more. They will determine what the central ideas and themes of the story are, and analyze in detail the development of the plot, and the characters. They will analyze how the characters are represented in key scenes and use those findings to create a visual representation. Students will have to decide what details to emphasize, and which to leave out completely, and explain their choices. The class will also analyze the visual representations of other artists who depict the works of other authors. *(1/2 credit Art or ELA)*

Website Design and Writer's Craft

In this class, students will learn to use tools for creating websites. The focus will be on how to produce a dynamic and engaging website that will attract and maintain an audience. Students will learn to write for different audiences and will try styles including movie/food/art reviews, journaling, creative writing, critical responses to texts. There will be an art component to this class, where students will be able to integrate their knowledge in art projects and photography. *(1/2 credit Art or IT)*

HEALTH & PHYSICAL EDUCATION

2021-22 Health & Physical Education Course Offerings:

Health

Students will learn about all the relevant topics including alcohol and other drugs, community and environmental health, personal and consumer health, mental health, tobacco use, family and sexuality, physical activity, nutrition and injury prevention, through discussions, documentaries, debates and readings. There is a focus on personal goal setting as well as community health. We will utilize project-based learning as a primary instructional method. *(1/2 credit Health)*

Intro to Psychology

This course will introduce you to the fundamental principles of psychology and to the major subjects of psychological inquiry. It has been designed to not only provide you with the tools necessary for the study of psychology but to present you with a sampling of the major areas of psychology research. Students will learn about these topics through reading and presentations and write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. *(1/2 credit Science or Health)*

Personal Fitness

This course incorporates many aspects of personal health, including exercise, healthy food choices, emotional well-being, and mindfulness. We will approach these topics through journal writing and class discussions, walks on the Rail Trail, yoga and meditation. *(1/2 credit PhysEd)*

Team Sports

This course is designed to develop skills and activities that will help students maintain fitness throughout their life. Students will explore practices intended to improve all areas of their fitness. This course is intended to encourage students to appreciate the benefits of healthy living and physical fitness. By the end of the year, students should understand the mental, physical, and social benefits of wellness and develop habits that can help continue a life of healthy, well living. The class will emphasize the development of social skills as they have to work together both in team sports and to complete team-based challenges. *(1/2 credit PhysEd)*

Health & Physical Education Courses Taught in Previous and Future Years:

Outdoor Education

The students enrolled in Outdoor education will progress through an experience-/project-based program that emphasizes interpersonal relationships and individual growth. This course encourages students to develop greater self-confidence and, at the same time, acquire an understanding of nature, a sense of collaboration and trust in classmates, and an appreciation of the natural world. Outdoor education is designed to expose students to a variety of outdoor skills. *(1/2 credit PhysEd & 1/2 credit embedded Science)*

ELECTIVE COURSES

2021-22 Elective Course Offerings:

Many courses listed in previous categories are taken as electives, 2021-22 course offerings that lend themselves well to this include; Miniatures, Slice of Life, Ceramics, Zoology, Personal Fitness, Carpentry, Maker Space, and Art History Art

Life Skills

The aim of this course is to provide students with knowledge and practical experience to tackle life's challenges, from learning to bake a cake or fix a button, to changing a tire and writing a resume. We will focus on real-world problems that can arise in the home, garage, workplace, and world through theory and practice of everyday skills to help students be self-sufficient problem-solvers and DIY fixers. *(1/2 credit Elective)*

Online Learning Opportunities

Students interested in pursuing courses not offered by Ledyard Charter School or who encounter scheduling conflicts may take classes through the online, Virtual Learning Academy Charter School (VLACS). Students taking online courses will be scheduled with a teacher for 50 minutes, 5 days a week for guidance and instruction related to their VLACS classes. *(Credits awarded based on courses completed)*

Extended Learning Opportunities (ELOs)

LCS takes great pride in providing its students with opportunities for additional learning in a variety of settings. Extended Learning Opportunities (ELO) are educational activities outside of the regular curriculum and coursework at LCS that provide credit, supplement regular academic courses, and/or promote the individual educational goals/objectives of the student. Some of these ELOs may also exist during the school day. In such cases, it is the responsibility of the student to address course expectations in conjunction with cooperating teachers and programs. All ELOs are subject to administrative approval. *(1/2 to 1 credit Elective)*

Dual Enrollment

Eligible Juniors and Seniors may earn high school credits and college credits simultaneously through dual enrollment programs, at greatly reduced tuition rates. Ledyard has dual enrollment agreements with River Valley Community College ("Bridge2College") and Community College of Vermont ("Vermont Dual Enrollment" and/or "Early College Program"). VLACS also offers an "Early College Program" via online courses in partnership with Southern New Hampshire University. Tuition, textbook costs, travel time and costs for these dual enrollment classes are the responsibility of the student/student's family. *(1/2 to 1 Credit per Semester)*

Internships

Internships provide students with an opportunity to explore potential career or vocational fields of interest through unpaid work. Unlike Work Study, the goal of this program is to secure an internship placement that is directly related to the student's post-secondary career goals. Students are required to arrange for their own internship placement and secure an appropriate LCS staff supervisor. Some internships may occur during the school day. In such cases, it is the responsibility of the student to address course expectations in conjunction with cooperating teachers and programs. Elective credit will be awarded based on time spent engaged in activities related to the internship and the completion of a culminating project or

presentation. All internships are subject to administrative approval. *(1/2 to 1 credit Elective per Semester)*

Work Study

Work Study is a program of paid employment on school time and/or after school, with minimal school supervision. Although desirable, this program is not required to be directly related to the student's post-secondary career goals. Participation in this program provides opportunities for high school students to develop into responsible adults in the working world. Credit will be awarded based on time spent on the job, good work habits (as indicated through positive employer evaluations), meeting deadlines, Morning Meeting presentations, and a final cumulative project. 300 hours worked earns 1/2 elective credit. Students may earn a maximum of 1 credit per semester to be used for elective pass/fail credit. Up to 2 elective credits may be gained in work study while at Ledyard Charter School. *(1 credit Elective per Semester)*

EXTRACURRICULAR PROGRAMS

LCS Robotics Team

Combining the excitement of sport with the rigors of science and technology. We call *FIRST* Robotics Competition the ultimate Sport for the Mind. High-school student participants call it "the hardest fun you'll ever have."

Under strict rules, limited resources, and an intense six-week time limit, teams of students are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program industrial-size robots to play a difficult field game against like-minded competitors. It's as close to real-world engineering as a student can get.

Team members will be responsible for the creation and implementation of the robot as well as operating the robot during competitions. We are supported by Hypertherm, Dartmouth College and the Academy for Science. These local partners are volunteering time and resources to support our team.

Athletics / Cocurricular

Pursuant to NH RSA 193:1-c, all LCS students are eligible to participate in high school sports from the district that they reside in. Students and parents will need to request a letter of eligibility/participation from the LCS Executive Director. The letter will be sent to the Districts Athletic Director for approval. Students will be held to the NHIA rules and regulations.

LCS students are also eligible to participate in Cocurricular activities from the district that they reside in. Students and parents will need to make a formal request to the LCS Executive Director. The ED will work with sending districts administration to gain access to Cocurricular activities

Section 193:1-c

193:1-c Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils.

I. Nonpublic, public chartered school, or home educated pupils shall have access to curricular courses and cocurricular programs offered by the school district in which the pupil resides. The local school board may adopt a policy regulating participation in curricular courses and cocurricular programs, provided that such policy shall not be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing the school district's resident pupils. In this section, "cocurricular" shall include those activities which are designed to supplement and enrich regular academic programs of study, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community. For purposes of allowing access as described in this section, a "home educated pupil" shall not include any pupil who has graduated from a high school level program of home education, or its equivalent, or has attained the age of 21.

II. Nothing in this section shall be construed to require a parent to establish a home education program which exceeds the requirements of RSA 193:1.

Source. 2002, 202:1, eff. July 14, 2002. 2016, 4:1, eff. March 26, 2016.

LCS COURSE GRADING PROCEDURE

LCS uses TeacherEase to record and share student progress tracking. Parents and students will be issued login information to access real-time standings of academic progress. Report cards will be distributed/mailed home approximately one week after each semester ends. First and Third Quarter progress reports will be distributed during mandatory parent-teacher conferences.

The classroom grading scale used at Ledyard Charter School is shown below:

97-100 A+	77-79 C+	59 or Lower = F (no credit)
93-96 A	73-76 C	
90-92 A-	70-72 C-	
87-89 B+	67-69 D+	
83-86 B	63-66 D	
80-82 B-	60-62 D-	

FORMATIVE AND SUMMATIVE ASSESSMENTS

LCS will use both Formative and Summative assessments in determining a student's progress and knowledge.

The goal of a Formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Some examples of Formative assessments are worksheets and small daily quizzes (verbal or written), daily skill-building exercises, and class work. The goal of a Summative

assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Some examples of Summative assessments include a research paper, test, or final project.

LCS HONOR ROLL

Principal List – High Honors Grades of 90% or greater for all scheduled classes.

Honor Roll – Students must have a B average (85%) for all scheduled classes with only one grade in the C range (70-79%).



HARTFORD AREA CAREER AND TECHNICAL CENTER “HACTC”

LCS students have the opportunity to access HACTC programs beginning in their junior year. There are many options for hands-on learning associated with the HACTC and programs are typically 2 years in duration. During that time, students will experience practical learning, internships and more in their specific area of interest. HACTC has an exploratory program for sophomores and they may apply during the winter of freshman year. Applications begin in the winter of sophomore year for those interested in two-year certification programs. **(3 Credits Annually, unless otherwise stated)**

Following are the courses offered through HACTC:

Automotive Technology

Automotive Technology trains and prepares the students to become automotive technicians or for jobs in related fields. Students are trained on HACTC shop vehicles. Our emphasis is on safe, honest, ethical and professional work habits and skills. We follow a best practices approach to automotive repair. Students will utilize individual skills as well as team based learning to become proficient at problem solving and time management in addition to their automotive training. Qualified students will have the opportunity for a Cooperative Education placement with local automotive employers. Students have the opportunity to participate in the Automotive and Collision Enthusiasts Club (ACE) as their Career Technical Student Organization (CTSO).

Embedded High School Credit: Science

Concurrent Enrollment for College Credit: Automotive Systems I, 3 credits, Lakes Region Community College

Articulation Agreements: Universal Technical Institute; University of Northwestern Ohio; Lakes Region Community College; Lincoln Technical Institute

Industry Certifications: ASE Student Certification; Lift it Right Certification; S/P2 Environmental Safety Training Certification; WorkKeys National Career Readiness Certification (NCRC).

Building Trades

In Building Trades, students participate in the construction of a new home over a two-year period. Students are exposed to all phases of construction of a new home, and learn everything from beginning tool safety, skill techniques, and blueprint reading through residential plumbing and electrical. Safety is our 100% goal at all times. Students are also exposed to real world experiences on field trips, job shadowing and Cooperative Education learning experiences. Upon program completion, students are qualified to walk into most entry-level positions within the Building Trades arena, pursue apprenticeships, or further their education.

Embedded High School Credit: Math

Concurrent Enrollment for College Credit: Construction Management I, 2 credits, Vermont Technical College (pending);

Construction Management II, 3 credits, Vermont Technical College (pending)

Articulation Agreements: Vermont Technical College; Keene State College; Lincoln Technical Institute.

Industry Certification: National Center for Construction Education and Research (NCCER) Modules; CPR/AED and First Aid; Careersafe OSHA-10; and WorkKeys National Career Readiness Certification (NCRC).

Business Administration

Business Administration students are people who want to develop the business professionals hidden within them. This program leads students through all aspects of the business world, from accounting and personal finance to marketing and professional communications. Students develop their own business skills through individual and group projects, Cooperative Education placements, and guest lectures from industry professionals. Business Administration students stay active by participating in Future Business Leaders of America (FBLA), earning up to nine different college credits, building a professional business and communications portfolio, and earning five different industry recognized credentials.

Embedded High School Credit: English

Concurrent Enrollment for College Credit: Introduction to Business, 3 credits, River Valley Community College (RVCC); Introduction to Computer Applications, 3 credits, RVCC; Accounting I, 3 credits, RVCC

Articulation Agreements: Northern Vermont University - Johnson; Keene State College

Industry Certifications: AED/CPR and First Aid; CareerSafe OSHA Certification; Personal Finance Certification; and WorkKeys National Career Readiness Certification (NCRC).

Career and Technology Exploration

Career and Technology Exploration (CTE) is a unique program at the HACTC, open only to high school sophomores. Students are referred for admission to the CTE program by their school counselor. The CTE model offers a unique and holistic learning experience in a non-traditional classroom. Small group and one-on-one instruction are at the heart of helping CTE students reconnect to their own educational experience. The more individualized, hands-on, and supported instruction is vital in helping students find success in school and their overall educational experience. The CTE program helps students earn high school credits while providing exposure to Career and Technical Education. Students cycle back and forth between more traditional classroom time and placement in each of the HACTC technical programs, giving students a hands-on introduction to HACTC opportunities. Upon successful completion of the CTE program, students may select a HACTC program to apply to for their Junior year.

Embedded High School Credits: English, Math, Art

Collision Repair and Refinishing

Students will be introduced to the field of Collision Repair and Refinishing (CRR). This field requires a thorough understanding of how an automobile is constructed. Students in CRR will use top-of-the-line equipment and technology such as the DeVilbiss semi downdraft paint booth, PPG Aquabase paint mixing system, and a commercial quality vinyl cutting machine. The curriculum focuses on mechanics, body repair and replacement, sanding, masking, painting, and use of high tech spray equipment. With permission from the instructor, students may work on "live jobs" brought in by the local community. After completing this program, students have had success entering directly into the workforce or going on to post-secondary education. This program is NATEF (National Automotive Technicians Education Foundation) certified.

Embedded High School Credit: Math or Science

Concurrent Enrollment for College Credit: Basic Collision Repair, 3 credits, Nashua Community College

Articulation Agreements: Nashua Community College

Industrial Certifications: NATEF certification program; S/P2 online safety training; CPR/AED and First Aid; and WorkKeys National Career Readiness Certification (NCRC).

Cosmetology

This course will give students foundational experience in the Cosmetology industry. The Cosmetology field offers opportunities for a variety of employment avenues as well as experiences in travel, personal satisfaction, and financial independence. Students will be introduced to skills such as hair design, nail and skin care, personal appearance, communication, and business skills. These skills will be learned through demonstrations on mannequins and by working with fellow students and clients, as well as through Cooperative Education and community job placements. Students may earn hours towards licensure through this program. Students will be expected to meet general course units of

study and be able to demonstrate their understanding of the curriculum. The instruction will be a series of phases that include combinations of salon clinic interaction, practical skill sets, academic assignments, as well as lecture and demonstration. The course is comprised of self-paced, basic instruction in related studies and practical skills training. Student assessment will be based on teacher observation, formal and informal assessment, project-based self-reflection, and both academic and skill development assessments.

Embedded High School Credit: Science

Concurrent Enrollment for College Credit: Introduction to Business, 3 credits, Community College of Vermont; Introduction to College and Career, 3 credits, Community College of Vermont

Articulation Agreements: New England School of Hair Design, Keene Beauty Academy, Michael's Paul Mitchell Academy.

Industry Certifications: S/P2 Cosmetology Safety and Sanitation Certification; Barbicide Certification; CPR/AED and First Aid; Conover® Workplace Readiness; and WorkKeys National Career Readiness Certification (NCRC).

Culinary Arts

Culinary Arts is a fast-paced learning environment grounded in food science, safety, sanitation, customer service and the basic principles of cooking. With our cafe-style restaurant named 'The Get-Away', Chef Patrick Gobeille exposes students to a practical application of skills in a dynamic, rigorous curriculum. Students will demonstrate a basic knowledge of the food service industry, including: organizational flow, Hazard Analysis Critical Control Point (HACCP), sanitation practices, personal hygiene, equipment and utensil identification and use, basic first aid, nutrition, customer service, basic food and bakeshop techniques, as well as storage, handling of food and math applications.

Embedded High School Credit: Science

Concurrent Enrollment for College Credit: Culinary Fundamentals, 3 credits, Lakes Region Community College

Articulation Agreements: Culinary Institute of America; New Hampshire Culinary Institute (WMCC); Lakes Region Community College

Industry Certifications: American Culinary Federation Secondary Graduate Certification; S/P2 Culinary Arts; ServSafe Food Handler; CPR/AED and First Aid; Conover® Workplace Readiness; and WorkKeys National Career Readiness Certification (NCRC).

Design, Illustration & Media Arts

The Design, Illustration & Media Arts (DIMA) program at the HACTC is full of creative thinkers. Through this program students explore the technology skills for a growing creative industry. Students use industry standard Mac platform hardware with the most up-to-date Adobe software. Students work through projects that introduce them to many different aspects of digital illustration, digital video production, digital photography, 2-D animation, and motion graphics. Students also accept "live jobs" from the public sector and

must learn how to create professional quality work products, follow real-world timelines and work with clients. Students will prepare themselves for their endeavors after high school by creating a professional online portfolio, resume, and cover letter that they can use for post secondary education or the workforce.

Embedded High School Credit: Art

Concurrent Enrollment for College Credit: Design Software Essentials, 3 credits, Lakes Region Community College (pending); and Digital Illustration, 3 credits, Lakes Region Community College

Articulation Agreements: Northern Vermont University - Lyndon; Northern Vermont University - Johnson

Industry Certifications: Adobe Photoshop CC; Adobe Dreamweaver CC; Adobe Illustrator CC; Adobe InDesign CC; CareerSafe OSHA Certification; CPR/AED and First Aid; Conover® Workplace Readiness; and WorkKeys National Career Readiness Certification (NCRC).

Health Sciences

Students in Health Sciences build a strong foundation of academic and practical knowledge in general health care. Health Sciences offers students a springboard into nursing programs, EMT training, sports medicine, physical therapy, imaging sciences, and dentistry. Those wishing to distinguish themselves often do so through the National Technical Honor Society and HOSA, a student leadership program for future health professionals. Health Sciences students are actively engaged in the field through volunteer work and Cooperative Education work placements. Students wishing to receive their Licensed Nursing Assistant (LNA) certification will have the opportunity to enroll in the evening or weekend LNA program.

Embedded High School Credit: Science

Concurrent Enrollment for College Credit: Introduction to Psychology, 3 credits, River Valley Community College

Articulation Agreements: Northern Vermont University - Johnson; Keene State College.

Industry Certifications: Basic Life Support (BLS) for Healthcare Providers: CPR and AED; First Aid; Bloodborne Pathogens, FEMA and Emergency Management Institute courses; Conover® Workplace Readiness; and WorkKeys National Career Readiness Certification (NCRC).

Industrial Mechanics and Welding

The Industrial Mechanics and Welding (IMW) program exposes students to a wide range of topics designed to instill general fabrication skills combined with technical subjects. The course prepares students for a variety of occupations ranging from welding, electrical, and machining to mechanical trades. Students routinely use math and science skills, and interact with STEM, Automotive Technology, Natural Resources, and Collision Repair and

Refinishing programs while working on projects. Students are prepared for a career or post-secondary education with technical skills as well as a positive attitude and work ethic.

Embedded High School Credit: Science

Concurrent Enrollment for College Credit: None at this time

Articulation Agreements: University of Northwestern Ohio; Lincoln Technical Institute; Keene State College

Industry Certifications: S/P2 Environmental Safety Training Certification; AED/CPR and First Aid; Conover® Workplace Readiness; and WorkKeys National Career Readiness Certification (NCRC).

Natural Resources

Our mission in the Natural Resources program is to expose and get students excited about outdoor-related careers. The main areas of our curriculum are forestry, natural history, diversified agriculture, horticulture, water and soils. Safety, equipment usage, and teamwork are very large parts of the program as well. Students participate in leadership training and regional competitions through FFA. Hopefully after two years in the program, students find an area of high interest, and take steps to secure a job or further their education in a related field. Examples of careers that Natural Resources students have pursued include: arborist, forester, farmer, water management, heavy equipment operator, land management, landscaping, conservation law enforcement, and outdoor recreation, among many others. Many of our alumni go on to employment in state positions and local municipalities. Come visit us and see all the things we do.

Embedded High School Credit: Science

Concurrent Enrollment for College Credit: Burls to Boards, 3 credits, Vermont Technical College

Articulation Agreements: Paul Smith's College; SUNY Cobleskill; Keene State College; University of Maine - Fort Kent.

Industry Certifications: CPR/AED and First Aid; Game of Logging I and II, Conover® Workplace Readiness; and WorkKeys National Career Readiness Certification (NCRC).

STEM - Introduction to Engineering Design (one-year course in the P.M.)

Introduction to Engineering Design (IED) students are introduced to the engineering design process, and apply math, science and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3-D modeling software in this year-long course.

High School Credit Options: 1.5 credit Engineering and 1.5 credit Technology OR for students who want to earn a credit in Algebra II - 1 credit Algebra II, 1 credit Engineering, and 1 credit Technology

Concurrent Enrollment for College Credit: Introduction to Engineering Design, 3 credits, St. Cloud State University

Articulation Agreement: Keene State College

Industry Certifications: Conover® Workplace Readiness; Careersafe OSHA-10;
WorkKeys National Career Readiness Certification (NCRC).

STEM - Principles of Engineering (one-year course in the A.M.)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration and presentation in this year-long course.

High School Credit Options: 2 credits Engineering and 1 credit Technology OR for students who want to earn a credit in Physics - 2 credits Engineering and 1 credit Physics

Concurrent Enrollment for College Credit: Principles of Engineering, 3 credits, St. Cloud State University; Precalculus 1, 3 credits, Vermont Technical College; Precalculus II, 3 credits, Vermont Technical College

Articulation Agreement: Keene State College

Industry Certifications: Conover® Workplace Readiness; WorkKeys National Career Readiness Certification (NCRC).

Ledyard Charter School

Balance Sheet
As of October 31, 2021

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
10000 Mascoma Savings Bank Checking	84,035.98
10010 Petty Cash	40.00
10100 MSB Money Market	26,000.69
Total Bank Accounts	\$110,076.67
Other Current Assets	
12300 Tuition Receivable	18,712.82
Total Other Current Assets	\$18,712.82
Total Current Assets	\$128,789.49
Fixed Assets	
12900 Buildings	652,198.16
13000 Furniture and Equipment	86,441.68
13200 Improvements	6,421.25
13500 Accumulated Depreciation	-56,148.44
14000 Construction in Progress	633,564.39
Total Fixed Assets	\$1,322,477.04
Other Assets	
18600 Other Assets	10,000.00
Total Other Assets	\$10,000.00
TOTAL ASSETS	\$1,461,266.53
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
20000 Accounts Payable	1,825.75
Total Accounts Payable	\$1,825.75
Credit Cards	
21000 First Bankcard #8604	448.70
21100 First Bankcard #4518	680.11
21200 First Bankcard #1185	565.47
Total Credit Cards	\$1,694.28
Other Current Liabilities	
24000 Payroll Liabilities	0.02
25000 SBA PPP Loan	64,425.30
29000 Note Payable - Millennium Trust	150,000.00
Total Other Current Liabilities	\$214,425.32
Total Current Liabilities	\$217,945.35
Long-Term Liabilities	
27000 CSB Mortgage 9585524	968,881.24
Total Long-Term Liabilities	\$968,881.24

	TOTAL
Total Liabilities	\$1,186,826.59
Equity	
32000 Unrestricted Net Assets	183,185.66
Net Income	91,254.05
Total Equity	\$274,439.94
TOTAL LIABILITIES AND EQUITY	\$1,461,266.53

Summative Review of School Wide Goals and Objectives/IPDP Progress (required)

For each area identified for development of professional practice, indicate if IPDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new IPDP will need to be created for the next annual planning cycle.

**LEDYARD CHARTER SCHOOL PROFESSIONAL DEVELOPMENT
 MASTER PLAN 2021/2022**

District Name	School Name	Date
Ledyard Charter	Ledyard Charter School	04/08/2021
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Evaluation/Observation
All faculty Staff	School Wide, All Grades (9-12)	July 2020
Supervisor Name	Supervisor Title	Plan Begin/End Dates
LCS Executive Board	Executive Board Chair	08/19/2021- 6/30/2022

I. LCS School Wide Goals and Objectives Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	<p>LCS will expand on its assessment process by adding pre and post test assessments to all core subject areas.</p> <p>Full Year Goal = Pre and Post test established in Writing, Reading, Mathematics, Social Studies and Science course offerings</p>	<p>Many LCS students transfer from a sending school and we feel it is important to have a true understanding of where the learner is and how successful we were in reaching competency in the core subject areas for the learner.</p> <ol style="list-style-type: none"> 1) Professional Development workshop focused on the development of Pre and Post tests. 2) Implementation of Pre and Post test semester 1 2021/2022 3) Tests submitted to the Curriculum Coordinator 4) Analysis of test results by semester

	<p>CALL SURVEY: 1.2 Monitor Short- and Long-term Goal Key improvement needs identified</p> <ol style="list-style-type: none"> 1) Using data on student standardized state tests to inform school improvement goals 2) Using data on student formative assessment to inform school improvement goals 	
2	<p>LCS will advance its curriculum through Project Based Learning (PBL) activities by establishing competencies for all core subjects taught.</p> <p>CALL SURVEY: 1.1 Prioritize improvement and communicate its urgency; 1) Focus of teacher collaboration around teaching and learning</p>	<p>Hands on Experiential learning is the foundation of the curriculum offered at LCS. We continue to advance our curriculum as well as the resources needed to provide the best competency based PBL program.</p> <ol style="list-style-type: none"> 1) Grant applications and awards specific to PBL equipment needs 2) Purchase a pottery wheel and kiln to advance PBL in the area of Fine Arts 3) Introduce 3D printing to all course offerings 4) Develop school wide/cross discipline PBL project
3	<p>LCS will expand on its Professional Development opportunities in the areas of, Classroom Management and Restorative Justice Practices.</p> <p>CALL SURVEY: 4.1 Build a strong community intensely focused on student learning; 1) Effectiveness of school discipline policies: Eliminating disruptive behavior</p>	<p>Over the past year classroom management and engagement in the discipline process have been different as we have worked through a remote learning model due to the pandemic. We feel it will be helpful for teachers to have a refresher in Classroom Management strategies and Restorative Justice best practices.</p> <ol style="list-style-type: none"> 1) Two Summer Institute (PD) sessions dedicated to this goal 2) Utilization of the teacher evaluation rubric specifically Classroom management targets 3) Quarterly professional development opportunities provided to teachers

II. LCS School Wide Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	LCS will expand on its assessment process by adding pre and post test assessments to all core subject areas. Full Year Goal = Pre and Post test established in Writing, Reading, Mathematics, Social Studies and Science course offerings	1) ED and Curriculum Coordinator meet weekly to report out on research of Pre and Post Test best practices			
2	LCS will advance its curriculum through Project Based Learning (PBL) activities by establishing competencies for all core subjects taught.	1) Curriculum Coordinator and teachers review existing curriculum and identify ten key competencies for each subject area taught			

3	LCS will expand on its Professional Development opportunities in the areas of, Classroom Management and Restorative Justice Practices.	1) ED will develop a full day workshop for teachers addressing classroom management and restorative justice practices (summer Institute Aug 2021			

III. School Wide Goals and Objectives Support

School Administrator Support Activities

Review of Goals and objectives at each faculty meeting
 Quarterly observations
 Bi-Annual review meetings with the ED and CC
 Explore Federal Grant Opportunities: Title 1a, Title 1003 CSI, Title IIa, Title IV
 Explore Private Grant Opportunity: Granite United Way,

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ **Date:** _____

Supervisor Signature: _____ **Title:** _____ **Date:** _____

IV. LCS School Wide Goals and Objectives Progress Summary

Interim Review of School Wide Goals and Objectives Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Interim Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____

LCS School Wide Goals and Objectives/Individual Teacher Professional Development Plan (IPDP)

This IPDP template is provided to assist teachers, educational services staff, and supervisors in fulfilling professional development requirements. Educators may use or modify this template or create their own. The sample IPDP that follows the description and template is for a fictional teacher and has been provided for illustrative purposes only.

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates, are required to have an individual professional development plan. Plans must be reviewed annually.

All active teachers must complete, at minimum, 20 professional development hours annually. However, a teacher's IPDP goals may necessitate more than the minimum requirement of 20 hours. The 20-hour annual requirement may be pro-rated as necessary for teachers with less than a full-time assignment. Ledyard Charter School will provide Professional Development workshops prior to the start of a new school year {Summer Institute}. Teachers will also participate in a full day PD provided by the Charter school Association every March, Best Practice Workshops/presentations.

Creating the Individual Teacher IPDP

The teacher and supervisor should work together to develop the IPDP using New Hampshire Master Plan Professional Development, identify strengths and challenges and related professional learning goals and activities, using multiple sources of evidence to inform the plan. The IPDP should include identified areas for improvement and growth, specific professional learning activities to address these areas, timelines for completion, hours accrued, and reviews of progress. The IPDP must specify, at a minimum:

- one area derived from the results of the teacher's most recent classroom observation/evaluation;
- one area aligned to the teacher's role as a member of a professional learning team, collaboration
- one area aligned with school's improvement goals, as appropriate.
- One area aligned to NH College and Career Ready Standards/Student Academic Standards

Professional learning activities such as grant writing, mentoring a pre-service or novice teacher, facilitating a collaborative team, professional service on boards or committees, teaching a course, making presentations, or developing curriculum should be considered as part of the IPDP when these activities align to IPDP goals.

Step I. Areas Identified for Development of Professional Practice

Identify in priority order areas for development and growth based on the teacher's most recent evaluation, work as part of a collaborative team, school/district priorities, and any other information/evidence examined to inform this plan. Consider opportunities for the teacher to grow professionally by using his/her strengths and/or by taking leadership roles, as appropriate. For each area, explain the rationale and related sources of evidence for its inclusion.

Step II. Professional Learning Goals and Activities

Determine specific professional learning goals to address the areas identified for development in Section I. There may be more than one learning goal identified per area; some learning goals may address multiple areas. Next, describe one or more professional learning activities to address each goal. For each learning activity, consider follow-up activities, as appropriate, that will help the teacher deepen learning and/or apply the learning to practice (e.g., additional coaching, working with collaborative team). Next, estimate the number of hours the teacher is expected to receive upon *completing both the initial and follow-up activities*. Finally, indicate the required completion date.

Step III. State and School IPDP Support

In the box, summarize the supports the schools Executive Director and Curriculum Coordinator will provide to enable the teacher to implement this plan. The NHDoe Division of Instruction <https://www.education.nh.gov/instruction/curriculum/index.htm>

Step IV. IPDP Progress Summary

Describe evidence of the teacher's progress on the IPDP as discussed during a minimum of one annual conference between the teacher and supervisor. The supervisor and teacher together may also review the teacher's progress toward attainment of the IPDP goals *during* the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress. Append items of evidence to the IPDP as necessary to document progress in addition to the information entered this form.

Interim Review of IPDP Progress (optional)

For each area identified for development of professional practice, determine and describe the teacher's interim progress, as well as any revisions made to the IPDP. In addition, enter the sources of evidence that were reviewed and the date of each review.

Summative Review of School Wide Goals and Objectives/IPDP Progress (required)

For each area identified for development of professional practice, indicate if IPDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new IPDP will need to be created for the next annual planning cycle.

**LEDYARD CHARTER SCHOOL PROFESSIONAL DEVELOPMENT
 MASTER PLAN 2021/2022**

District Name	School Name	Date
Ledyard Charter	Ledyard Charter School	04/08/2021
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Evaluation/Observation
All faculty Staff	School Wide, All Grades (9-12)	July 2020
Supervisor Name	Supervisor Title	Plan Begin/End Dates
LCS Executive Board	Executive Board Chair	08/19/2021- 6/30/2022

I. LCS School Wide Goals and Objectives Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	<p>LCS will expand on its assessment process by adding pre and post test assessments to all core subject areas. Full Year Goal = Pre and Post test established in Writing, Reading, Mathematics, Social Studies and Science course offerings</p>	<p>Many LCS students transfer from a sending school and we feel it is important to have a true understanding of where the learner is and how successful we were in reaching competency in the core subject areas for the learner.</p> <ol style="list-style-type: none"> 1) Professional Development workshop focused on the development of Pre and Post tests. 2) Implementation of Pre and Post test semester 1 2021/2022 3) Tests submitted to the Curriculum Coordinator 4) Analysis of test results by semester

	<p>CALL SURVEY: 1.2 Monitor Short- and Long-term Goal Key improvement needs identified</p> <ol style="list-style-type: none"> 1) Using data on student standardized state tests to inform school improvement goals 2) Using data on student formative assessment to inform school improvement goals 	
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3	<p>LCS will expand on its Professional Development opportunities in the areas of, Classroom Management and Restorative Justice Practices.</p> <p>CALL SURVEY: 4.1 Build a strong community intensely focused on student learning; 1) Effectiveness of school discipline policies: Eliminating disruptive behavior</p>	<p>Over the past year classroom management and engagement in the discipline process have been different as we have worked through a remote learning model due to the pandemic. We feel it will be helpful for teachers to have a refresher in Classroom Management strategies and Restorative Justice best practices.</p> <ol style="list-style-type: none"> 1) Two Summer Institute (PD) sessions dedicated to this goal 2) Utilization of the teacher evaluation rubric specifically Classroom management targets 3) Quarterly professional development opportunities provided to teachers

II. LCS School Wide Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	LCS will expand on its assessment process by adding pre and post test assessments to all core subject areas. Full Year Goal = Pre and Post test established in Writing, Reading, Mathematics, Social Studies and Science course offerings	1) ED and Curriculum Coordinator meet weekly to report out on research of Pre and Post Test best practices			
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III. School Wide Goals and Objectives Support

School Administrator Support Activities

Review of Goals and objectives at each faculty meeting
 Quarterly observations
 Bi-Annual review meetings with the ED and CC
 Explore Federal Grant Opportunities: Title 1a, Title 1003 CSI, Title IIa, TitleIV
 Explore Private Grant Opportunity: Granite United Way,

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ **Date:** _____

Supervisor Signature: _____ **Title:** _____ **Date:** _____

IV. LCS School Wide Goals and Objectives Progress Summary

Interim Review of School Wide Goals and Objectives Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

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Staff Member's Signature: _____

Date: _____

Summative Review of LCS School Wide Goals and Objectives Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
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Date: _____

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Date: _____

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Date: _____

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Interim Review of School Wide Goals and Objectives Progress (optional)

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Date: _____

Summative Review of LCS School Wide Goals and Objectives Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Summative Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____

3	LCS will expand on its Professional Development opportunities in the areas of, Classroom Management and Restorative Justice Practices.	1) ED will develop a full day workshop for teachers addressing classroom management and restorative justice practices (summer Institute Aug 2021			

III. School Wide Goals and Objectives Support

School Administrator Support Activities

Review of Goals and objectives at each faculty meeting
 Quarterly observations
 Bi-Annual review meetings with the ED and CC
 Explore Federal Grant Opportunities: Title 1a, Title 1003 CSI, Title IIa, TitleIV
 Explore Private Grant Opportunity: Granite United Way,

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ **Date:** _____

Supervisor Signature: _____ **Title:** _____ **Date:** _____

IV. LCS School Wide Goals and Objectives Progress Summary

Interim Review of School Wide Goals and Objectives Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Interim Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____

Summative Review of LCS School Wide Goals and Objectives Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Summative Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____

Summative Review of LCS School Wide Goals and Objectives Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Summative Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____

Sample Individual Teacher Professional Development Plan (IPDP)

Background (provided for context in this example): Ms. Tucker has been a teacher at Ledyard for 6 years. She has been a member of the Education Committee for 4 years. In the 2017-2018 school year, journal and nonfiction writing was designated a school-wide, cross-curricular priority. Ms. Tucker would like to take the lead in establishing professional learning goals for journal and nonfiction writing for all students for herself and her team. Ms. Tucker is particularly interested in developing her leadership skills through collaborative professional learning teams. Ms. Tucker and her supervisor decided that she needs to complete at least 6 hours with her team working on improving instruction and assessments in journal/nonfiction writing. She will be attending a 3-hour workshop on improving instruction and monitoring of student peer collaboration to promote active student engagement in learning, which is a school-wide goal.

District Name	School Name	Date
Ledyard	Ledyard Charter School	6/7/17
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
	Grade 9-12 / English Language Arts	Effective 05/20/2021
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates
Wendy Kozak	John Higgins	August 2021 – June 2022

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	Instruction and formative feedback in nonfiction writing	<ul style="list-style-type: none"> • Students produce only one piece of nonfiction writing per unit of instruction, each typically 1 page in length. • Students need more teacher-directed skill-building in nonfiction writing instruction. • Rubrics used to provide feedback to students do not provide specific enough guidance for rewriting. • Classroom observations on:10/23/20,01/04/21 • Review and discussion on 12/11/20 and 3/22/21 of lesson plans and artifacts provided by Ms. Kozak (i.e., writing rubrics, students' writing samples with
2	Development of students' collaboration skills in nonfiction writing	<ul style="list-style-type: none"> • Students with stronger collaboration skills tend to dominate peer interactions. • Students with weaker collaboration skills are not developing as proactive learners. · Classroom observations on 10/2/20, 12/11/20 • Post-conference discussions: Ms. Kozak's description of approaches used when students work collaboratively
No.	Areas Identified for Development	Rationale/Sources of Evidence
3	Integrating technology into instruction	<ul style="list-style-type: none"> • During classroom observations, students spent too much time searching for digital resources and websites as they worked on assignments. • Students lack the necessary skills to identify and evaluate appropriate digital resources to support learning. • Students' use of digital resources was not always focused on the learning objectives. • Classroom observations on 10/2/20, • Review on 12/11/20 and 3/22/21 of lesson plans and artifacts provided by Ms.

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<ul style="list-style-type: none"> • Differentiate learning objectives and formative feedback in accordance with students' learning needs in nonfiction writing 	Set a common professional learning goal with cross-discipline colleagues in the grade 8 professional learning team, and work together to improve instruction and feedback in nonfiction writing and to ensure student learning objectives align with the Common Core State Standards.	<ul style="list-style-type: none"> • Use team learning protocols to work on this goal. • As a <i>team</i>, provide documentation to Mr. Higgins of progress made. • As an <i>individual</i>, submit to Mr. Higgins sample lesson plans and classroom artifacts to document progress. 	6	Ongoing <u>Team:</u> Biweekly submissions <u>Individual:</u> Post observation conference submissions
		Invite the Curriculum Coordinator to assist team members with lesson plans and improving feedback to students.	n/a	1	Oct. 2017
2	<ul style="list-style-type: none"> • Improve strategies (e.g., use of rubrics) to sustain students' focus on learning outcomes while they are engaged in peer collaboration • Improve students' peer collaboration skills in non-fiction writing • Improve monitoring and interventions with peer collaboration to ensure appropriate feedback 	Attend a 3-hour workshop on student peer collaboration in the classroom.	Collaborate with colleagues to refine learning acquired in the workshop and fine-tune implementation of new strategies in the classroom.	6	Nov. 2017

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
3	<ul style="list-style-type: none"> • Increase knowledge and awareness of digital resources that align with students' learning objectives in non-fiction writing • Develop abilities to teach students how to access, use, and evaluate digital resources to meet the learning objectives in non-fiction writing 	Work with learning team members to identify (1) digital resources that align with students' learning objectives and (2) rubrics to evaluate those resources.	N/A	2	Ongoing
		<ul style="list-style-type: none"> • Attend an announced teacher-led district workshop on the integration of technology into instruction and management of learning activities using current technologies. 	N/A	3	Dec. 2020
		<ul style="list-style-type: none"> • Revise lesson plans to provide instruction on access, use, and evaluation of digital resources for non-fiction writing. 	Invite learning team colleagues to provide feedback and continue to refine lesson plans throughout school year.	2	Ongoing

III. District and School IPDP Support

District/School Administrator Support Activities

Your Executive Director will ensure you have the necessary opportunities and resources to implement this IPDP. At a minimum, the Curriculum Coordinator Ms. Kozak will meet with you throughout the school year to discuss your progress through the classroom observation and post-observation conference process. You are encouraged to discuss your progress with Ms. Kozak at other times as needed throughout the year.

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Title _____ Date: _____

Ledyard Charter School Annual Budget Final

July 2021 - June 2022

Planning Considerations		Average Number of Enrolled Students	38	38	AS OF:	NH State legislation is working on the 2021/2022 Budget target increase of \$150.00 per pupil	
NH Per Pupil Aid/Student:		\$7,269.29	\$7,047.08	\$7,188.00			Per pupil based on 2021, No increase for 21/22 added
Line Number	Line Item	2021-2022 Draft Budget	2019-2020 Actuals	2020-2021 Budget	Difference from 2021 Budget to 21/22	Percent Change	Notes
Income							
41000	41000 - Direct Public Support						
41150		\$ -	\$ -	\$ -	\$ -	#DIV/0!	
41100	41100 - End of Year Adequacy Aid	\$ 45,000.00	\$ 45,321.79	\$ 45,000.00	\$ -	0.00%	Adequacy Aide Formula. FRL Students = \$1,300 X 25 = \$45K
41200	41200 - Tuition NH DOE	\$ 279,233.32	\$ 244,234.98	\$ 273,144.00	\$ 3,089.02	1.13%	Same target 38 Students. State Budget not set for 21/22/March
41250	41250 - Title 1A Allocation	\$ 45,000.00	\$ 27,464.03	\$ 24,300.00	\$ 20,700.00	88.19%	Title 1a based on two year average of Title 1a grant = 46K
41260	41260 - Title 2A Allocation	\$ 4,200.00	\$ 6,084.00	\$ 3,450.00	\$ 750.00	21.74%	Two year average of Title 1a = \$4,450
41263	41263 - ESSER Funds 21/22	\$ 50,000.00					Two year CARES act funding 21-23. \$109K
41265	41265 - Title IVA Allocation	\$ 10,000.00	\$ 20,573.15	\$ 10,000.00	\$ -	0.00%	Title IV is an annual grant, eligibility set for school year 21/22
41270	41270 - Title I 1003 CSI Year 3 Final	\$ 15,700.00	\$ 2,919.02	\$ 15,700.00	\$ -	0.00%	CSI is a three year grant final year 2020/2021 The continuation of
41300	41300 - Tuition - Vermont	\$ -	\$ -	\$ -	\$ -	#DIV/0!	Total tuition GAU commitments 21/22= Grantham 25K, Mascoma
41301	41301 Lebanon School District Tuition	\$ 92,000.00	\$ 79,000.00	\$ 92,000.00	\$ -	0.00%	20/21 LCS Enrollment averaged 23 students. Target # for 21/22 is
41302	41302 Mascoma School District Tuition	\$ 32,000.00	\$ 45,000.00	\$ 32,000.00	\$ -	0.00%	20/21 LCS Enrollment averaged 7 students
41303	41303 Grantham School District Tuition	\$ 5,000.00	\$ 6,250.00	\$ 5,000.00	\$ -	0.00%	20/21 LCS Enrollment averaged 1 student. Target # for 21/22, 1
	Total 41000 - Direct Public Support	\$ 575,133.02	\$ 473,826.96	\$ 500,594.00	\$ 74,539.02	14.88%	21/22 LCS Enrollment projections Lebanon 23 students, Mascoma 6 students, Grantham 1 student
Expenses							
42000	42000 - Direct Private Support	\$ -	\$ -	\$ -	\$ -		
42001	42001 Robotics Funding/Grants	\$ -	\$ -	\$ -	\$ -	#DIV/0!	Two year grant has been set in full, new allocations for STEM grants
42100	42100 - Organization - Targeted Use	\$ 4,500.00	\$ 50,000.00	\$ 4,500.00	\$ -	0.00%	21/22 projection 7% of total goal
42150	42150 - Organization - General Use	\$ 25,750.00	\$ 25,750.00	\$ 25,750.00	\$ -	0.00%	21/22 projection 53% of total goal
42200	42200 - Individual - Targeted Use	\$ 4,500.00	\$ 2,850.00	\$ 4,500.00	\$ -	0.00%	21/22 projection 3% of total goal
42250	42250 - Individual - General Use	\$ 9,500.00	\$ 13,818.43	\$ 9,500.00	\$ -	0.00%	21/22 projection 20% of total goal
42300	42300 - Local Business - General Use	\$ 500.00	\$ -	\$ 500.00	\$ -	0.00%	
42400	42400 - Graduation Fees	\$ 300.00	\$ 200.00	\$ 300.00	\$ -	0.00%	
	Total 42000 - Direct Private Support	\$ 55,000.00	\$ 92,118.43	\$ 55,000.00	\$ -	0.00%	FY 21/22 Projection = \$50,000 Target Flat to 2022 Total funding FY 21/22/2021 = \$165,000.00 18/20 Total = \$30,000
43000	43000 - Other Income	\$ -	\$ -	\$ -	\$ -		
43200	43200 - Food Program	\$ 1,200.00	\$ 500.00	\$ 1,200.00	\$ -	0.00%	Cash parent & donation support
43300	43300 - Donated Services	\$ -	\$ -	\$ -	\$ -		
43700	43700 - Senior Class Fund	\$ -	\$ -	\$ -	\$ -		
	Total 43000 - Other Income	\$ 1,200.00	\$ 500.00	\$ 1,200.00	\$ -	0.00%	
46000	46000 - Non Cash Contribution	\$ 3,500.00	\$ 3,280.00	\$ 3,500.00	\$ -	0.00%	20/21 The Haven Friends Feeding Friends Flat to 2021 Budget
	Total Income	\$ 631,333.02	\$ 566,445.39	\$ 556,794.00	\$ 74,539.02	13.39%	FY 21/22 Revenue = \$522,056.73 Increase in the funding only
Expenses							
60000	60000 - Business Expenses						
60900	60900 - Business Registration Fees	\$ 100.00	\$ 712.00	\$ 100.00	\$ -	0.00%	
	Total 60000 - Business Expenses	\$ 100.00	\$ 712.00	\$ 100.00	\$ -	0.00%	
62100	62100 - Contract Services						
62110	62110 - Accounting Fees	\$ 5,520.00	\$ 11,994.41	\$ 4,000.00	\$ 1,620.00	40.50%	Added new Audit Line Check Write price increase of \$10 for next Rowley & Associates \$5,300 contract signed June 2019 Our 2021 DOE-25 Temut Thurston price increase of \$50 for 21/22
62111	62111 Audit/990 Expense	\$ 5,500.00	\$ 610.00	\$ 5,300.00	\$ -		
62150	62150 - Contract Services - Other	\$ 350.00	\$ -	\$ 300.00	\$ 50.00		
	Total 62100 - Contract Services	\$ 11,570.00	\$ 12,610.41	\$ 9,600.00	\$ 1,970.00	20.62%	
62800	62800 - Facilities and Equipment						
62820	62820 - Janitorial Expense	\$ 7,750.00	\$ 5,320.00	\$ 7,750.00	\$ -	0.00%	Flat to 2021: \$2,430 increase from 18/20 to 2021
62840	62840 - Equip Rental and Maintenance	\$ -	\$ 144.00	\$ -	\$ -	#DIV/0!	
62850	62850 - Utilities	\$ 14,500.00	\$ 13,223.15	\$ 13,500.00	\$ -1,000.00	-7.41%	Using LCS Eastern Propane account to develop a pricing plan for
62870	62870 - Property Insurance	\$ 3,000.00	\$ 1,212.50	\$ 3,000.00	\$ -	0.00%	Roughly 30% increase now that we own the building
62880	62880 - Rent (July 1st through and August 31st)	\$ -	\$ 49,000.00	\$ -	\$ -	#DIV/0!	
62880	62880 - USDA-RD Mortgage	\$ 49,080.00	\$ -	\$ 49,461.00	\$ (381.00)	-0.77%	Payment based on \$1,070,000, 2.25% interest rate
62890	62890 - Telephone Telecommunications	\$ 2,900.00	\$ 1,075.10	\$ 2,600.00	\$ 300.00	11.64%	Upgrade the single line phone system to add additional line and
62900	62900 - Facilities & Equipment Other	\$ 3,000.00	\$ 20,472.42	\$ -	\$ 3,000.00	#DIV/0!	Annual Building upkeep cost Est. \$3,000
62910	62910 - P&S Deposit	\$ -	\$ 10,230.00	\$ -	\$ -		
62920	62920 - P&S Contracted Services	\$ -	\$ 10,279.50	\$ -	\$ -		
62930	62930 - ESSER Funds 21/22	\$ -	\$ -	\$ -	\$ -		
	Total 62800 - Facilities and Equipment	\$ 80,230.00	\$ 111,426.74	\$ 78,211.00	\$ 3,019.00	3.14%	
65000	65000 - Operations						
65050	65050 - Advertising Expense	\$ 505.85	\$ 532.30	\$ 505.85	\$ -	0.00%	flat to 2021 Budget
65100	65100 - Bank Service Charges	\$ 500.00	\$ 161.55	\$ 500.00	\$ -	0.00%	
65200	65200 - Curriculum - Other	\$ 300.00	\$ -	\$ 300.00	\$ -	0.00%	outside curriculum edut materials
65210	65210 - Books, Subscriptions, Reference	\$ 4,400.00	\$ 2,136.33	\$ 4,400.00	\$ -	0.00%	Moved \$2,400 from programming to books
65250	65250 - Programs	\$ 11,300.00	\$ 8,361.71	\$ 11,900.00	\$ -	0.00%	
65261	65261 - Rozales Program	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
65265	65265 Title I 1003 CSI	\$ 14,000.00	\$ 6,210.00	\$ 14,000.00	\$ -	0.00%	If funding is not passed for 21/22 this would be removed, funding
65300	65300 - Consultant/IT Expenses	\$ 2,000.00	\$ 7,029.53	\$ 2,000.00	\$ -	0.00%	
65400	65400 - Food Program-Cash	\$ 3,000.00	\$ 2,580.47	\$ 3,000.00	\$ -	0.00%	flat to 2021 Budget
65410	65410 - Food Program-Kind Donations	\$ 3,280.00	\$ 3,280.00	\$ 3,280.00	\$ -	0.00%	
65450	65450 - Fund Raising Expenses	\$ 1,200.00	\$ -	\$ 1,200.00	\$ -	0.00%	
65500	65500 - Graduation	\$ 2,500.00	\$ 1,561.89	\$ 2,500.00	\$ -	0.00%	Rent for Lebanon Opera. Purchase Cap and Gowns. Photography.
65550	65550 - Interest Expense	\$ -	\$ 58.73	\$ -	\$ -	#DIV/0!	This was for LOC interest payments, No LOC activity for three
65600	65600 - Office Supplies	\$ 3,300.00	\$ 3,733.76	\$ 3,300.00	\$ -	0.00%	
65700	65700 - Postage, Mailing Service	\$ 900.00	\$ 857.50	\$ 900.00	\$ -	0.00%	
65800	65800 - Printing and Copying	\$ 3,000.00	\$ 3,400.73	\$ 3,900.00	\$ -	0.00%	
65900	65900 - Yearbook Expense	\$ 275.00	\$ 177.07	\$ 275.00	\$ -	0.00%	\$250 was spent for teacher reviewing yearbook process
	Total 65000 - Operations	\$ 61,910.85	\$ 39,880.84	\$ 61,910.85	\$ -	0.00%	
66000	66000 - Payroll Expenses						
66100	66100 - Benefits	\$ 44,000.00	\$ 29,622.79	\$ 38,500.00	\$ 5,500.00	14.29%	Benefits flat for 21/22, \$5,500
66200	66200 - Payroll Service Fee	\$ 1,950.00	\$ 1,825.00	\$ 1,950.00	\$ -	0.00%	#REP
66300	66300 - 2% Retirement over 20 weeks	\$ 16,535.20	\$ 4,772.98	\$ 11,241.81	\$ 5,393.39	32.61%	5% Price increase for services in 2020/2021
66340	66340 - All Staff Stipends	\$ -	\$ -	\$ -	\$ -		2% increase for all non-hourly employees, total 21/22 adjusted to
66350	66350 - Payroll Taxes	\$ 38,286.29	\$ 27,370.25	\$ 27,833.09	\$ 7,453.19	26.78%	
66400	66400 - Professional Development	\$ 3,100.00	\$ 1,074.59	\$ 3,100.00	\$ -	0.00%	Comvised Ed's Professional Development with Teachers
66700	66700 - Wages	\$ 379,558.18	\$ 322,809.74	\$ 328,625.97	\$ 49,932.21	15.17%	Wages based on all employees returning with a 2-3% raise,
66800	66800 - Workers Comp Insurance	\$ 1,508.00	\$ 2,962.25	\$ 1,508.00	\$ -	0.00%	
	Total 66000 - Payroll Expenses	\$ 481,177.65	\$ 369,328.59	\$ 412,961.87	\$ 68,216.78	18.52%	This now has the fourth teacher and a academic coach/Para for
68300	68300 - Travel and Meetings						
68310	68310 - Conference, Convention, Meeting	\$ 1,022.95	\$ 244.02	\$ 974.24	\$ 48.71	5.00%	
68370	68370 - Transportation Fees	\$ 3,000.00	\$ 1,475.33	\$ 3,000.00	\$ -	0.00%	Transportation expenses down due to COVID Est. reduce 2020 \$
68380	68380 - Travel	\$ 100.00	\$ 623.70	\$ 100.00	\$ -	0.00%	
	Total 68300 - Travel and Meetings	\$ 4,122.95	\$ 2,343.05	\$ 4,074.24	\$ 48.71	1.20%	
	Debt Repayment	\$ -	\$ -	\$ -	\$ -	#DIV/0!	

Ledyard Charter School Annual Budget Final

July 2021 - June 2022

Planning Considerations		Average Number of Enrolled Students	18	20	AS OF:	*If Line Item is working on the 2021/2022 Budget (rate increase of \$150.00 per pupil)	
Per Pupil Pkg. Allocation		\$7,258.28	\$7,347.08	\$7,198.00			Per pupil based on 2021. No increase for 21/22 fiscal
Line Number	Line Item	2021-2022 Draft Budget	2019-2020 Actuals	2020-2021 Budget	Difference from 2021 Budget to 21/22	Percent Change	Notes
Income							
41000	41000 - Direct Public Support						
41100	41100 - End of Year Advisory Aid	\$ 45,000.00	\$ 45,307.78	\$ 45,307.78	\$ -	0.00%	Advisory Aid Formula: FRL Students = \$1,800 x 25 = \$45,000
41200	41200 - Tucson NH DOE	\$ 2,672,233.21	\$ 2,492,234.38	\$ 2,723,144.33	\$ 2,099.02	1.1%	Letter target 30 students, state budget not set for 21/22. Memo: Title 1a based on two year average of Title 1a grants = \$66,000. Two year average of Title 1a is \$4,450.
41250	41250 - Title IA Allocation	\$ 40,000.00	\$ 27,464.23	\$ 24,300.00	\$ 20,700.00	55.28%	Two year average of Title 1a is \$4,450.
41300	41300 - Title IA Allocation	\$ 4,200.00	\$ 1,044.03	\$ 3,450.00	\$ 750.00	21.74%	Two year average of Title 1a is \$4,450.
41350	41350 - ESSER Funds 2102	\$ 30,000.00					Two year average of Title 1a is \$4,450.
41355	41355 - Title I/A Allocation	\$ 10,000.00	\$ 20,575.15	\$ 19,000.00	\$ -	3.00%	Two year average of Title 1a is \$4,450.
41370	41370 - Title I 1001 CJA Year 3 Final	\$ 15,700.00	\$ 2,979.02	\$ 18,700.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
41300	41300 - Tuition - Vermont	\$ -	\$ -	\$ -	\$ -	80.00%	Two year average of Title 1a is \$4,450.
41320	41320 - Lebanon School District Tuition	\$ 92,000.00	\$ 76,000.00	\$ 92,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
41322	41322 - Mascoma School District Tuition	\$ 32,300.00	\$ 45,000.00	\$ 32,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
41323	41323 - Grantham School District Tuition	\$ 9,000.00	\$ 6,200.00	\$ 9,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
	Total 41000 - Direct Public Support	\$ 475,133.21	\$ 472,826.38	\$ 468,354.00	\$ 74,533.21	14.85%	Two year average of Title 1a is \$4,450.
42000 - Direct Private Support							
42000	42000 - Direct Private Support						
42001	42001 - Robotics Funding/Grants						
42100	42100 - Organization - Targeted Use	\$ 4,500.00	\$ 50,000.00	\$ 4,500.00	\$ -	3.00%	Two year average of Title 1a is \$4,450.
42150	42150 - Organization - General Use	\$ 25,700.00	\$ 25,253.20	\$ 25,700.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
42200	42200 - Individual - Targeted Use	\$ 4,500.00	\$ 2,500.00	\$ 4,500.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
42250	42250 - Individual - General Use	\$ 9,500.00	\$ 11,618.63	\$ 9,500.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
42300	42300 - Local Business - General Use	\$ 500.00	\$ -	\$ 500.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
42400	42400 - Graduation Fees	\$ 500.00	\$ 500.00	\$ 500.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
	Total 42000 - Direct Private Support	\$ 35,000.00	\$ 82,118.43	\$ 35,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
43000 - Other Income							
43000	43000 - Other Income						
43000	43000 - Food Program	\$ 1,200.00	\$ 500.00	\$ 1,200.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
43000	43000 - Donated Services						
43000	43000 - Senior Class Fund						
	Total 43000 - Other Income	\$ 1,200.00	\$ 500.00	\$ 1,200.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
44000	44000 - Non-Gate Contribution	\$ 2,500.00	\$ 2,200.00	\$ 2,500.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
	Total Income	\$ 621,333.21	\$ 644,445.29	\$ 616,794.00	\$ 14,533.21	12.31%	Two year average of Title 1a is \$4,450.
Expenses							
60000	60000 - Business Expenses						
60000	60000 - Business Expenses	\$ 100.00	\$ 712.00	\$ 100.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
	Total 60000 - Business Expenses	\$ 100.00	\$ 712.00	\$ 100.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
62100	62100 - Contract Services						
62110	62110 - Accounting Fees	\$ 3,400.00	\$ 11,994.41	\$ 4,000.00	\$ 1,000.00	43.50%	Two year average of Title 1a is \$4,450.
62111	62111 Audit/990 Expense	\$ 5,000.00	\$ 910.00	\$ 5,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
62150	62150 - Contract Services - Other	\$ 300.00	\$ -	\$ 300.00	\$ 50.00	16.67%	Two year average of Title 1a is \$4,450.
	Total 62100 - Contract Services	\$ 11,970.00	\$ 12,814.41	\$ 9,600.00	\$ 1,970.00	15.35%	Two year average of Title 1a is \$4,450.
62900	62900 - Facilities and Equipment						
62900	62900 - Janitorial Expense	\$ 7,750.00	\$ 5,200.00	\$ 7,750.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
62940	62940 - Equip Rental and Maintenance		\$ 144.00	\$ -	\$ -	0.00%	Two year average of Title 1a is \$4,450.
62950	62950 - Utilities	\$ 14,033.30	\$ 13,229.15	\$ 13,500.00	\$ 1,000.00	7.51%	Two year average of Title 1a is \$4,450.
62970	62970 - Property Insurance	\$ 2,300.00	\$ 2,212.50	\$ 2,300.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
62980	62980 - Rent (July through and August 31st)		\$ 46,500.00	\$ -	\$ -	0.00%	Two year average of Title 1a is \$4,450.
62983	62983 - Utilities - IT Services	\$ 49,000.00	\$ -	\$ 49,000.00	\$ (381.00)	-0.77%	Two year average of Title 1a is \$4,450.
62990	62990 - Telephony, Telecommunications	\$ 2,900.00	\$ 1,979.13	\$ 2,900.00	\$ 200.00	11.54%	Two year average of Title 1a is \$4,450.
62990	62990 - Facilities & Equipment Other	\$ 3,000.00	\$ 30,472.41	\$ -	\$ 3,000.00	40.00%	Two year average of Title 1a is \$4,450.
62910	62910 - P&G Expense						
62920	62920 - P&G Expense Services						
62930	62930 - ESSER Funds 2102						
	Total 62900 - Facilities and Equipment	\$ 80,250.00	\$ 111,426.74	\$ 76,311.00	\$ 3,939.00	3.44%	Two year average of Title 1a is \$4,450.
63000	63000 - Operations						
63050	63050 - Advertising Expense	\$ 500.00	\$ 500.00	\$ 500.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63100	63100 - Bank Service Charges	\$ 500.00	\$ 161.05	\$ 500.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63200	63200 - Canteen - Other	\$ 300.00	\$ -	\$ 300.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63210	63210 - Books, Textbooks, Reference	\$ 4,400.00	\$ 2,360.33	\$ 4,400.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63250	63250 - Programs	\$ 11,400.00	\$ 8,361.71	\$ 11,900.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63251	63251 Robotics Program						
63255	63255 Title I 1003 CJA	\$ 14,000.00	\$ 2,212.33	\$ 14,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63300	63300 - Computer IT Expenses	\$ 2,000.00	\$ 7,329.15	\$ 2,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63400	63400 - Food Program - Cash	\$ 2,000.00	\$ 2,583.47	\$ 2,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63410	63410 - Food Program - Fund Contributions	\$ 2,200.00	\$ 2,280.00	\$ 2,200.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63430	63430 - Fund Raising Expenses	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63500	63500 - Graduation	\$ 2,500.00	\$ 1,361.89	\$ 2,500.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63510	63510 - Internal Expense		\$ 36.73	\$ -	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63600	63600 - Office Supplies	\$ 3,400.00	\$ 3,733.15	\$ 3,300.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63700	63700 - Postage/Mailing Service	\$ 300.00	\$ 557.50	\$ 300.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63800	63800 - Printing and Copying	\$ 3,900.00	\$ 3,430.73	\$ 3,900.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
63900	63900 - Teachers Expense	\$ 275.00	\$ 177.21	\$ 275.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
	Total 63000 - Operations	\$ 51,913.23	\$ 73,585.84	\$ 51,918.85	\$ -	0.00%	Two year average of Title 1a is \$4,450.
64000	64000 - Payroll Expenses						
64100	64100 - Benefits	\$ 44,300.00	\$ 39,571.78	\$ 39,000.00	\$ 5,000.00	14.59%	Two year average of Title 1a is \$4,450.
64200	64200 - Payroll Expenses						
64200	64200 - Payroll Expenses	\$ 1,900.00	\$ 1,820.00	\$ 1,900.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
64220	64220 - 2% Retirement over 20 weeks	\$ 18,775.00	\$ 4,770.38	\$ 11,241.81	\$ 5,300.38	28.00%	Two year average of Title 1a is \$4,450.
64240	64240 - All Staff Benefits						
64250	64250 - Payroll Taxes	\$ 28,286.29	\$ 27,370.25	\$ 27,833.08	\$ 7,453.13	26.99%	Two year average of Title 1a is \$4,450.
64260	64260 - Professional Development	\$ 3,100.00	\$ 1,804.65	\$ 3,100.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
64270	64270 - Wages	\$ 278,698.18	\$ 222,808.14	\$ 228,829.37	\$ 49,869.21	22.17%	Two year average of Title 1a is \$4,450.
64300	64300 - Workers Compensation	\$ 1,000.00	\$ 2,862.26	\$ 1,000.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
	Total 64000 - Payroll Expenses	\$ 481,177.65	\$ 389,228.29	\$ 412,941.87	\$ 88,214.78	22.67%	Two year average of Title 1a is \$4,450.
64900	64900 - Travel and Meetings						
64910	64910 - Conference/Convention/Meeting	\$ 1,000.00	\$ 244.22	\$ 874.26	\$ 49.74	3.00%	Two year average of Title 1a is \$4,450.
64920	64920 - Transportation Fees	\$ 2,300.00	\$ 1,475.23	\$ 2,300.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
64930	64930 - Travel	\$ 100.00	\$ 52.79	\$ 100.00	\$ -	0.00%	Two year average of Title 1a is \$4,450.
	Total 64900 - Travel and Meetings	\$ 4,122.55	\$ 2,342.25	\$ 4,274.26	\$ 48.71	1.25%	Two year average of Title 1a is \$4,450.
	Total Required						

Ledyard Charter School Annual Budget USDA-RD (5 Year Draft)

July 2020 - June 2025 Grades 9-12

Planning Considerations		Average Number of Enrolled Students	38	38	38	38	
NH Per Pupil Aid/Student		\$7,297.06	\$7,422.08	\$7,547.06	\$7,672.06	\$7,797.06	Forecasted increase of \$125.00 annual increase to the state per pupil tuition payment
Line Number	Line Item	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget	2023-2024 Budget	2024-2025 Budget	Notes
Income							
41000	41000 - Direct Public Support						
41150		\$ -	\$ -	\$ -	\$ -	\$ -	
41100	41100 - End of Year Adequacy Aid	\$ 30,780.00	\$ 38,000.00	\$ 36,000.00	\$ 36,000.00	\$ 36,000.00	Adequacy Aide Formula: School must reach 45-60% FRL. Students = \$1,600 X 30 = \$48,000
41200	41200 - Tuition NH DOE	\$ 277,288.28	\$ 282,038.28	\$ 286,788.28	\$ 291,538.28	\$ 296,288.28	Per pupil increase of \$125 for 21-25. Same target of 38 students = +\$4,750 per year
41250	41250 - Title IA Allocation	\$ 24,300.00	\$ 24,600.00	\$ 24,900.00	\$ 25,200.00	\$ 25,500.00	Title I average annual increase of \$300 for 21-25 LCS will be eligible for this grant based
41260	41260 - Title 2A Allocation	\$ 3,450.00	\$ 3,450.00	\$ 3,450.00	\$ 3,450.00	\$ 3,450.00	Title IIa left flat for professional development grant. LCS is eligible for these professional
41265	41265 - Title IVA Allocation	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	Title IVa programming is a temporary funding grant. No guarantee of continued funding
41270	41270 - Title I 1003 Cst Year 3 Final	\$ 15,700.00	\$ -	\$ -	\$ -	\$ -	CSI Grant is a three year grant ending in 2021
41300	41300 - Tuition - Vermont	\$ -	\$ -	\$ -	\$ -	\$ -	Total tuition SAU commitments 20/25= Grantham 25K, Mascoma 60K, Lebanon 100K,
41301	41301 Lebanon School District Tuition	\$ 92,000.00	\$ 92,000.00	\$ 92,000.00	\$ 92,000.00	\$ 92,000.00	19/20 LCS Enrollment averaged 23 students. Target # for 20/21 is 23 students
41302	41302 Mascoma School District Tuition	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	19/20 LCS Enrollment averaged 7 students
41303	41303 Grantham School District Tuition	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	19/20 LCS Enrollment averaged 1 student. Target # for 20/21, 1 student
41400	Rent Payment for 39 Hanover Street	\$ -	\$ -	\$ 32,500.00	\$ 32,500.00	\$ 32,500.00	No projections for year 1&2. We will need time to renovate the space and find a tenant.
	Total 41000 - Direct Public Support	\$ 493,518.28	\$ 488,088.28	\$ 525,838.28	\$ 530,888.28	\$ 535,738.28	20/21 LCS Enrollment projections: Lebanon 23 students, Mascoma 7 students, Grantham 1 student
42000	42000 - Direct Private Support	\$ -	\$ -	\$ -	\$ -	\$ -	
42100	42100 - Organization - Targeted Use	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	LCS five year annual fundraising average has been roughly \$73K
42150	42150 - Organization - General Use	\$ 31,700.00	\$ 31,700.00	\$ 31,700.00	\$ 31,700.00	\$ 31,700.00	20/21 projection 7% of total goal
42200	42200 - Individual - Targeted Use	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	20/21 projection 83% of total goal
42250	42250 - Individual - General Use	\$ 9,500.00	\$ 9,500.00	\$ 9,500.00	\$ 9,500.00	\$ 9,500.00	20/21 projection 9% of total goal
42300	42300 - Local Business - General Use	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	20/21 projection 20% of total goal
42400	42400 - Graduation Fees	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	
	Total 42000 - Direct Private Support	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	FY 20/21 Projection = \$50,000
43000	43000 - Other Income	\$ -	\$ -	\$ -	\$ -	\$ -	
43200	43200 - Food Program	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	Cash parent & donation support
43300	43300 - Donated Services	\$ -	\$ -	\$ -	\$ -	\$ -	
43700	43700 - Senior Class Fund	\$ -	\$ -	\$ -	\$ -	\$ -	
	Total 43000 - Other Income	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	
45000	Non Cash Contribution	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	The Haven Friends Feeding Friends food deliveries/kit
	Total Income	\$ 548,088.28	\$ 542,638.28	\$ 576,688.28	\$ 581,738.28	\$ 586,788.28	
Expenses							
50000	50000 - Business Expenses						All expenses were given a 3%-4% increase annually
50900	50900 - Business Registration Fees	\$ 100.00	\$ 110.00	\$ 120.00	\$ 130.00	\$ 130.00	
	Total 50900 - Business Expenses	\$ 100.00	\$ 110.00	\$ 120.00	\$ 130.00	\$ 130.00	
62100	62100 - Contract Services						
62110	62110 - Accounting Fees	\$ 4,200.00	\$ 4,200.00	\$ 4,300.00	\$ 4,350.00	\$ 4,400.00	Check Write
62111	62111 Audit/590 Expense	\$ 5,500.00	\$ 5,500.00	\$ 5,700.00	\$ 5,800.00	\$ 5,900.00	Rowley & Associates \$5,300 contract signed June 2019
62150	62150 - Contract Services - Other	\$ 350.00	\$ 400.00	\$ 450.00	\$ 500.00	\$ 550.00	cost for DOE-25 Repair
	Total 62100 - Contract Services	\$ 10,050.00	\$ 10,200.00	\$ 10,450.00	\$ 10,650.00	\$ 10,850.00	
62800	62800 - Facilities and Equipment						All forecasted expenses were increased between 3% & 5% each year. This will cover cost
62820	62820 - Janitorial Expense	\$ 8,000.00	\$ 8,100.00	\$ 8,200.00	\$ 8,300.00	\$ 8,400.00	
62840	62840 - Equip Rental and Maintenance	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	
62850	62850 - Utilities	\$ 14,015.00	\$ 14,115.00	\$ 14,215.00	\$ 14,315.00	\$ 14,415.00	using LCS Eastern Propane account to develop a pricing plan for oil deliveries
62870	62870 - Property Insurance	\$ 3,150.00	\$ 3,150.00	\$ 3,150.00	\$ 3,150.00	\$ 3,150.00	
62880	62880 - USDA-RD Mortgage Payment	\$ -	\$ -	\$ -	\$ -	\$ -	
62880	62880 - USDA-RD Mortgage Payment	\$ 49,461.00	\$ 49,461.00	\$ 49,461.00	\$ 49,461.00	\$ 49,461.00	\$4,121.75
62890	62890 - Telephone, Telecommunications	\$ 1,420.00	\$ 1,440.00	\$ 1,460.00	\$ 1,480.00	\$ 1,500.00	Upgrade the single line phone system to add additional line and employee voice mail
62900	62900 - Facilities & Equipment Other	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	
62910		\$ -	\$ -	\$ -	\$ -	\$ -	
62920		\$ -	\$ -	\$ -	\$ -	\$ -	
62930		\$ -	\$ -	\$ -	\$ -	\$ -	
	Total 62800 - Facilities and Equipment	\$ 76,936.00	\$ 78,816.00	\$ 77,036.00	\$ 77,266.00	\$ 77,476.00	
65000	65000 - Operations						
65050	65050 - Advertising Expense	\$ 500.00	\$ 550.00	\$ 600.00	\$ 650.00	\$ 700.00	
65100	65100 - Bank Service Charges	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	
65200	65200 - Curriculum - Other	\$ 300.00	\$ 350.00	\$ 400.00	\$ 450.00	\$ 500.00	outside curriculum educ materials
65210	65210 - Books, Subscriptions, Reference	\$ 4,400.00	\$ 4,500.00	\$ 4,600.00	\$ 4,700.00	\$ 4,800.00	
65250	65250 - Programs	\$ 11,900.00	\$ 12,000.00	\$ 12,100.00	\$ 12,200.00	\$ 12,300.00	
65265	65265 Title I 1003 Cst	\$ 14,000.00	\$ -	\$ -	\$ -	\$ -	
65300	65300 - Computer/IT Expenses	\$ 2,000.00	\$ 2,200.00	\$ 2,400.00	\$ 2,600.00	\$ 2,800.00	
65400	65400 - Food Program-Cash	\$ 3,250.00	\$ 3,300.00	\$ 3,350.00	\$ 3,400.00	\$ 3,450.00	Actual food expense = \$2,500
65410	65410 - Food Program-In Kind Donations	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	
65450	65450 - Fund Raising Expenses	\$ 1,000.00	\$ 1,025.00	\$ 1,050.00	\$ 1,100.00	\$ 1,150.00	
65500	65500 - Graduation	\$ 1,950.00	\$ 2,000.00	\$ 2,050.00	\$ 2,100.00	\$ 2,150.00	Rent for Lebanon Opera, Purchase Cap and Gowns, Photography, Food, Invitations
65550	65550 - Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	
65600	65600 - Office Supplies	\$ 3,950.00	\$ 4,000.00	\$ 4,050.00	\$ 4,100.00	\$ 4,150.00	
65700	65700 - Postage, Mailing Service	\$ 715.00	\$ 720.00	\$ 725.00	\$ 730.00	\$ 735.00	
65800	65800 - Printing and Copying	\$ 3,300.00	\$ 3,400.00	\$ 3,500.00	\$ 3,600.00	\$ 3,700.00	
65900	65900 - Yearbook Expense	\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00	\$250 was stipend for teacher overviewing yearbook process
	Total 65000 - Operations	\$ 61,290.00	\$ 62,076.00	\$ 62,862.00	\$ 63,648.00	\$ 64,434.00	
66000	66000 - Payroll Expenses						
66100	66100 - Benefits	\$ 38,500.00	\$ 38,500.00	\$ 38,500.00	\$ 38,500.00	\$ 38,500.00	Employee Benefit for 7 employees @ \$5,500= \$38,500
66200		\$ -	\$ -	\$ -	\$ -	\$ -	
66300	66300 - Payroll Service Fee	\$ 1,950.00	\$ 2,000.00	\$ 2,050.00	\$ 2,100.00	\$ 2,150.00	
66320	66320 - 2% Retirement over 26 weeks	\$ 9,737.52	\$ 9,850.00	\$ 9,962.50	\$ 10,075.00	\$ 10,187.50	
66340	66340 - All Staff Stipends	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	
66350	66350 - Payroll Taxes	\$ 26,950.76	\$ 27,150.00	\$ 27,350.00	\$ 27,550.00	\$ 27,750.00	
66400	66400 - Professional Development	\$ 3,450.00	\$ 3,450.00	\$ 3,450.00	\$ 3,450.00	\$ 3,450.00	Compiled ED's Professional Development with Teachers
66700	66700 - Wages	\$ 322,182.97	\$ 329,526.51	\$ 335,199.14	\$ 341,503.12	\$ 348,741.00	
66900	66900 - Workers Comp Insurance	\$ 1,509.00	\$ 1,609.00	\$ 1,709.00	\$ 1,809.00	\$ 1,909.00	
	Total 66000 - Payroll Expenses	\$ 401,779.27	\$ 408,884.51	\$ 415,767.14	\$ 422,961.12	\$ 430,300.00	
68300	68300 - Travel and Meetings						
68310	68310 - Conference, Convention, Meeting	\$ 1,075.25	\$ 1,000.00	\$ 1,025.00	\$ 1,050.00	\$ 1,100.00	
68370	68370 - Transportation Fees	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	
68380	68380 - Travel	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	
	Total 68300 - Travel and Meetings	\$ 4,175.25	\$ 4,100.00	\$ 4,125.00	\$ 4,150.00	\$ 4,200.00	
	Debt Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	

Ledyard Charter School
39 Hanover Street, P.O. Box 327
Lebanon, NH 03766
(603) 727-4772
www.ledyardcharterschool.org

Accountability Plan 2019-20

This individual teacher IPDP template is provided to assist teachers, educational services staff, and supervisors in fulfilling professional development requirements. Educators may use or modify this template or create their own. The sample IPDP that follows the description and template is for a fictional teacher and has been provided for illustrative purposes only.

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates, are required to have an individual professional development plan. Plans must be reviewed annually.

All active teachers must complete, at minimum, 20 professional development hours annually. However, a teacher's IPDP goals may necessitate more than the minimum requirement of 20 hours. The 20-hour annual requirement may be pro-rated as necessary for teachers with less than a full-time assignment. Ledyard Charter School will provide Professional Development workshops prior to the start of a new school year {Summer Institute}. Teachers will also participate in a full day PD provided by the Charter school Association every March, Best Practice Workshops/presentations.

Creating the Individual Teacher IPDP

The teacher and supervisor should work together to develop the IPDP using New Hampshire Master Plan Professional Development, identify strengths and challenges and related professional learning goals and activities, using multiple sources of evidence to inform the plan. The IPDP should include identified areas for improvement and growth, specific professional learning activities to address these areas, timelines for completion, hours accrued, and reviews of progress. The IPDP must specify, at a minimum:

- one area derived from the results of the teacher's most recent classroom observation/evaluation;
- one area aligned to the teacher's role as a member of a professional learning team, collaboration
- one area aligned with school's improvement goals, as appropriate.
- One area aligned to NH College and Career Ready Standards/Student Academic Standards

Professional learning activities such as grant writing, mentoring a pre-service or novice teacher, facilitating a collaborative team, professional service on boards or committees, teaching a course, making presentations, or developing curriculum should be considered as part of the IPDP when these activities align to IPDP goals.

Step I. Areas Identified for Development of Professional Practice

Identify in priority order areas for development and growth based on the teacher's most recent evaluation, work as part of a collaborative team, school/district priorities, and any other information/evidence examined to inform this plan. Consider opportunities for the teacher to grow professionally by using his/her strengths and/or by taking leadership roles, as appropriate. For each area, explain the rationale and related sources of evidence for its inclusion.

Step II. Professional Learning Goals and Activities

Determine specific professional learning goals to address the areas identified for development in Section I. There may be more than one learning goal identified per area; some learning goals may address multiple areas. Next, describe one or more professional learning activities to address each goal. For each learning activity, consider follow-up activities, as appropriate, that will help the teacher deepen learning and/or apply the learning to practice (e.g., additional coaching, working with collaborative team). Next, estimate the number of hours the teacher is expected to receive upon *completing both the initial and follow-up activities*. Finally, indicate the required completion date.

Step III. State and School IPDP Support

In the box, summarize the supports the schools Executive Director and Curriculum Coordinator will provide to enable the teacher to implement this plan. The NHDOE Division of Instruction <https://www.education.nh.gov/instruction/curriculum/index.htm>

Step IV. IPDP Progress Summary

Describe evidence of the teacher's progress on the IPDP as discussed during a minimum of one annual conference between the teacher and supervisor. The supervisor and teacher together may also review the teacher's progress toward attainment of the IPDP goals *during* the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress. Append items of evidence to the IPDP as necessary to document progress in addition to the information entered this form.

Interim Review of IPDP Progress (optional)

For each area identified for development of professional practice, determine and describe the teacher's interim progress, as well as any revisions made to the IPDP. In addition, enter the sources of evidence that were reviewed and the date of each review.

Summative Review of IPDP Progress (required)

For each area identified for development of professional practice, indicate if IPDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new IPDP will need to be created for the next annual planning cycle.

Individual Teacher Professional Development Plan (IPDP) Template

District Name	School Name	Date
Ledyard Charter School	Ledyard Charter School	10/7/2019
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Evaluation/Observation
Supervisor Name	Supervisor Title	Plan Begin/End Dates
		7/1/2019-6/30/2020

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1		
2		
3		

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	Increase Daily Attendance to 80%	Teachers Email Parents when absences total 2+ per quarter			
		Main Office to send out 3+ absence letters to parents/guardians			
		Curriculum Coordinator to meet with students exceeding 5 absences and create Attendance Success Plans			
		Executive Director to meet with students and parents when student absences exceed 10			
2	2 Project-Based Learning Activities per Quarter in each class	2 Unit Plans (curriculum docs, photos & rubrics) for each class every quarter			
		Updates on teacher websites every 5 weeks			
		Photos posted of hands-on/PBL on Facebook			
3					

III. District and School IPDP Support

Ledyard Charter School
 39 Hanover Street, P.O. Box 327
 Lebanon, NH 03766
 (603) 727-4772
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District/School Administrator Support Activities

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Title: _____ Date: _____

IV. IPDP Progress Summary

Interim Review of Accountability Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2	First 5 weeks: 1 PBL unit in every class + pictures to document posted to website	Unit plans available in google drive		
3				

My signature below indicates that I have reviewed the information recorded in the Interim Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____ Date: _____

**LCS Accountability Plan
School Wide Goals and Objectives
2021/2022**

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The teacher and supervisor should work together to develop the IPDP using New Hampshire Master Plan Professional Development, identify strengths and challenges and related professional learning goals and activities, using multiple sources of evidence to inform the plan. The IPDP should include identified areas for improvement and growth, specific professional learning activities to address these areas, timelines for completion, hours accrued, and reviews of progress.

The IPDP must specify, at a minimum:

- one area derived from the results of the teacher's most recent classroom observation/evaluation;
- one area aligned to the teacher's role as a member of a professional learning team, collaboration
- one area aligned with school's improvement goals, as appropriate.
- One area aligned to NH College and Career Ready Standards/Student Academic Standards

Professional learning activities such as grant writing, mentoring a pre-service or novice teacher, facilitating a collaborative team, professional service on boards or committees, teaching a course, making presentations, or developing curriculum should be considered as part of the IPDP when these activities align to IPDP goals.

Step I. Areas Identified for Development of Professional Practice

Identify in priority order areas for development and growth based on the teacher's most recent evaluation, work as part of a collaborative team, school/district priorities, and any other information/evidence examined to inform this plan. Consider opportunities for the teacher to grow professionally by using his/her strengths and/or by taking leadership roles, as appropriate. For each area, explain the rationale and related sources of evidence for its inclusion.

Step II. Professional Learning Goals and Activities

Determine specific professional learning goals to address the areas identified for development in Section I. There may be more than one learning goal identified per area; some learning goals may address multiple areas. Next, describe one or more professional learning activities to address each goal. For each learning activity, consider follow-up activities, as appropriate, that will help the teacher deepen learning and/or apply the learning to practice (e.g., additional coaching, working with collaborative team). Next, estimate the number of hours the teacher is expected to receive upon *completing both the initial and follow-up activities*. Finally, indicate the required completion date.

Step III. State and School IPDP Support

In the box, summarize the supports the schools Executive Director and Curriculum Coordinator will provide to enable the teacher to implement this plan. The NHDOE Division of Instruction <https://www.education.nh.gov/instruction/curriculum/index.htm>

Step IV. IPDP Progress Summary

Describe evidence of the teacher's progress on the IPDP as discussed during a minimum of one annual conference between the teacher and supervisor. The supervisor and teacher together may also review the teacher's progress toward attainment of the IPDP goals *during* the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress. Append items of evidence to the IPDP as necessary to document progress in addition to the information entered this form.

Interim Review of IPDP Progress (optional)

For each area identified for development of professional practice, determine and describe the teacher's interim progress, as well as any revisions made to the IPDP. In addition, enter the sources of evidence that were reviewed and the date of each review.

Summative Review of School Wide Goals and Objectives/IPDP Progress (required)

For each area identified for development of professional practice, indicate if IPDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new IPDP will need to be created for the next annual planning cycle.

**LEDYARD CHARTER SCHOOL
 ACCOUNTABILITY PLAN 2021/2022**

District Name	School Name	Date
Ledyard Charter	Ledyard Charter School	04/08/2021
Executive Director John Higgins	Assignment/Department/Grade Level	Rating & Date of Most Recent Evaluation/Observation
All faculty Staff	School Wide, All Grades (9-12)	July 2020
Supervisor Name	Supervisor Title	Plan Begin/End Dates
LCS Executive Board	Executive Board Chair	08/19/2021- 6/30/2022

I. LCS School Wide Goals and Objectives

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	LCS will expand on its assessment process by adding pre and post test assessments to all core subject areas. Full Year Goal = Pre and Post test established in Writing, Reading, Mathematics, Social Studies and Science course offerings	Many LCS students transfer from a sending school and we feel it is important to have a true understanding of where the learner is and how successful we were in reaching competency in the core subject areas for the learner. 1) Professional Development workshop focused on the development of Pre and Post tests. 2) Implementation of Pre and Post test semester 1 2021/2022 3) Tests submitted to the Curriculum Coordinator

	<p>CALL SURVEY: 1.2 Monitor Short- and Long-term Goal Key improvement needs identified</p> <ol style="list-style-type: none"> 1) Using data on student standardized state tests to inform school improvement goals 2) Using data on student formative assessment to inform school improvement goals 	<ol style="list-style-type: none"> 4) Analysis of test results by semester
<p>2</p>	<p>LCS will advance its curriculum through Project Based Learning (PBL) activities by establishing competencies for all core subjects taught.</p> <p>CALL SURVEY: 1.1 Prioritize improvement and communicate its urgency; 1) Focus of teacher collaboration around teaching and learning</p>	<p>Hands on Experiential learning is the foundation of the curriculum offered at LCS. We continue to advance our curriculum as well as the resources needed to provide the best competency based PBL program.</p> <ol style="list-style-type: none"> 1) Grant applications and awards specific to PBL equipment needs 2) Purchase a pottery wheel and kiln to advance PBL in the area of Fine Arts 3) Introduce 3D printing to all course offerings 4) Develop school wide/cross discipline PBL project
<p>3</p>	<p>LCS will expand on its Professional Development opportunities in the areas of, Classroom Management and Restorative Justice Practices.</p> <p>CALL SURVEY: 4.1 Build a strong community intensely focused on student learning; 1) Effectiveness of school discipline policies: Eliminating disruptive behavior</p>	<p>Over the past year classroom management and engagement in the discipline process have been different as we have worked through a remote learning model due to the pandemic. We feel it will be helpful for teachers to have a refresher in Classroom Management strategies and Restorative Justice best practices.</p> <ol style="list-style-type: none"> 1) Two Summer Institute (PD) sessions dedicated to this goal 2) Utilization of the teacher evaluation rubric specifically Classroom management targets 3) Quarterly professional development opportunities provided to teachers

II. LCS School Wide Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	LCS will expand on its assessment process by adding pre and post test assessments to all core subject areas. Full Year Goal = Pre and Post test established in Writing, Reading, Mathematics, Social Studies and Science course offerings	1) ED and Curriculum Coordinator meet weekly to report out on research of Pre and Post Test best practices			
2	LCS will advance its curriculum through Project Based Learning (PBL) activities by establishing competencies for all core subjects taught.	1) Curriculum Coordinator and teachers review existing curriculum and identify ten key competencies for each subject area taught			

3	LCS will expand on its Professional Development opportunities in the areas of, Classroom Management and Restorative Justice Practices.	1) ED will develop a full day workshop for teachers addressing classroom management and restorative justice practices (summer Institute Aug 2021			

III. School Wide Goals and Objectives Support

School Administrator Support Activities
Review of Goals and objectives at each faculty meeting Quarterly observations Bi-Annual review meetings with the ED and CC Explore Federal Grant Opportunities: Title 1a, Title 1003 CSI, Title IIa, Title IV Explore Private Grant Opportunity: Granite United Way,

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ **Date:** _____

Supervisor Signature: _____ **Title:** _____ **Date:** _____

Summative Review of School Wide Goals and Objectives/IPDP Progress (required)

For each area identified for development of professional practice, indicate if IPDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new IPDP will need to be created for the next annual planning cycle.

**LEDYARD CHARTER SCHOOL PROFESSIONAL DEVELOPMENT
 MASTER PLAN 2021/2022**

District Name	School Name	Date
Ledyard Charter	Ledyard Charter School	06/11/2021
Curriculum Coordinator Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Evaluation/Observation
Wendy Kozak	Guidance, All Grades (9-12)	June 2020
Supervisor Name	Supervisor Title	Plan Begin/End Dates
John Higgins	Executive Director	August 2021-June 2022

I. Personal Goals Base on LCS School Wide Goals and Objectives Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	<p>I will focus on the school wide goal to “expand on its assessment process by adding pre and post test assessments to all core subject areas.” I will work closely with teachers to develop pre and post tests as well as more robust summative assessments in all classes.</p> <p>o parent input o solicit ideas/feedback</p>	<p>Many LCS students transfer from a sending school and we feel it is important to have a true understanding of where the learner is and how successful we were in reaching competency in the core subject areas for the learner. I will identify competencies/standards for all 2021-22 classes taught, from there teachers will plan units that accomplish learning in these areas. I will guide teachers to write final exams that will double as a pre-test to begin the class. I will help teachers create summative assignments for all units and ways to test knowledge and skills in all the competency areas chosen for this class.</p>
2	<p>I will focus on the school wide goal to “advance its curriculum through Project Based Learning (PBL) activities by establishing competencies for all core subjects taught.” As I noted in my above goal, I will chose or guide teachers to choose competencies for each course taught and help them create PBL units that teach and test the knowledge and skills learned. I</p>	<p>Hands on Experiential learning is the foundation of the curriculum offered at LCS. We continue to advance our curriculum as well as the resources needed to provide the best competency based PBL program.</p>
3	<p>I will make professional development for myself and for the teachers a top priority, especially in the areas of Classroom Management and Restorative Justice Practices. I will also find professional development activities for myself in the area of guidance and post-secondary planning as well as leadership, specifically leading educators.</p>	<p>LCS feels professional development will be helpful for teachers to have a refresher in Classroom Management strategies and Restorative Justice best practices. I want to also strengthen my skills and knowledge in leading teachers as well as guiding students in all areas of education.</p>

Julie Goodrich
 mentor
 for guidance
 counselling

II. Personal Learning Goals and Activities Based on LCS's School Wide Goals

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<ul style="list-style-type: none"> • Work closely with teachers to develop pre and post tests for all core subject classes • Work with teachers to create summative assessments for every unit taught • Use this data gathered to guide which areas need to be improved and which students need extra help 	<ol style="list-style-type: none"> 1) Help all teachers create curriculum documents that include all competencies to be taught in the course 2) Work with teachers to create final exams for all core classes to guide the curriculum 	<ol style="list-style-type: none"> 1) Facilitate pre and post test taking activities 2) Check in on progress of knowledge and skills outlined in the curriculum document, facilitate teachers evaluating if they did teach all of them 3) gather data from post tests compared to pre tests and make future plans accordingly 	Many	First evaluation in January 2022, second evaluation in June 2022
2	<ul style="list-style-type: none"> • Work with teachers to create curriculum documents and syllabi for every class that include competencies to be taught, progression of units, and planned summative assessments • Rearrange classrooms to create a Project lab and adjoining project equipment and storage rooms • Help facilitate PBL based units, collaborative and school wide projects, and ensure all activities 	<ol style="list-style-type: none"> 1) Review existing curriculum and identify at least ten key competencies for each course taught 2) Brainstorm class project units as well as school wide collaborative projects 3) Oversee the reorganization of the school to incorporate a project lab 	<ol style="list-style-type: none"> 1. Continue working with teachers throughout the year to create engaging and competency-based PBL curriculum 	Many	January 2022 and June 2022

	relate directly back to competencies to be taught and tested in the class				
3	<ul style="list-style-type: none"> Expand professional development opportunities for teachers and staff in the areas of Classroom Management and Restorative Justice Practices. Find professional development opportunities for myself areas include guidance, leadership, and post-secondary planning 	<p>1) Help to facilitate professional development training during our summer institute in the areas of classroom management and restorative justice</p> <p><i>vocational testing</i></p>	<p>1. Find and participate in multiple professional development opportunities throughout the 2021-22 school year in the areas of guidance, post-secondary planning, and leadership</p>	Many	Quarterly

III. Personal Goals and Objectives Support

School Administrator Support Activities

Review of Goals and objectives at each faculty meeting
 Bi-Annual review meetings with the ED

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Curriculum Coordinator Signature: _____ **Date:** _____

Supervisor Signature: _____ Title: _____ Date: _____

IV. LCS School Wide Goals and Objectives Progress Summary

Interim Review of School Wide Goals and Objectives Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Interim Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____ Date: _____

II. Personal Learning Goals and Activities Based on LCS's School Wide Goals

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<ul style="list-style-type: none"> • Work closely with teachers to develop pre and post tests for all core subject classes • Work with teachers to create summative assessments for every unit taught • Use this data gathered to guide which areas need to be improved and which students need extra help 	<ol style="list-style-type: none"> 1) Help all teachers create curriculum documents that include all competencies to be taught in the course 2) Work with teachers to create final exams for all core classes to guide the curriculum 	<ol style="list-style-type: none"> 1) Facilitate pre and post test taking activities 2) Check in on progress of knowledge and skills outlined in the curriculum document, facilitate teachers evaluating if they did teach all of them 3) gather data from post tests compared to pre tests and make future plans accordingly 	Many	First evaluation in January 2022, second evaluation in June 2022
2	<ul style="list-style-type: none"> • Work with teachers to create curriculum documents and syllabi for every class that include competencies to be taught, progression of units, and planned summative assessments • Rearrange classrooms to create a Project lab and adjoining project equipment and storage rooms • Help facilitate PBL based units, collaborative and school wide projects, and ensure all activities 	<ol style="list-style-type: none"> 1) Review existing curriculum and identify at least ten key competencies for each course taught 2) Brainstorm class project units as well as school wide collaborative projects 3) Oversee the reorganization of the school to incorporate a project lab 	<ol style="list-style-type: none"> 1. Continue working with teachers throughout the year to create engaging and competency-based PBL curriculum 	Many	January 2022 and June 2022

	relate directly back to competencies to be taught and tested in the class				
3	<ul style="list-style-type: none"> Expand professional development opportunities for teachers and staff in the areas of Classroom Management and Restorative Justice Practices. Find professional development opportunities for myself areas include guidance, leadership, and post-secondary planning 	<p>1) Help to facilitate professional development training during our summer institute in the areas of classroom management and restorative justice</p> <p><i>vocational testing</i></p>	<p>1. Find and participate in multiple professional development opportunities throughout the 2021-22 school year in the areas of guidance, post-secondary planning, and leadership</p>	Many	Quarterly

III. Personal Goals and Objectives Support

School Administrator Support Activities

Review of Goals and objectives at each faculty meeting
 Bi-Annual review meetings with the ED

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Curriculum Coordinator Signature: _____ **Date:** _____

Supervisor Signature: _____ Title: _____ Date: _____

IV. LCS School Wide Goals and Objectives Progress Summary

Interim Review of School Wide Goals and Objectives Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				


My signature below indicates that I have reviewed the information recorded in the Interim Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____ Date: _____

Summative Review of LCS School Wide Goals and Objectives Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Summative Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: 

Date: _____

**Ledyard Charter School
Accountability Plan
2020-21 School Year**

District Name	School Name	Date
LEDYARD CHARTER	LEDYARD CHARTER SCHOOL	08-1-20
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Evaluation/Observation
ALL FACULTY STAFF	SCHOOL WIDE, ALL GRADES (9-12)	August 2020
Supervisor Name	Supervisor Title	Plan Begin/End Dates
EXECUTIVE BOARD	EXECUTIVE BOARD CHAIR	2020-21 SCHOOL YEAR (full year)

I. Ledyard Charter School Wide Learning Goals and Objectives

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	LCS will maintain school wide attendance of 75% or higher weekly. Full Year Goal = 75%	Daily Attendance
2	LCS will advance its curriculum through Project Based Learning (PBL) activities. Full Year Goal = Teachers will perform two PBL units per quarter.	Unit Plans, Curriculum Documents
3	LCS will provide professional development opportunities for all faculty and staff in the 2020/21 school year.	\$400 PD Stipend for each employee

II. LCS School Wide Goals and Activities

Area No.	SW Learning Goal	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	75% attendance	Reviewed & revised SW Attendance Policy	Team Leaders presented new policy & procedures to students		
		Weekly Administrative Meetings to review SW attendance & next steps	Attendance Success Plan , Attendance Tracker & Attendance Policy Check-In Tracker (see links incorporated)		

		g			
2	2 PBLs/quarter	Unit Plans/Curriculum Docs for 2 PBLs each quarter	Teacher collaboration on early release Mondays		
		Updates on teacher webpages and Facebook every 5 weeks			
		PD opps available for all faculty & staff (\$400 each)			
3	PD Opportunities	Reimbursement for PD workshops available at a rate of \$400 per employee			
		Summer Institute (PD Workshop created and hosted by LCS)			
		Teachers will complete an IPDP for quarterly review by the Curriculum Coordinator			

III. District and School IPDP Support

District/School Administrator Support Activities
<p>Teacher collaboration on early release Mondays</p> <p>Professional Development Stipend & Paid Earned Time Off (see link incorporated)</p>

IV. Accountability Plan Progress Summary

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

Area No.	School Wide Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1	75% Attendance			
2	2 PBLs/Quarter			
3	PD Opportunities			

Ledyard Charter School
 39 Hanover Street P.O. Box 327
 Lebanon, NH 03766
 (603) 727-4772
www.ledyardcharterschool.org

Summative Review of School Wide Goals and Objectives/IPDP Progress (required)

For each area identified for development of professional practice, indicate if IPDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new IPDP will need to be created for the next annual planning cycle.

**LEDYARD CHARTER SCHOOL PROFESSIONAL DEVELOPMENT
 MASTER PLAN 2021/2022**

District Name	School Name	Date
Ledyard Charter	Ledyard Charter School	06/11/2021
Curriculum Coordinator Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Evaluation/Observation
Wendy Kozak	Guidance, All Grades (9-12)	June 2020
Supervisor Name	Supervisor Title	Plan Begin/End Dates
John Higgins	Executive Director	August 2021-June 2022

I. Personal Goals Base on LCS School Wide Goals and Objectives Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	<p>I will focus on the school wide goal to “expand on its assessment process by adding pre and post test assessments to all core subject areas.” I will work closely with teachers to develop pre and post tests as well as more robust summative assessments in all classes.</p> <p>o parent input o solicit ideas/feedback</p>	<p>Many LCS students transfer from a sending school and we feel it is important to have a true understanding of where the learner is and how successful we were in reaching competency in the core subject areas for the learner. I will identify competencies/standards for all 2021-22 classes taught, from there teachers will plan units that accomplish learning in these areas. I will guide teachers to write final exams that will double as a pre-test to begin the class. I will help teachers create summative assignments for all units and ways to test knowledge and skills in all the competency areas chosen for this class.</p>
2	<p>I will focus on the school wide goal to “advance its curriculum through Project Based Learning (PBL) activities by establishing competencies for all core subjects taught.” As I noted in my above goal, I will chose or guide teachers to choose competencies for each course taught and help them create PBL units that teach and test the knowledge and skills learned. I</p>	<p>Hands on Experiential learning is the foundation of the curriculum offered at LCS. We continue to advance our curriculum as well as the resources needed to provide the best competency based PBL program.</p>
3	<p>I will make professional development for myself and for the teachers a top priority, especially in the areas of Classroom Management and Restorative Justice Practices. I will also find professional development activities for myself in the area of guidance and post-secondary planning as well as leadership, specifically leading educators.</p>	<p>LCS feels professional development will be helpful for teachers to have a refresher in Classroom Management strategies and Restorative Justice best practices. I want to also strengthen my skills and knowledge in leading teachers as well as guiding students in all areas of education.</p>

Julie Goodrich
 mentor
 for guidance
 counseling

II. Personal Learning Goals and Activities Based on LCS's School Wide Goals

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<ul style="list-style-type: none"> Work closely with teachers to develop pre and post tests for all core subject classes Work with teachers to create summative assessments for every unit taught Use this data gathered to guide which areas need to be improved and which students need extra help 	<ol style="list-style-type: none"> Help all teachers create curriculum documents that include all competencies to be taught in the course Work with teachers to create final exams for all core classes to guide the curriculum 	<ol style="list-style-type: none"> Facilitate pre and post test taking activities Check in on progress of knowledge and skills outlined in the curriculum document, facilitate teachers evaluating if they did teach all of them gather data from post tests compared to pre tests and make future plans accordingly 	Many	First evaluation in January 2022, second evaluation in June 2022
2	<ul style="list-style-type: none"> Work with teachers to create curriculum documents and syllabi for every class that include competencies to be taught, progression of units, and planned summative assessments Rearrange classrooms to create a Project lab and adjoining project equipment and storage rooms Help facilitate PBL based units, collaborative and school wide projects, and ensure all activities 	<ol style="list-style-type: none"> Review existing curriculum and identify at least ten key competencies for each course taught Brainstorm class project units as well as school wide collaborative projects Oversee the reorganization of the school to incorporate a project lab 	<ol style="list-style-type: none"> Continue working with teachers throughout the year to create engaging and competency-based PBL curriculum 	Many	January 2022 and June 2022

	relate directly back to competencies to be taught and tested in the class				
3	<ul style="list-style-type: none"> Expand professional development opportunities for teachers and staff in the areas of Classroom Management and Restorative Justice Practices. Find professional development opportunities for myself areas include guidance, leadership, and post-secondary planning 	<p>1) Help to facilitate professional development training during our summer institute in the areas of classroom management and restorative justice</p> <p><i>vocational testing</i></p>	<p>1. Find and participate in multiple professional development opportunities throughout the 2021-22 school year in the areas of guidance, post-secondary planning, and leadership</p>	Many	Quarterly

III. Personal Goals and Objectives Support

School Administrator Support Activities
<p>Review of Goals and objectives at each faculty meeting Bi-Annual review meetings with the ED</p>

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Curriculum Coordinator Signature: _____ Date: _____

**Ledyard Charter School
Professional Development Master Plan
2020-21 School Year**

District Name	School Name	Date
LEDYARD CHARTER	LEDYARD CHARTER SCHOOL	08-1-20
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Evaluation/Observation
ALL FACULTY STAFF	SCHOOL WIDE, ALL GRADES (9-12)	August 2020
Supervisor Name	Supervisor Title	Plan Begin/End Dates
EXECUTIVE BOARD	EXECUTIVE BOARD CHAIR	2020-21 SCHOOL YEAR (full year)

I. Ledyard Charter School Wide Learning Goals and Objectives

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	LCS will maintain school wide attendance of 75% or higher weekly. Full Year Goal = 75%	Daily Attendance
2	LCS will advance its curriculum through Project Based Learning (PBL) activities. Full Year Goal = Teachers will perform two PBL units per quarter.	Unit Plans, Curriculum Documents
3	LCS will provide professional development opportunities for all faculty and staff in the 2020/21 school year.	\$400 PD Stipend for each employee

II. LCS School Wide Goals and Activities

Area No.	SW Learning Goal	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	75% attendance	Reviewed & revised SW Attendance Policy	Team Leaders presented new policy & procedures to students		
		Weekly Administrative Meetings to review SW attendance & next steps	Attendance Success Plan , Attendance Tracker & Attendance Policy Check-In Tracker (see links incorporated)		

		g			
2	2 PBLs/quarter	Unit Plans/Curriculum Docs for 2 PBLs each quarter	Teacher collaboration on early release Mondays		
		Updates on teacher webpages and Facebook every 5 weeks			
		PD opps available for all faculty & staff (\$400 each)			
3	PD Opportunities	Reimbursement for PD workshops available at a rate of \$400 per employee			
		Summer Institute (PD Workshop created and hosted by LCS)			
		Teachers will complete an IPDP for quarterly review by the Curriculum Coordinator			

III. District and School IPDP Support

District/School Administrator Support Activities
<p>Teacher collaboration on early release Mondays</p> <p>Professional Development Stipend & Paid Earned Time Off (see link incorporated)</p>

IV. Master Plan Progress Summary

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

Area No.	School Wide Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1	75% Attendance			
2	2 PBLs/Quarter			
3	PD Opportunities			

Ledyard Additional Questions/Answers

1. Committees: Finance, Education, Governance, Development Committees - why no parents on these?
We have invited Parents to be a part of the Board Committees, unfortunately we have had zero Parents participate
2. Board of Trustees - Mostly Educators and former administrators....Liz is lawyer, and Jonathan maybe from finance?
Why no Parent? From experience, I'd strongly recommend at least one "non educator" small business owner from the community.
Board has a Parent of a graduate now, we did have a parent on our Board who termed out last year, Jon is a business man, Bethany is the Director of Fundraising for Dartmouth Hospital and Melissa is on the Board currently and she was a parent and is now the proud mom of an LCS graduate.
3. Special Ed Coordination: Why no FTE on something important to their "at need" student population?
We do not have the funding to support this role, I am a certified Special Education teacher and we work extremely close with the sending Districts for Special Ed services/billing. We currently have 7 students with active IEP's and I have added a tutor this year to support direct instruction.
4. Update on Developmentally Appropriate Daily Physical Activity.
We have a physical Education class taught S1 and S2.
5. Do all students enroll through partnerships? Recruitment plan?
*Students are placed at LCS it is a parent/student choice, we work with all community partners to support enrollment/transition. We due annual advertisement for enrollment
Student projected enrollment for next 5 years – by grade level. Please see 5 year enrollment chart.*
6. Parents volunteer: activity options and actual
We asked for parent engagement through our opening day letter, and quarterly communications depending on the need and unfortunately do not have anyone who is willing to volunteer.
7. How do you ensure your curriculum is meeting or exceeding NH state standards in all subject areas taught.
Curriculum is developed through competency based standards. All curriculum is evaluated and checked against the state standards. These standards match the local districts, all local districts accept Ledyard Credits, our program of studies outlines all subjects taught and the credit value for the course.
9. Checklist of Documentation attached – needs completion

Ledyard Charter School

Transition Portfolio

- I. Students will build a portfolio that will assist them in daily school activities and provide tools for post-secondary opportunities.
- II. Students will update their portfolio on a weekly basis during Advisory.
- III. Advisory Teachers will record and advise student progress on their portfolio work.

LCS

Student Transition Portfolio

Table of Contents

- I. **Schedule/Grades/Credits**
 - a) Assignment Work
 - b) LCS Credit Planning Guide
 - c) **Community Service Planning/Tracking**
 - a) 30 hours community service (career focused)
 - b) Track through Community Service Log
 - c) Planning tools/Three Academic Projects
 - d) Community Service Quarterly Goal
 - d) Future Course selection (Voc. VLACS, ELO)
 - e) Personal Academic Goal
- II. **School to Work**
 - a) Work study (20 Hours weekly, Elective Credit)
 - b) Work Study Logs/Time Sheet
 - c) Job Shadow
 - d) Vocational training (HAVTC, Elective Credits)
 - e) Resume, Cover Letter, Thank You Note.
 - f) Mock Application
 - g) Interview Strategies
 - h) Work Study/Vocational Training Goal
- III. **Post-Secondary learning Opportunities**
 - a) PSAT,SAT, ASVABS, College Placement Tests (Practice/Test Registration)
 - b) Test Taking Strategies
 - c) College Search
 - d) Personal Essay
 - e) Certification Program Exploration/Admissions
 - f) Annual Post-Secondary Goal



Chartered Public School Renewal Rubric

Name of Charter School:

Date:

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
M	Intent to Renew Form	
M	School Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	School has impressive track record serving at risk students and building partnerships with local districts.
M	Executive Summary: Charter Amendments	

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Enrollment has been stable. Projections and budgeting are based off conservative 38 students per year for next 5 years.
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	
M	3. Technology Programs	Ongoing investments in hardware and infrastructure. Not much specifics with regard to programs, software or student projects.
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	Data/graphs provided are difficult to interpret for comparative information. Overall they seem to present positive and continuous improvement of students. Less graduates are noted in Year 2020 and 2021(Covid?) School has plans for pre and post assessments. It is suggested Ledyard identify some consistent criteria for determining success both with

		individual students and school progress as a whole. As they are working with a challenging population, standard measures don't always apply.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	Newsletters, conferences, social media and events. Might be a good idea to create some student led conference or initiative to engage with parents as empowering students in the process may further cement their engagement in the process.
E	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	Strongtrack record of fundraising. Private donors has steadily increased over last 3 years. Sending District revenues has also steadily increased
P	7. NH Charter School Accountability Plan	Goals stated for 2020-21 but not stated if met. Last 3 years not covered.
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	Maintained a balanced budget and have not dipped into their LOC. Am curious how the Pandemic and subsequent additional funds impacted budget
M	9. Sustainability Measures	Sustainability based on revenue/fundraising, stable enrolment, board growth and staff retention seems solid
M	10. Efforts to disseminate successful/best practices	
M	11. Successes	Percent of Certified teachers and addition of Curric Coordinator and a new building of note
M	12. Challenges	CALL survey areas of note. Lots of reflective info on areas of strength and need of improvement
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission? Considering the student population the ADA is to be commended. Steps are being taken to increase course offerings.	

M	a. Academic Goals	
M	b. Programmatic Goals	PD and Dartmouth collaboration of note.
M	c. Organizational Goals	Specifically what were the goals and how did the school perform in relation to the goals?
M	2. Is the charter school responsibly using public funds?	Supporting docs provided
P	3. Is the charter school promoting student attainment of expected knowledge and skills?	Not enough specifics provided for a clear picture.
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees	Membership has doubled
M	6. Student Data and Analysis	
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
✓	Suicide Prevention	
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	

✓	Health Inspection	
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	

Part 5: Signatures

M	Check box to the right if Signature Page is complete.
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II. Charter School Onsite Visit

Part 1. Documentation, Materials Review ✓ Upon Review

✓	Criteria	Comments
✓	Charter: Original or Current with Approved Amendments	
✓	School Organizational Chart	
✓	List of Board of Trustees	
X	Board of Trustees By-laws	Did not see this
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	
✓	School Policies: List + Link or Hard Copies	
✓	Accountability Plan for Past 5 years	
X	Accountability Plan for Next 5 Years	
✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	

✓	Fundraising Plan	
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	
✓	Criminal Records - Check for all Staff Members	
✓	Professional Development Plan	
✓	Academic Year Calendars (4 - 5)	
✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	
✓	Master Class Schedule	
X	Sample Report Card	
✓	List of Curriculum, Assessments, Tools and Current Instructional Practices	
✓	Student Portfolios and/or Student Work Samples	
✓	Student Performance/Assessment Data	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Statement Up to Date or List of Outstanding Requirements	
✓	Certificate of Occupancy	
✓	Fire and Safety Reports	
✓	Health Inspection	
✓	Insurance Coverage Certification – Most Recent	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over)	

Part 2. Focus Group Interviews

a) Families, Parents, Guardians

Number present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Parent/Family/Community Involvement	
b) School Leadership: Directors, Principals		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Does the Board of Trustees adequately support the school and the administration?	
c. Board of Trustees		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	

M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees, roles and responsibilities.	Board is diverse and growing (9)
M	6. Does the Board of Trustees adequately support the school and the administration?	
d. Students		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	
M	3. Is the school sustainable?	
e. Instructional Staff		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Is the school meeting the professional needs of the instructional and support staff?	

III. Final Components

Written Comments from Invitation	
Commendations	School has navigated through the challenges of pandemic impacts despite a small enrollment and subsequent budget to absorb some of the challenges. Purchase of the new building, student attendance and staff retention are to be commended.
Concerns	
Recommendations	
Name of Reviewer	Tal Bayer
Contact Details	703 402 4473 cell Talmage.h.bayer@doe.nh.gov



Chartered Public School Renewal Rubric

Name of Charter School: Ledyard Charter School of Lebanon

Date:

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
Exceeding (E)	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
Meeting (M)	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
Partially Meets (P)	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
Not Meeting (N)	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
✓	Intent to Renew Form	
✓	School Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
N/A	Executive Summary: Charter Amendments	

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Enrollment fairly flat long term. Curious as to why not growth.
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Curriculum Coordinator helps greatly.
E	3. Technology Programs	Good job investing in Laptops and STEM.
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	Pre and Post assessments needed, and soon to be in place. SAT scores appear to need improving.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	90-95% parental attendance is great. Translating that into volunteerism is next step.
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	\$169,000 from private donors is fantastic.

M	7. NH Charter School Accountability Plan	Not sure what to make of 75% attendance.
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	Curious how fund raising is excellent, and budget is sound....but no funds to hire special ed teacher. Interviews suggested things are "tight". Why?
M	9. Sustainability Measures	Staff retention is to be commended.
M	10. Efforts to disseminate successful/best practices	Best practices should apply internally too.
M	11. Successes	Any more than just Staffing up?
M	12. Challenges	I'd add greater parental involvement to this.
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
P	a. Academic Goals	Curriculum Coordinator is helping.
M	b. Programmatic Goals	Making progress on Prof Development
P	c. Organizational Goals	No specifics listed....
M	2. Is the charter school responsibly using public funds?	
P	3. Is the charter school promoting student attainment of expected knowledge and skills?	Internal assessments say yes, and SATs say no. Why is that?
M	4. Is the school sustainable?	yes, due to solid staff retention and funding.
M	5. Current Status of the Board of Trustees	Good, due to expansion to 9 members
M	6. Student Data and Analysis	Good data....on their 40 kids.
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	

✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	In handbook
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
X	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
✓	Suicide Prevention	
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	

Part 5: Signatures

✓	Check box to the right if Signature Page is complete.
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II. Charter School Onsite Visit

Part 1. Documentation, Materials Review ✓ Upon Review

✓	Criteria	Comments
	School Organizational Chart	? - didn't see this, looked on website as well
✓	Charter: Original or Current with Approved Amendments	
✓	School Organizational Chart	
✓	List of Board of Trustees	Listed but no detail. I'd recommend Bios
P	Board of Trustees By-laws	Several board policies listed on website, but nothing listed as Bi-Laws
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	Well organized on website.
✓	School Policies: List + Link or Hard Copies	Link to a list, with some viewable and others unviewable
✓	Accountability Plan for Past 5 years	
	Accountability Plan for Next 5 Years	Not included
✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
✓	Fundraising Plan	Excellent fundraising results are to be commended.
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	
✓	Criminal Records - Check for all Staff Members	
✓	Professional Development Plan	This may be an area for discussion amongst other charter schools, to utilize best practices.
✓	Academic Year Calendars (4 - 5)	
✓	5-year Enrollment and Projected Growth of Students by Grade Level	
	Student Recruitment Plan	
✓	Master Class Schedule	
	Sample Report Card	Not Included
✓	List of Curriculum, Assessments, Tools and Current Instructional Practices	
	Student Portfolios and/or Student Work Samples	Not in person site visit

✓	Student Performance/Assessment Data	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Statement Up to Date or List of Outstanding Requirements	
✓	Certificate of Occupancy	
✓	Fire and Safety Reports	
✓	Health Inspection	
✓	Insurance Coverage Certification – Most Recent	
N/A	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over)	

Part 2. Focus Group Interviews

a) Families, Parents, Guardians

Number present: 2

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Families appeared happy with staff and educators.
M	2. Is the charter school responsibly using public funds?	Yes, but more on satisfaction/faith than on knowledge of financials and operations.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Yes, parents seemed happy with results.
M	4. Is the school sustainable?	Yes, but more on satisfaction/faith than on knowledge of financials and operations.
P	5. Parent/Family/Community Involvement	Most don't have the time to volunteer.

b) School Leadership: Directors, Principals

Number Present: 2		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
P	3. Is the charter school promoting student attainment of expected knowledge and skills?	The addition of a curriculum coordinator will help going forward.
M	4. Is the school sustainable?	
M	5. Does the Board of Trustees adequately support the school and the administration?	
c. Board of Trustees		
Number Present: 4		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	but appear tight on funds.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Internally yes, SATs need improvement.
M	4. Is the school sustainable?	They believe so.
M	5. Current Status of the Board of Trustees, roles and responsibilities.	I believe they are bringing in more diverse skills/business acumen - and should be commended for this.
M	6. Does the Board of Trustees adequately support the school and the administration?	It appears so.
d. Students		
Number Present: 12		
Evaluation	Criteria	Comments

(E, M, P, N)		
M	1. Is the school making progress toward achieving its mission?	Students appear happy and satisfied with the experience.
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	By the measure of interest and excitement, yes.
M	3. Is the school sustainable?	As far as they are aware, yes.
e. Instructional Staff		
Number Present: 4		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	They believe now more than previous that they are making progress. Curriculum coordinator is a large part of that.
M	2. Is the charter school responsibly using public funds?	They feel it is.
P	3. Is the charter school promoting student attainment of expected knowledge and skills?	Internal assessments and anecdotal success stories say yes....SATs as a measure need improvement.
M	4. Is the school sustainable?	They feel that it is.
P	5. Is the school meeting the professional needs of the instructional and support staff?	Somewhat, and they are looking to do more in this regard going forward.

III. Final Components	
Written Comments from Invitation	
Commendations	Their fund-raising efforts and focus on their students' best interest should be greatly commended.
Concerns	Dependance on district funds. A draft plan should be discussed, for if/when those funds are ever reduced.
Recommendations	I recommend that they be renewed.
Name of Reviewer	Jim Fricchione
Contact Details	



Chartered Public School Renewal Rubric

Name of Charter School: LEDYARD CHARTER SCHOOL

Date: October 20

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
Exceeding (E)	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
Meeting (M)	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
Partially Meets (P)	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
Not Meeting (N)	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
M	Intent to Renew Form	
M	School Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	Executive Summary: Charter Amendments	

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	The school has produced a realistic five year enrollment plan which would allow the school to maintain its current level of financial stability. The school has a wait list and is operating at very close to capacity. 2021/2022 school year has 44 students enrolled at this time. Average enrollment historically has been 40 students with a CAP of 45 students.
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	In 2018/2019 school year the school created the role of curriculum coordinator within the school. This has been a successful transition and the school has been able to be more proactive in providing the targeted instruction required for its students. Professional development was expanded with the addition of a 3-day PD summer Institute.

		The school also established a program of studies and added more courses that use a hands-on approach and experiential project based learning.
M	3. Technology Programs	An active use of technology throughout the school by means of laptop access and Chrome books for all students, as well as the addition of 2 3D printers in the STEM program. A dedicated STEM lab has been created for STEM program.
M	4. Academic Attainment: Assessment of the charter school’s attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	The program and the curriculum is designed to reengage students who have not been successful in traditional public schools. With small class sizes, personalized learning plans, 1:1 support, students who come to Ledyard 1-2 years behind in their learning, accelerate through the program and often get caught up with a year’s time. Students who start in 9 th grade have a higher success rate as they are not working on credit recovery. Specific proficiency and student growth data is not available as the sample size is too small.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	The school is committed to engaging all its stakeholders from parents, the local community, the resident school districts and the business community. Despite the Covid-19 restrictions on face-to-face meetings, the school has maintained its dialog with parents via emails, the school website and Facebook. Parent teacher conferences had a 90% and 95% parent attendance rate at the two coference held in 2019-2020 school year, which is impressive, considering there is very little parent engagement in other areas.
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	The school was successful in 2019/2020 in its purchase of its building through as USDA loan. This generated a large amount of media interest and exposure to the local community. As a result

		of this the school had a record year of fund raising, receiving over \$169,000 from private donors and foundations. A fundraising plan for the future was not included.
M	7. New Hampshire Charter School Accountability Plan	School included a Development of Professional Practice Plan with several programmatic goals for 2019-2020 and 2021-2022 school years. Missing from this plan are measurable academic and other goals and objectives: academic performance goals, attainment of skills goals, preparation for college and or the workplace goals for example. Going forward, it is recommended that the areas of focus for the next 5 year accountability plan address student performance in these areas.
M	8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	Detailed budget and narrative included.
M	9. Sustainability Measures	<ul style="list-style-type: none"> • The school has illustrated its ability to function effectively within its budget. It has a line of credit with a financial institution but has not been required to use it for the past 3 years. • The school is planning an expansion into middle school grades. • The school purchased the building. • High teacher retention rate – zero turnover in the past 3 years • Student retention with sibling enrollment • Strong support for the program with district schools who contract with the school for their at risk students
M	10. Efforts to disseminate successful/best practices	Close liaison with sending districts Director has shared several best practices with the charter school leaders at monthly meetings.
N/A	11.Successes	Added 3 new positions

		Increased teacher benefit package Several updates made to the school building Purchased the building
N/A	12. Challenges	Feasibility study of a 7 th and 8 th grade program Funding to continue employment of the fourth teacher Retirement benefits for staff Satisfaction surveys for students and parents
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Ledyard has demonstrated its ability to implement its Mission Statement. The progress its students make academically and personally, the outreach to the local community and the high regard in which all its stakeholders have for the school.
E	a. Academic Goals	Ledyard has consistently reached or exceeded its academic goals.
M	b. Programmatic Goals	The school management and administration team have been active in ensuring the programmatic goals of the school are met. Teacher professional development, Strengthening the ELA skills in all disciplines. Continuing to strengthen its ties to Dartmouth College.
M	c. Organizational Goals	<ul style="list-style-type: none"> • Three new positions were created and filled over the past 5 years. • The organization was able to purchase the building that the school has been housed in • Reducing their annual lease cost by almost \$16,000. • Expanded board membership to 9 members. • Completed a feasibility study for the expansion of their program to 7th and 8th grade.

		<ul style="list-style-type: none"> • Created surveys for staff students and parents.
M	2. Is the charter school responsibly using public funds?	Yes financially sound and well managed
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Diverse selection of courses • Many opportunities to develop skills and experiences for college and career readiness.
E	4. Is the school sustainable?	Ledyard has demonstrated its ability to manage its finances prudently and has demonstrated sustainability going forward.
M	5. Current Status of the Board of Trustees	Nine member Board with several committees; finance, governance and building
M	6. Student Data and Analysis	<ul style="list-style-type: none"> • Internal assessment demonstrate success Not meeting State performance averages for SATs, however, the school it meeting the goals and objectives of its mission, to provide real life learning experiences, to graduate at risk students, and to prepare them for life after high school.

Part 4: Policy Development and Forms

✓	Policies: Check (✓) the policies that have been developed.	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
--	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	On the policy list but no policy included
✓	Due Process, pursuant to RSA 194-B:8	
✓	Suicide Prevention	

Required Updated Forms

✓	Forms: Provide dates the following forms were last updated.	Comments
✓	Certificate of Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	
Part 5: Signatures		
✓	Check box to the left if Signature Page is complete.	

II. Charter School Onsite Visit		
Part 1. Documentation, Materials Review		✓ Upon Review
✓	Criteria	Comments
✓	Charter: Original or Current with Approved Amendments	Could not find this on website
✓	School Organizational Chart	
✓	List of Board of Trustees	
--	Board of Trustees By-laws	A few board policies but did not see bylaws
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	On Website
✓	School Policies: List + Link or Hard Copies	On Website
✓	Accountability Plan for Past 5 years	
--	Accountability Plan for Next 5 Years	Not completed

✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
✓	Fundraising Plan	Past fundraising success but a plan for future fundraising goals was not included
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	
✓	Criminal Records - Check for all Staff Members	
✓	Professional Development Plan	
✓	Academic Year Calendars (4 - 5)	
✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	Has Contract with resident districts
✓	Master Class Schedule	
--	Sample Report Card	
✓	List of Curriculum, Assessments, Tools and Current Instructional Practices	
--	Student Portfolios and/or Student Work Samples	Not an in-person onsite visit but saw some work samples in virtual tour
✓	Student Performance/Assessment Data	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Statement Up to Date or List of Outstanding Requirements	All up to date
✓	Certificate of Occupancy	
✓	Fire and Safety Reports	
✓	Health Inspection	
✓	Insurance Coverage Certification – Most Recent	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over)	

✓		
a) Families, Parents, Guardians		
Number present: 2		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Students are making excellent progress and remarkable growth academically, socially and emotionally, both at school and at home due the options, opportunities and support provided by the school and staff. 1:1 support when needed, small class sizes, never any negative feedback – always positive, given more and more responsibilities and freedoms. Student has become self-motivated now and no longer needs reminders or encouragement to do her work.
M	2. Is the charter school responsibly using public funds?	School does very well with the resources it has. Could use more science equipment and after school extracurricular activities, as students do not want to go back to the public schools for these.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Mix of academics and life skills – making this a unique program. Satisfied that the school is preparing their children for college, careers and life as adults. Curriculum is challenging for students, but when they are behind the teachers and students work together to develop a plan to get back on track – in quite a short amount of time. One parent felt their child should have more homework.
M	4. Is the school sustainable?	The school provides a unique program - it's a good fit for students who do not do well in traditional schools, and it's just what is needed to engage and inspire the students to succeed in whatever pathway they choose. Students grow so much through this program, especially in confidence.

P	5. Parent/Family/Community Involvement	This is an area that could be improved. Very few, if any, parents volunteer or participate in school activities. There is a parent on the board.
b) School Leadership: Directors, Principals		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<p>Yes, there are many processes and programs in place to meet the diverse needs and interests of students:</p> <ul style="list-style-type: none"> • Personal learning plans with the goal of graduating • Work Studies • ELOs • Credit Recovery – students coming in a year or two behind • Work Study – for students who need to work or sometimes recommended by the school • Internships – based on interest or need • Technical ed program • Catch the Wave program - Dual Credits through River Valley Community College • Technical Education programs at the Hartford Area Career and Technology Center
M	2. Is the charter school responsibly using public funds?	<p>Since a vote to close in 2015, the school has implemented cost saving measure to grow the school and become a financially solvent organization. Implemented a successful, robust fundraising plan, received federal loans to purchase and upgrade facility.</p>
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • School maps out required courses and students choose electives • Credit Recovery • Work studies • ELOs – student designed or ready-made • Internships

		<ul style="list-style-type: none"> • Graduation plans, courses and schedules are based on student needs
E	4. Is the school sustainable?	<ul style="list-style-type: none"> • Enrollment steadily increasing – 44 students in 2021-2022. • Budget for 35 students each year so they are always a bit ahead financially • In a solid financial position • Have a few students on waitlists. • Planning growth into a 7th and 8 grade program with the support of several district schools
M	5. Does the Board of Trustees adequately support the school and the administration?	Board is very supportive of the school, and they have a strong collaborative working relationship.
c) Board of Trustees Number Present: 3		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Structure of academic program - a promise of success - is individualized learning, project-based learning, internships, apprenticeships, dual enrollment, and technology education. • Meet students right where they are academically and proceed from there. • Curriculum coordinator advancing and updating program. • The program works – it is taking in at risk students, troubled, struggling students, and helping them to turn their lives around.
E	2. Is the charter school responsibly using public funds?	Board reviews expenditures monthly and is involved approved annual budgets. Strong professional oversight of all financial matters.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Students come to Ledyard 1 – 2 years below grade level. Through the academic program of individualized project based learning, through experiential learning, life

		skills training and community service, they are able to meet the expectations and graduation requirements.
M	4. Is the school sustainable?	Institution is currently on very solid ground, and the board is considering adding a seventh and 8 th grade program which would broaden the mission.
M	5. Current Status of the Board of Trustees, roles and responsibilities.	9 members 4 standing committees – governance, finance, building and development/fundraising, education
M	6. Does the Board of Trustees adequately support the school and the administration?	The relationship between the board and school administration is a collaborative one. The board has complete confidence the school director and supports him
d) Students		
Number Present: 9		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Challenging work but students have all the support they need to get through it. • Many course options for academics and opportunities to for extended learning opportunities • Tech ed at Hartford Area Career and Technology Center • Internships, • Experiential learning • Hands-on, project-based activities • Mental Health support through counseling services • Volunteer in the communities
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	<p>Students have everything they need to be successful in school and the school prepares students for their future.</p> <ul style="list-style-type: none"> • Personalized learning plans • Internships • Advisory • Work study

M	3. Is the school sustainable?	Students recommend the school to friends and family members as it is a great opportunity for students who are having a hard time in school who might be thinking about dropping out.
e) Instructional Staff Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<p>Learning culture is to teach to the child and not to the test. The goal is to get the students to try different experiences, and most of the time these plans work and students learn a lot. Students want to be at the school. They learn how to learn here.</p> <p>The educational program at Ledyard ensures all academic needs are met, through differentiated education, 1;1 support when needed, personal learning plans, student' progress at their own speed, students education is related to areas of interest.</p> <p>Wrap around services are provided to ensure students are able to learn – counseling for mental health and social emotional issues is provided on side, 2 meals a day are provided, School is no longer a barrier but an opportunity to overcome obstacles.</p>
M	2. Is the charter school responsibly using public funds?	100% of teachers needs are met, and we have all the support we need, from each other, from administration and from the board and sometimes from parents as well.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<p>Academics are aligned to the NH state competencies. Students are definitely experiencing strong growth in this program, and once they experience success, they become motivated and confident in their abilities and decisions, to solve problems, to find information on their own, to gain a sense of self.</p> <p>There are no SPED teachers, but the school director, who is the SPED case manager for the school, is a</p>

		certified special education teacher with many years of experience, and together with the academic coach and the paraprofessional, all supports identified in IEP are met.
M	4. Is the school sustainable?	<ul style="list-style-type: none"> • There is an increasing need for schools with this type of program in our communities. • The school is considering expanding into a middle school program, now that the building has been purchased and we have the space to grow. • Parent involvement is an issue, but with this high risk population, education is not a top priority when parents are faced with housing and food insecurities, demanding work schedules or no work at all, and supporting and providing for the basic needs of several children.
M	5. Is the school meeting the professional needs of the instructional and support staff?	100% of teachers needs are met, and we have all the support we need, from each other, from administration and from the board and sometimes from parents as well.
III. Final Components		
Written Comments from Invitation		5 comments included in application, page 8, but no letters received.
Commendations		<ul style="list-style-type: none"> • Excellent financial management • Good relationships with all its stakeholders • Highly respected within the community it serves • High levels of staff retention • Excellent implementation of Project Based Learning • Own School Facility • Capital Campaign • Well-satisfied parents and students
Concerns/ Recommendations		<ol style="list-style-type: none"> 1. Standardize and institutionalize the onboarding and evaluation processes for the Board of Trustees and executive director 2. Standardize measures for academic achievement 3. Increase staff compensation to ensure 4. Do more to bring in parents.

	5. that the areas of focus for the next 5 year accountability plan address student performance, for example the time it takes student to catch up once they start at the school, the 4 year and 5 year graduation rate, How do you track student progress over time?
Name of Reviewer	Jane Waterhouse
Contact Details	Jane.A.Waterhouse@doe.nh.gov (603)271-6813

December 9, 2021

EXECUTIVE SUMMARY*Status Change for Strong Foundations Charter School***A. ACTION NEEDED**

A vote is needed from the State Board of Education to increase the school enrollment from 328 students to 360 students at *Strong Foundations 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 to increase the school enrollment from 328 students to 360 students at *Strong Foundations Charter School*. This request is due to the completion of a school expansion project which added additional classrooms to the school facility. The school currently has a waitlist of 83 students.

Grade Level	Current Enrollment SBE Approved	2021-2022	2022-2023
		Requested Enrollment Increase	Requested Enrollment Increase
R	32	32	32
1	36	36	38
2	36	36	38
3	36	36	38
4	36	36	38
5	36	40	44
6	36	44	44
7	40	44	44
8	40	44	44
Total	328	348	360

C. EFFECTS OF THIS ACTION

Strong Foundations Charter School will be able to meet the needs of the students and families in the community, by increasing their enrollment.

D. POSSIBLE MOTION

Pursuant to RSA 194-B:3, XI, I move that the State Board of Education authorizes *Strong Foundations Charter School* to increase the school enrollment from 328 students to 360 students.

OR:

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



715 Riverwood Drive Pembroke NH 03275

Phone: (603) 225-2715 Fax: (603) 225-2738

Commissioner Frank Edelblut
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut,

I am writing on behalf of our Board of Trustees to respectfully request an increase to our Charter School Enrollment from 328 to 360. The Board voted to support this request at their October 20, 2021 meeting.

We have completed construction on our classrooms and have identified certain classes in grades 5-8 that can successfully serve a slightly larger number of students per class. There are also occasionally times that our class size of students in grades 1-4 can accommodate 19 students instead of our typical 18 students, particularly when there are siblings who would like to enroll. This maintains a small enough class size that we are still able to provide individual attention to our students while providing flexibility to our families.

Our enrollment is strong, and we maintain a waiting list at most grade levels. On the next page is a table of the maximum enrollment we are requesting. As of the 2022-2023 school year, we would reach our maximum enrollment.

Grade Level	Current Enrollment SBE Approved	2021-2022	2022-2023
		Requested Enrollment Increase	Requested Enrollment Increase
R	32	32	32
1	36	36	38
2	36	36	38
3	36	36	38
4	36	36	38
5	36	40	44
6	36	44	44
7	40	44	44
8	40	44	44
Total	328	348	360

Respectfully,

A handwritten signature in cursive script that reads "Beth McClure".

Beth McClure, M.Ed.
Principal

December 9, 2021

EXECUTIVE SUMMARYCharter Renewal for *Strong Foundations Charter School***A. ACTION NEEDED**

A vote is needed from the State Board of Education to renew the charter of *Strong Foundations Charter School*. The renewal term is for five (5) years.

B. RATIONALE FOR ACTION

The renewal review and request are required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, X
 - RSA 194-B:16,VI
- Administrative Rules for Education, Part Ed 318 Chartered Public Schools
 - Ed 318.12 – Charter Renewal
 - Ed 318.13 – Review of Renewal Application

Strong Foundations Charter School was authorized by the State Board of Education on March 14, 2006. The school opened on August 29, 2007. Its five (5)-year renewal is due to expire on January 12, 2022.

C. EFFECTS OF THIS ACTION

Strong Foundations Charter School will be renewed for a five (5) year term.

D. POSSIBLE MOTION

Pursuant to Chapter 194-B and Ed 318 Chartered Public Schools, I move that the State Board of Education authorizes the charter renewal for *Strong Foundations Charter School*.

OR:

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



New Hampshire

Department of Education

INTENT TO RENEW CHARTER FORM

The renewal of a public charter school takes place every five (5) years.


The first step in the Renewal Process: A public charter school submits *Intent to Renew Charter* form to the New Hampshire Department of Education by the end of the school's fourth year of operation. *Ed 318.12*

The renewal process consists of the submission of a renewal application and a comprehensive on-site review conducted by a team of educators. The on-site review includes a review of academic, financial and organizational goals, academic performance, and focus group interviews with school leadership, teachers, parents, students and members of the Board of Trustees. For additional details, please review the Charter School Renewal Guide.

It is our intention to renew the charter for the following school:	
Name of Public Charter School	Strong Foundations Charter School
School Address	715 Riverwood Drive, Pembroke, NH 03275
School Director	Beth McClure
Email Address	bmcclure@sfnh.org
School Director Signature	<i>Beth McClure</i>
Date	1/14/2021
Board Chair Signature	<i>[Signature]</i>
Date	1/14/2021

Please submit completed document either by post or by email to both:

Commissioner Frank Edelblut NH Department of Education 101 Pleasant Street Concord, NH 03301-3494 Frank.Edelblut@doe.nh.gov	Jane Waterhouse NH Department of Education Charter School Office 101 Pleasant Street Concord, NH 03301-3860 Jane.A.Waterhouse@doe.nh.gov
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Name of Board Chair	Dina S. Condodemetrak
Signature of Chairman of the Board	
Date	1/14/2021

Submit to:

New Hampshire Department of Education
Attention: Commissioner Frank Edelblut
101 Pleasant Street
Concord, NH 03301-3494

Email to: Frank.Edelblut@doe.nh.gov
and
Jane.Waterhouse@doe.nh.gov

VI. INTENT TO RENEW CHARTER

The charter school must submit an *Intent to Renew Charter form* to the Department of Education by the end of the fourth year of the school's authorization, one year prior to the expiration of the charter.

Charter School Name	Strong Foundations Charter School
School Address	715 Riverwood Drive
City, State, Zip Code	Pembroke, NH 03275
Phone/Fax	603-225-2715 / 603-225-2738
Email Address	bmcclure@sfnh.org
Head of School/School Director Signature	<i>Beth McClure</i>
Date	1/14/2021
Board Chair Signature	<i>J. Stencloeden</i>
Date	1/14/2021

Submit completed form 1 Year prior to expiration of Charter to:

Jane Waterhouse
 NH Department of Education Charter School Office
 101 Pleasant Street
 Concord, NH 03301-3860
Jane.Waterhouse@doe.nh.gov
 Tel 271-6813
 Fax 271-7381



CHARTER RENEWAL APPLICATION

Part 1: School Information, Cover Letter, Executive Summary

A. School Information: Page 1 of Application *To be included with Application Package*
Please answer questions and add information directly into this template.

SCHOOL NAME	STRONG FOUNDATIONS CHARTER SCHOOL
SCHOOL ID#	28570
DATE	AUGUST 23, 2021
GRADE LEVELS SERVED	READINESS-8TH
TOTAL NUMBER OF TEACHING STAFF	#29
NUMBER TEACHING STAFF CERTIFIED	#28
NUMBER TEACHING STAFF NON-CERTIFIED	#1
NUMBER TEACHING STAFF WITH 3 OR MORE YEARS OF TEACHING EXPERIENCE	#23
NUMBER PARAPROFESSIONALS	#19
SENDING DISTRICTS (LIST ALL)	SAU #53: (ALLENSTOWN, EPSOM, CHICHESTER, DEERFIELD, PEMBROKE) AMHERST, BARNSTEAD, BARRINGTON, BEDFORD, BOW, CONCORD, DERRY COOPERATIVE, DUNBARTON, FRANKLIN, GILMANTON, GOFFSTOWN, HILLSBORO-DEERING COOPERATIVE, HOOKSETT, HOPKINTON, KEARSARGE REGIONAL, LACONIA, MANCHESTER, MERRIMACK VALLEY, NORTHWOOD, PITTSFIELD, SHAKER REGIONAL, WEARE, WINNISQUAM REGIONAL
HEAD OF SCHOOL	BETH MCCLURE
BOARD CHAIR	DINA CONDODEMETRKY

B. Cover Letter (Page 2 of the application)

1. Mission Statement:

The mission of the Strong Foundations Charter School is to:

1. Build early literacy by using an Orton-Gillingham approach and build phonemic awareness so that children are reading at grade level by fourth grade.
2. Create a learning environment wherein 90% of the student population beginning Strong Foundations in Readiness or grade 1 will be proficient or advanced in reading by the end of grade 4.
3. Create a Readiness – grade 8 school where the entire faculty is trained in and uses the Orton-Gillingham approach so that other schools and districts can make use of the school for training of faculty, i.e., elementary teachers, reading specialists, learning disabilities specialists, tutors, and paraprofessionals.
4. Incorporate the Core Knowledge Curriculum in grades R-8 in Science, Social Studies, Language Arts, Music, and Art in order to build students’ background knowledge and reading comprehension.

2. Goals Defined:

Academic	1. Age-appropriate reading and math proficiency
	2. Age-appropriate communication skills proficiency (writing, speaking, listening)
	3. The ability to organize, prioritize, set goals, and manage time
	4. The ability to use information technology to extend learning
	5. The ability to be a creative and critical thinker
Programmatic	1. Make sure that students have quality educational books/materials to support and improve our current educational programs.
	2. Provide training and development opportunities for staff.
	3. Share our best educational practices with other educational institutions.
Organizational	1. Improve salaries and benefits for staff
	2. Provide and maintain clean, well-repaired educational space

3. Progress the school has made towards its academic, programmatic, and organizational goals.

Academic Goals:

1. Age-appropriate reading and math proficiency:

NWEA: The 2021 NWEA scores show a high percentage of students in grades R-8 are achieving in the average to above average range. NWEA scores allow the reader to view achievement in early grades that the NH SAS does not measure.

**NWEA
2021**

**NWEA
2021**

Grade/Subject	Avg. or Above	Grade/Subject	Avg. or Above
R Reading	93.00%	R Math	97.00%
1 Reading	97.00%	1 Math	97.00%
2 Reading	84.00%	2 Math	87.00%
3 Reading	86.00%	3 Math	86.00%
4 Reading	85.00%	4 Math	81.00%
5 Reading	91.00%	5 Math	86.00%
6 Reading	73.00%	6 Math	73.00%
7 Reading	69.00%	7 Math	59.00%
8 Reading	74.00%	8 Math	68.00%

When scores from the NWEA and NH SAS in grades 3-8 are compared, achievement is similar.

2021 NH SAS Compared to NWEA

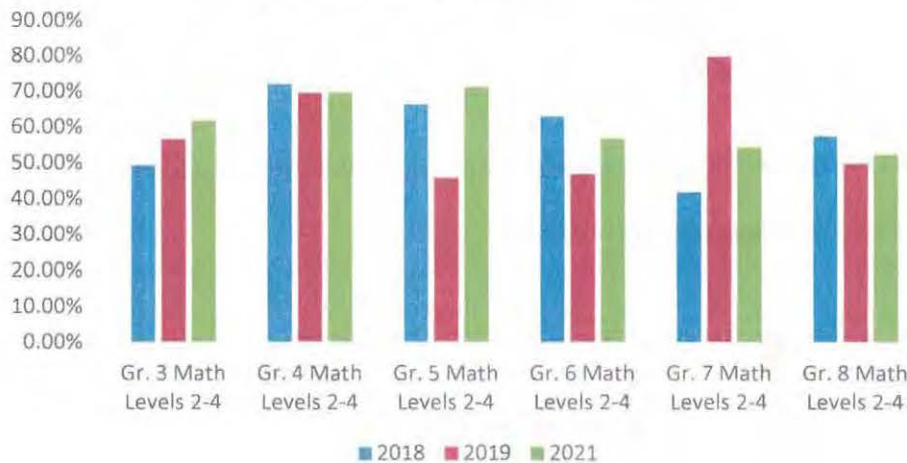


Strong Foundations' NH SAS ELA scores have increased across all grade levels between 2018 and 2021. The school's NH SAS Math scores increased across grade levels 3, 4, 5, and 7. The scores for grade 6 decreased slightly, and the scores for grade 8 were not statistically different.

NH SAS ELA 2018-2021 by Grade



NH SAS Math 2018-2021 by Grade



2. Age-appropriate communication skills proficiency (writing, speaking, listening).

- Writing: Elementary students receive instruction using Project Read’s Framing Your Thoughts and Applied Writing program. Students write using complete sentences using various sentence structures, as well as using correct capitalization and punctuation. They learn to write for a variety of purposes. Middle School students write multiparagraph essays using graphic organizers to create descriptive, expository, procedural, and narrative writing.

3. The ability to organize, prioritize, set goals, and manage time: Schoolwide training and goal-setting related to Executive Functioning. Training and support for students:

- Middle School Executive Functioning and Study Skills class implemented
- Universal use of agenda books and calendars

- Organizational systems in place for all grades
- Supported Guided Study class for all Middle School students

4. The ability to use information technology to extend learning.

- Early elementary students R-3 use iPads to practice math computation, handwriting, and reading stories at their independent level.
- Upper elementary students 4-8 use Chromebooks to access assignments and turn them in, do research, complete written assignments, and do targeted math practice based on diagnostic testing.

5. The ability to be a creative and critical thinker.

- First robotic teams at the middle school level (2017-2019)
- Science experiments integrated into Science classes at all grade levels
- Write persuasive writing pieces taking a variety of viewpoints at the middle school level

Programmatic Goals:

1. Make sure that students have quality educational books/materials to support and improve our current educational programs.

- Most recent Core Knowledge Social Studies and Science books in classroom sets
- Extensive classroom libraries for independent reading
- Paper and digital textbooks available for math

2. Provide training and development opportunities for staff. (Provided and/or funded by SFCS)

- Orton-Gillingham: On an ongoing, annual basis new staff are trained in Orton-Gillingham.
- Responsive Classroom (RC): On an ongoing, annual basis new staff attend a 4-day RC workshop
- UDL: From 2016-2018, a cohort of SFCS teachers participated in the NH DOE UDL project. Participants represented Elementary, Middle School, Special Education, and Administration.
- Ready Math: From 2018-Present all faculty who teach math received three PD sessions per year in implementation and data collection for the Ready Math and i-Ready curriculum.
- Specials teachers: PE, Art, and Music teachers attend state conferences in their field.
- Special Educators: Attend specialty trainings based on their students' IEP needs. From 2018-Present includes Project Read Linguistics, International Dyslexia Conference, Lindamood Phonemic Sequencing
- Crisis Prevention Intervention (CPI): All new staff attend training on verbal de-escalation strategies with our in-house trainer. Staff has the option to attend the additional training in safe physical restraints, which is required to obtain their CPI certification.
- NH Institute for Civics Education: Attended by all interested staff
- ALICE training: Annual school safety training by our in-house trainer
- Remote instructional techniques: Demonstrated Success, Google Suite, Modern Teacher
- Graduate coursework: Staff participated in the following graduate coursework from 2018-present: ELL coursework at NHTI, Masters in Reading coursework at PSU, Administrative coursework at Rivier University, Reading coursework at SNHU

3. Share our best educational practices with other educational institutions.

- 60-hour Orton-Gillingham training each summer. From 2017-2020, we trained 43 teachers from nine different NH public school districts and three NH private schools.
- Staff presents at Charter School Best Practices Conference

Organizational Goals:

1. Improve salaries and benefits for staff. Average starting salaries for faculty have increased from \$33,000 in 2018 to \$40,000 in 2021. The school has been able to provide bonuses based on performance as well as signing bonuses for teachers in areas of critical shortage. Health insurance is offered to all staff at a cost to them of \$50 every two weeks, and dental insurance is offered at no cost to all staff.

2. Provide and maintain clean, well-repaired educational space. Custodial staff clean the entire school daily and perform light maintenance. More specialized or complicated repairs are handled by outside contractors.

C. Executive Summary (If Applicable, Page 3 of the application)

No charter amendments have been made during the past five years.

Part 2: Reports on School Features (ED 318.12)

Answer questions directly into this Renewal Application

Narratives, data, charts, diagrams or any other evidence should be inserted directly to the specific sections. If you need to add appendices, please label the appendices with the corresponding letters and numbers, for example:

Appendix 1
Part 2: Reports
Enrollment and Projected Growth

Please respond to each of the following:

1) Enrollment (Source: <https://my.doe.nh.gov/i4see>)

<u>Year</u>	<u>ADM</u>
2021	304.82
2020	290.83
2019	269.84
2018	254.74

Projected growth of student body for the next 5 years:

<u>Year</u>	<u>Projected Enrollment</u>
2021-2022	340
2022-2023	350
2023-2024	355
2024-2025	355
2025-2026	355

2) Curriculum and Instruction: *Any changes or growth as a result of anticipated growth:* Strong Foundations has experienced significant growth in its ELL population. As of the 2021-2022 school

year, the school has hired a .8 FTE licensed ELL teacher to build a strong ELL program. Prior to this, ELL consultants were contracted to provide screening and assessment. We have two teachers with Masters degrees working on their ELL certificate. Those teachers have been providing ELL tutoring.

3) Technology Programs:

- Technology classes were recently extended to the 6th grade classes, whereas previously only 7th and 8th grade had a technology class.
- Strong Foundations has increased its IT staff from one to two as of the 2021-2022 school year.
- New Chromebooks and iPads are purchased on a rotating basis so that operating systems are kept current.
- 20 new student laptops have been purchased in order to support coding classes during the summer.

4) Academic Attainment: See pages 3 and 4 for a complete set of charts related to assessments. A summary of NWEA testing on page 3 includes all grades and demonstrates strong academic attainment. This is remarkable considering the percentage of students who have IEPs and 504s. As of the 2020-2021 school year, 69 students (22.6 % of the student population) had IEPs. Most schools have from 10%-15% of their students who qualify for IEPs. Students generally qualify for special education services because of academic need, so this affects the school's achievement scores to some degree.

5) Stakeholders: *Family/parent/stakeholder involvement and future needs, plans for increased involvement:*

- Parent involvement on the Board of Directors: Six board members are parents.
- Community involvement on the Board of Directors: Three board members are from the community.
- Parents volunteer in the classroom as room parents, field trip chaperones, and helpers with special events.
- Active PTO that coordinates Teacher Appreciation events and fundraisers
- Two teachers and two parents are members of the COVID Task Force.
- Future increased involvement: Parents and community members will be sought as leaders for after school clubs and sports.

6) Fundraising: *Fundraising efforts, results, future fundraising goals and plans to achieve sustainability:*

- PTO raises an average of \$4,000 per year
- Parent donations towards supplies average \$6,000 or more per year.
- Orton-Gillingham training raised \$8,800 dollars during the 2020-2021 school year.
- Future goals:
 - Development program to include graduates and their families, community businesses, and community organizations.
 - Grant writing for specific programs such as music and drama

7) School Accountability Plan: *Measurable Goals and Objectives, Timeline and Analysis/ Summary:* The Board of Directors has adopted a Strategic Plan for 2021-2025 that includes Academic, Organizational, and Programmatic objectives. Committee members have been identified to begin work in September 2021. The Strategic Planning Committee will meet quarterly: early November,

early February, and early May. At the quarterly meetings, the Strategic Planning Committee will review progress towards goals. The goals are below:

Academic Goals

1. Demonstrate annual growth in clarity, purpose, organization, and mechanically correct independent writing on beginning-of-year, mid-year and end-of-year writing samples as measured by increasing scores on grade-level standards-based rubrics.
2. Demonstrate annual growth in reading comprehension as demonstrated by students' ability to summarize, infer, synthesize, and evaluate text they have read as measured by formal and informal assessments.
3. Establish data teams led by leadership who organize, prepare and analyze data for universal screening and progress monitoring in grades Readiness-8. Data will be used to determine appropriate instruction and interventions to improve student growth in reading, writing, and math.
4. Expand our available academic offerings by encouraging students to use VLACS.

Programmatic Goals

1. Identify one or two standards-based K-8 Language Arts curriculum that can be used to increase independent student writing proficiency and reading comprehension to pilot by November 2021.
2. Establish a strong and varied choice of extracurricular activities, including sports, music, drama, and clubs as identified by student interest surveys.
3. Create a comprehensive developmental Guidance and Counseling program for grades K-8.

Organizational Goals:

1. Communicate effectively, and efficiently between staff and staff, teachers and parents, administration and staff, and administration and parents as measured by the use of weekly newsletters, intra-communication boards, and a maximum of three group emails per week to staff and parents.
2. Create and implement a new teacher mentoring program with clear expectations for both the new teacher and the assigned mentor teacher. Provide a stipend for mentor teachers.

3. Create a comprehensive disciplinary program (in addition to Responsive Classroom) that is written and clearly communicated to staff. Include a follow-up form (electronic) that can be completed by the Principal or Assistant Principal and forwarded to reporting staff so that communication is consistent and clear.
 4. Increase teachers' salaries and incentives so they are more competitive.
 5. Develop a recognition and appreciation program for students and staff. Include continuing support and resources for staff social, emotional, and physical wellness.
 6. Improve the school's online presence through our school website and teacher websites as well as the social media presence as measured by improved accuracy and usability.
- 8) Budget: *Attach proposed budget for the next 5 years.* (See Appendix I)
- a) *Budget narrative:* The budget is based on a conservative estimate of revenues and a realistic estimate of expenditures. Salary increases are budgeted at 3% annually, with additional increases as possible to become more competitive with other schools. Lease expenditures include the cost of the building, utilities, and repairs plus \$100 per month. Assumptions include a 10% increase annually in health insurance costs, a 2% increase in utility costs, and a 50% increase in custodial staff beginning in calendar year 2022 due to the increased size of the building. The student body is nearly at capacity, so only 1 or 2 staff will be added in the future to teach in specialty areas such as foreign language and chorus/drama. Enrollment is assumed to be at 95% of capacity.
 - b) *How the school will use public funds:* Strong Foundations uses public funds only for allowable expenditures. The majority of the school's funds are used for instructional and special education services for students. Purchases are made with attention to getting the best price for supplies and equipment. Income and expenditures are tracked by Federal Funds categories, and accounts are reconciled monthly by an independent accountant. An independent auditor completes an annual audit that complies with governmental accounting principles. Financial records are maintained on site.
 - c) *A detailed description of the specific school board's reasoning for allocating funds:* The Board of Directors ensures that the funds are used to adequately support:
 - Student learning by providing trained staff and adequate supplies and equipment
 - A clean, well-maintained facility and grounds sufficient to hold all classes and outdoor activities
 - Sustainability by keeping expenses below revenues
- 9) Sustainability Measures (ex: finances, enrollment stability, Board member and staff retention, partnerships):
- Finances are carefully tracked to ensure adequate funds for all expenses without exceeding revenues. Strong Foundations has a 14-year history of financial stability. Grants, both public and private are identified to help support activities. Records of expenditures of grant funds are carefully maintained to ensure the school's continued access to such funds.
 - Enrollment is built through retaining currently enrolled students and attracting new students. New families are recruited through word-of-mouth from satisfied families, and through advertising on radio and in print media. A waiting list is built and maintained throughout the year so that spots lost

to attrition can be filled. Families whose children did not get spots are encouraged to re-apply the following year. Strong Foundations' student population has grown consistently throughout its history.

- The Board of Directors has two founding board members that have continued to be dedicated to Strong Foundations. They observe term limits and rotate off the board, but are consistently willing to return as allowed by the by-laws. New board members are nominated in advance of the expiration of board member terms.
- Teacher retention is strong, despite the lower pay scale as compared to districts. Of the 31 teachers on staff during 2020-2021, four left. One moved out of state, two needed to work closer to home, and one left due to the pay scale. Paraprofessional staff is more difficult to retain because the positions are hourly with the summers off. Administration tries to create a positive culture and supportive work environment as well as provide adequate training to increase retention.

10) Best Practices *Efforts to disseminate best practices, and coordination with local or other school districts:*

- Beth McClure offers a 60-hour Orton-Gillingham training each summer. From 2017-2020, she trained 43 teachers from nine different NH public school districts and three NH private schools.
- The staff presents at the Charter School Best Practices Conference.

11) Successes (*What has worked*):

- 100% of the students in the 2021 4th grade class who began attending in Readiness or 1st Grade are reading at or above grade level!
- Implementing the iReady math program which more closely aligns with Common Core State Standards (CCSS) has helped increase math achievement
- Developing high quality remote instruction that earned compliments from parents and from the community
- Offering an accelerated math curriculum to students when they are working above grade level
- Differentiating in the classroom at all grade levels to allow for both enrichment and extra help
- Guidance Counseling for all grade levels to support students, staff, and families through the pandemic and other challenges
- Occupying the same building since the school's founding in 2007, and adding on as the budget allowed. Currently the building is 22,580 sq. feet on 8+ acres of land. A 15,925 sq. ft. addition will be completed during the 2021-2022 school year that includes a gym, library with an office and two seminar rooms, art room, music room, food preparation area, restrooms, a new nurse's office, and a new front office.
- Developing a strong team of in-house Special Educators and Reading & Writing Specialists so that now several districts, independent evaluators, and advocates recommend Strong Foundations to families of children with reading difficulties
- Contracting with school districts to provide Special Education services. Strong Foundations contracted with 14 different school districts during the 2020-2021 school year.
- Increasing achievement of students with IEPs: Three students with IEPs have been discharged from Special Education.

12) Challenges/Areas for Improvement (*What has not worked*):

- Retaining students through 8th grade can be a challenge. Elementary students sometimes move to their local Middle School after 5th or 6th grade so they can meet more friends nearby in their community.
- The Strategic Plan identified several areas for improvement. Academically, we want to:

- Adopt a writing and reading comprehension program that is more structured.. We plan to pilot two programs during the 2021-2022 school year so we can identify which one to adopt.
- Establish data teams to help identify ways to increase student growth in reading, writing, and math. We have done well, but we believe we can do better.
- The ELL program needs to be strengthened. We are acting on that by having hired a .8 FTE, licensed ELL teacher.
- Building a school community can be challenging, so we hope to add after-school clubs and sports to provide our student body with a stronger social connection.

Part 3: Affirmative Evidence

Please respond by providing evidence to each of the following questions, 1 - 6.

Please insert narratives, data, charts, diagrams or any other evidence directly to the specific sections. If you need to add appendices, please label the appendices with the question number and letter, for example:

Appendix 1
Affirmative Evidence
Question 1a

1. Is the school making progress toward achieving its mission?

- a. What progress has the school made toward its academic goals? List the goals and describe the progress.

Response: Goals:

1. *Build early literacy by using an Orton-Gillingham approach and building phonemic awareness so that children are reading at grade level by fourth grade.* Early literacy (Grades R-2) is strong as demonstrated by the NWEA scores in the left column on p. 3. In 2021, 85% of the fourth-grade class was reading in the average range or above.

2. *Create a learning environment wherein 90% of the student population beginning Strong Foundations in Readiness or grade 1 will be proficient or advanced in reading by the end of grade 4.* In the 4th grade class of 2021, there were 18 students who had attended Strong Foundations since Readiness or grade 1. 100% of them were reading in the average to above average range as measured by the NWEA.

- b. What progress has the school made toward its programmatic goals? List the goals and describe the progress.

Response: Goal:

3. *Create a Readiness – grade 8 school where the entire faculty is trained in and uses the Orton-Gillingham approach so that other schools and districts can make use of the school for training of faculty, i.e. elementary teachers, reading specialists, learning disabilities specialists, tutors, and paraprofessionals.* Currently the all but two of the faculty (a Math teacher and a Science teacher) are trained in the Orton-Gillingham approach. They will be trained during the summer of 2022. COVID has made it difficult to have large in-person classes, so Classroom Teachers and Special Educators were prioritized for training. Even during COVID, we did train two Special Educators from two different schools, so our outreach continued at a limited level.

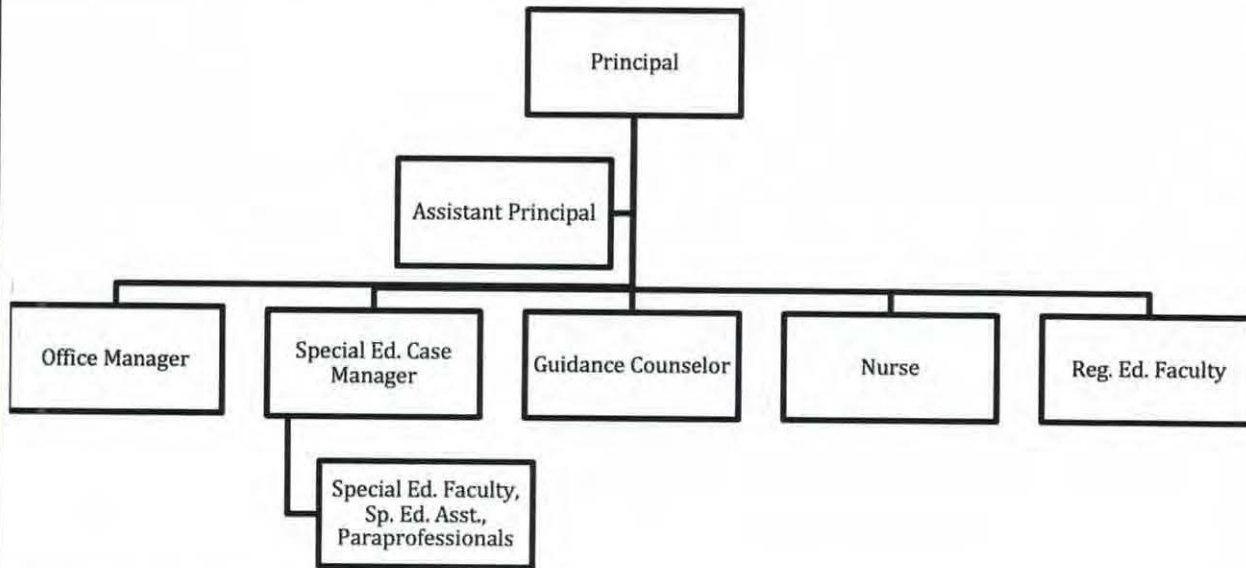
- c. What progress has the school made toward its organizational goals? List the goals and describe the progress.

Response: Goal:

4. *Incorporate the Core Knowledge Curriculum in grades R-8 in Science, Social Studies, Language Arts, Music, and Art in order to build students' background knowledge and reading comprehension.* Strong

Foundations continues to incorporate the Core Knowledge Curriculum in all of the previously listed subjects and in all grades. The school has maintained updated books and materials as Core Knowledge revises its curriculum.

Below is the organizational chart for Strong Foundations.



2. Is the charter school responsibly using public funds?

- a. Has the school completed timely quarterly financial reports that comply with accepted standards of public school accounting and are shared publicly?

Response: Monthly and quarterly financial reports are available for public inspection in the office or upon request. Annual audits are available on the school's website: <https://www.strongfoundationsnh.org/who-we-are/financials.html>

- b. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Response: Strong Foundations has adopted and follows policies related to purchasing and billing that include: Allowability of Costs, Conflict of Interest, Grant Budget Reconciliation, Purchasing and Procurement, and Time and Effort Reporting. Expenditures and revenues are entered into the appropriate categories, and accounts are reconciled monthly by an independent accountant. Districts are billed for services based on signed contracts and after services have been provided.

- c. Has the school provided an annual external audit for the past 4 years with no material defects? (From FY 2020 completed using GASB auditing standards?)

Response: All annual audits have been completed and supplied to the NH DOE. No material defects have been found in the history of Strong Foundations. The audit for FY 2020 used GASB auditing standards.

- d. Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?

Response: Each month an Income and Expense report and a Balance Sheet are provided to the Board of Directors and voted upon. The financial reports are maintained on file with the minutes. They accurately

represent the school's financial condition because they are reconciled by an independent auditor. All financials are audited annually by an independent auditor.

- e. Please provide a balance sheet setting forth the school's assets, liabilities, and fund balances or equities.

Response: Fiscal Year 2020 balance sheet is provided on the next page.

Strong Foundations Charter School
Balance Sheet
As of June 30, 2021

	Jun 30, 21	Jun 30, 20
ASSETS		
Current Assets		
Checking/Savings		
1012 - Granite/Bangor Bank 475	16,414	73,893
1013 - Checking Northway	779,035	1,057,449
1014 - Northway Bank PPP 9651	78	78
1040 - Petty cash	250	250
Total Checking/Savings	795,777	1,131,670
Accounts Receivable		
1200 - Accounts Receivable	34,084	34,084
Total Accounts Receivable	34,084	34,084
Total Current Assets	829,861	1,165,754
Fixed Assets		
1630 - Leasehold improvements	243,678	243,678
1640 - Furniture, fixtures, & equip	133,816	128,005
1645 - Computers & Peripherals	296,010	278,631
1650 - Office Equipment	3,632	3,632
1655 - Playground Equipment	11,575	13,282
1660 - Software	6,895	6,670
1725 - Accumulated Depreciation	(289,822)	(289,822)
Total Fixed Assets	405,584	384,076
Other Assets		
1301 - Due From Strong Foundation Elem	59,535	59,535
1800 - Other long-term assets	52,409	52,409
1999 - Deferred Outflow of Resources	711,710	711,710
Total Other Assets	823,654	823,654
TOTAL ASSETS	2,059,099	2,373,484
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Other Current Liabilities		
2105 - Payroll Liabilities	(2,065)	(100)
2110 - Accrued payroll	24,832	24,832
2201 - Accrued Payroll Tax	1,863	1,863
2250 - PPP Loan	0	359,000
Total Other Current Liabilities	24,630	385,595
Total Current Liabilities	24,630	385,595
Long Term Liabilities		
2500 - CRDC Note - Merrimack County	143,425	148,529
Total Long Term Liabilities	143,425	148,529
Total Liabilities	168,055	534,124
Equity		
3010 - Unrestricted retained earnings	2,069,249	1,784,720
3015 - Transfers to Elementary School	(638,464)	(229,890)
Net Income	460,259	284,530
Total Equity	1,891,044	1,839,360
TOTAL LIABILITIES & EQUITY	2,059,099	2,373,484

f. Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process? *(For School District authorized schools only)*

Response: Not applicable-State Board of Education authorized charter school

g. Please describe the transportation services currently available and how the school assists families with transportation options.

Response: Most students are transported by their families. The school assists families by providing a list of families with contact information who would like to arrange carpools. Some students with IEPs receive transportation provided by their district if transportation is in the IEP.

3. Is the charter school promoting student attainment of expected knowledge and skills?

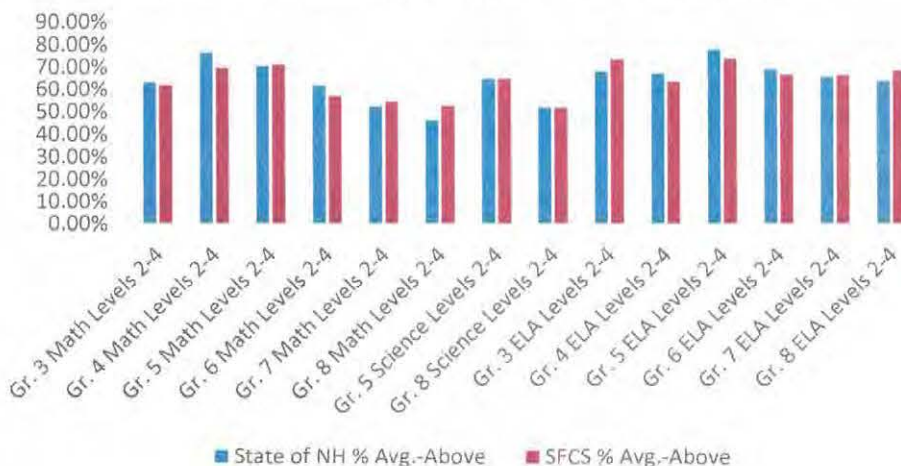
a. Are students meeting proficiency standards as measured by state assessments? If not, please provide justification:

Response: The NH SAS shows Strong Foundations students scored similarly to the NH state averages for proficiency. (See table below) In some instances, the scores from 2021 were slightly less, some were similar, and some were more. The school normally has a large percentage of students with IEPs. Students generally qualify for IEPs because they are academically needy. In any given year, between 20%-30% of the student population has an IEP as compared to most district schools having between 10%-15% of students with IEPs. That additional 5%-15% of students pulls Strong Foundations' scores lower.

In addition, approximately 15% of the students have a 504. Many of those students are impulsive and/or have short attention spans. Those students tend to rush and guess through academic testing, which lowers their scores.

During the 2021-2022 school year, we will be forming data teams to meet monthly to look at assessment data and plan interventions to promote greater student attainment.

NH SAS 2021: State of NH Compared to SFCS



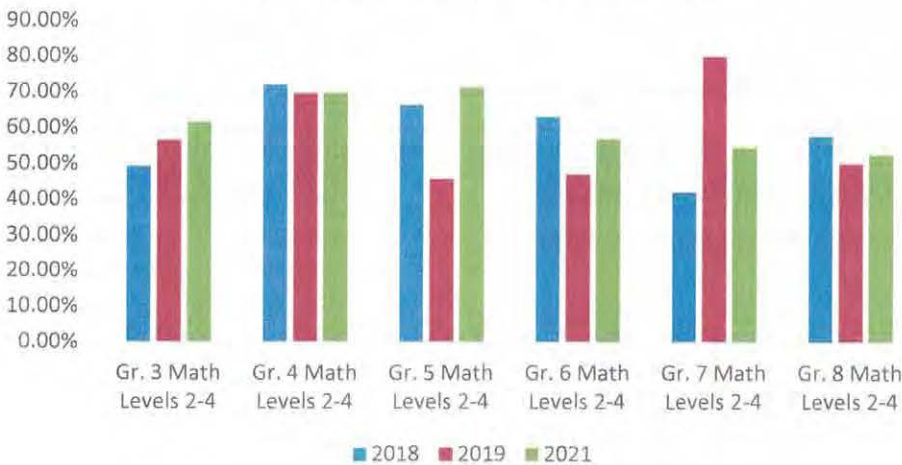
b. Are students making academic growth toward meeting state proficiency standards? Please provide data to support your response.

Response: Students have grown academically since the 2018 NH SAS in all areas except Math in grades 6 and 8. They are demonstrating academic growth and are heading towards meeting state proficiency standards. See charts below:

NH SAS ELA 2018-2021 by Grade



NH SAS Math 2018-2021 by Grade



c. How is the school meeting the needs of students identified for additional support?

Response to all that are applicable:

1. Educationally disadvantaged/at risk: The school provides additional help in the form of Response to Instruction (RTI) and summer programming using a combination of Title I and operating funds.
2. Students with Special Education needs: The school has a team of five licensed Special Educators to provide services and two Reading & Writing Specialists. In addition, there is a Special Education Case Manager and an assistant to the Special Education Case Manager, both of whom are licensed and Special Educators. The Special Educators provide academic services. In addition to services, we

provide progress notes, and write IEPs, Districts need to supply specialists such as Speech Pathologists and Occupational Therapists.

3. Federal Title Programs: Strong Foundations has written grant activities for Title IA and Title IIA. We use Title IA to provide academic programming to disadvantaged/at risk students. We use Title IIA primarily for professional development. We are working to educate ourselves about how to write activities for Title IVA. We only apply for grant money that we are confident we can use and for which we can document activities.
4. Homeless: Strong Foundations has a homeless set-aside in its Title IA grant. There are rarely homeless students enrolled.
5. Neglected/Delinquent: When staff are concerned that a student is neglected, we work with the student and family. If that is not successful, or if there is a possibility that the student is in a dangerous situation, we immediately contact DCYF and work with them to investigate and resolve the situation.
6. ELL: Every year, administration sends out a Home Language Survey to help identify possible ELL students. We also review the files of incoming students and check the NH DOE roster to determine whether a student has already been identified. In the past Strong Foundations has hired an ELL consultant to screen and assess students and has provided its own ELL tutors. For the 2021-2022 school year, we will have a .8 FTE ELL teacher.
7. Migrant/Refugee: Strong Foundations has not yet had a student who was a migrant or refugee.

d. Are students making progress toward any personally established goals set by students or non-academic goals established in the Charter?

Response: Not applicable

e. Describe the community services opportunities available to the students.

Response: The students have done food and clothing drives for the food pantry in Allentown every year except 2020-2021 due to COVID.

f. Describe the Data Management System currently used to track and report on student data.

Response: The school uses Rediker for its Student Management System. Rediker is used to track enrollment, demographic information, and attendance. That information can be uploaded for NH State reports. The nurse uses the related program, SNAP, to track student health information.

4. Is the school sustainable?

a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations?

Response: All board members willingly voice their opinions and also listen carefully to the opinions and thoughts of others. The Board has a healthy and collegial culture. The school has a strong board, and that has been a contributor to the school's success. Board meetings are posted at least 48 hours in advance in three places: the front door, the event calendar on the school website, and on the school's Facebook page. Meetings are open to the public, and public comment is invited at every meeting. Meeting minutes are posted on the website once they are voted on. Draft meeting minutes and all other meeting minutes are available in the school's office upon request. If nonpublic sessions are required, all legally required procedures are followed.

b. Has the school established systems to manage school operations efficiently?

Response:

- The Principal oversees the day-to-day operations of the school, hiring, and supporting and mentoring staff. She communicates with staff, students, parents, and school districts. She monitors student academic progress. She communicates with the State of NH regarding compliance and reporting. She reports to the Board of Directors regarding school operations, finances, and programming. She writes the state and federal grants and maintains documentation for same.
- The Office Manager oversees enrolling students, student attendance, incoming mail and invoices, filing, intake and release of student records, and distribution of emails to families.
- The Assistant Principal oversees 504s and assists the Principal with scheduling, monitoring student academic progress, mentoring and evaluating teachers, and student discipline.
- The Special Education Case Manager is the liason with school districts. She schedules services for students, schedules meetings, communicates with parents and staff about student needs, coordinates progress notes, writes IEPs, and oversees the Special Educators and Special Education paraprofessionals.
- The Special Education Assistant assists the Case Manager with scheduling meetings, drafting contracts for service provision, and creating monthly invoices for services provided. She also oversees the administration of Aimsweb progress monitoring.
- The Guidance Counselors support student and staff emotional health, help students develop social skills, act as a liason with students' counselors, assist students as they prepare to enter high school, and provide Guidance services as called for in IEPs.
- The Nurse maintains vaccination records, assesses children for illness, provides first-aid, instructs and certifies staff in first aid and CPR, and most recently assists in COVID-related decisions.
- The IT staff maintains and updates devices, oversees the functioning of the school's internet network, troubleshoots problems with devices, makes recommendations for device purchases, maintains inventory records for devices, and creates and uploads student rosters.
- The Teaching staff creates lesson plans based on the Core Knowledge curriculum and CCSS, instructs students academically, sets the classroom culture and routines, coordinates informal and formal assessments, reviews data to guide instruction, sets goals for RTI, communicates with parents, and makes referrals as necessary.
- All staff participates in supervision of students during drop-off, pick-up, recess, and lunch.

c. Are there systems in place to assure instructional quality?

Response: Teachers create lesson plans to support the Core Knowledge curriculum and CCSS. The Principal and Assistant Principal do classroom walk-throughs and observations. Formal and informal assessments are administered, and the data is used to guide instruction in class and when students receive additional help. This year grade-level data teams will meet monthly to review data and plan activities to support student growth.

d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Response: Strong Foundations has cooperative and supportive relationships with students' resident school districts. The school is located within Pembroke, home to SAU #53. Because of its proximity, SAU #53 sends its own staff to provide student services. Strong Foundations provides the service providers with a

location in which to work, schedules teachers to attend IEP meetings, and communicates with the service providers about student needs.

All other districts contract with Strong Foundations to provide Special Education services. When new students with IEPs are enrolling at Strong Foundations, the Special Education Case Manager schedules transition meetings. Staff works cooperatively and congenially with districts before, during, and after IEP meetings. We have had multiple districts recommend us to families if they feel students are not able to receive the services they need in-district.

e. Have Criminal Records Checks been completed for all school staff and volunteers?

Response: Yes, Criminal Records Checks are required and have been completed for all staff and volunteers. Strong Foundations covers the cost of Criminal Records Checks.

f. Are physical facilities safe, clean and suitable for the purposes of the school?

Response: Yes. Every year the facility undergoes a fire and safety inspection by the Pembroke Code Enforcement Officer. The facility is cleaned daily when school is in session.

g. Is the school emotionally safe for children and adults, free from bullying?

Response: We work hard to create a positive and supportive culture for students, staff, and families. On the 2021 Bright Futures survey, Staff rated the school above the state average on School Safety (+2), School Climate (+18), SEL & Well-being (+5). Family Members' ratings were also above the state average on School Safety (+7), School Climate (+17), SEL & Well-being (+16).

We do a number of things to create a positive culture. Strong Foundations is a Responsive Classroom (RC) school, and all new teachers are required to take the training. The RC routines help teachers build a community in the classroom, facilitate conflict resolution, and develop respectful interactions. Strong Foundations adopted the Choose Love curriculum the first year it came to New Hampshire and uses it consistently in grades R-5. Staff receives Anti-bullying training annually, and the school has adopted and implements a bullying policy.

When someone reports a possible bullying incident, the reporter and possible target meet separately with either the Guidance Counselor, the Principal, or the Assistant Principal. Then the Principal or Assistant Principal investigates the incident and makes a determination as to whether it is bullying. Whether the incident is bullying or simply unkindness, the situation is handled immediately as a discipline issue, documented, and parents are informed. If the situation is a misunderstanding, then Guidance or another trusted adult facilitates resolution of the conflict. During the 2020-2021 school year, there were no reports of bullying.

h. Does the school have a viable financial plan to support its program?

Response: The projected budgets are realistic and indicate a viable financial future for the school. The school has a 14-year history of meeting its payroll and other financial obligations while building up a financial reserve for expansion and emergencies.

i. (For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired.

Response: Not applicable.

j. Are there sufficient indications of continuing enrollment to sustain the school’s program and meet its plans for growth?

Response: Yes. Beginning the second year the school was open, there has been a waiting list. We work hard to support our students, teachers, and families because the staff is very caring, but those actions also help to improve student retention. Strong Foundations meets its enrollment goals but continues advertising during open enrollment to maintain close to full enrollment with a waiting list.

k. Does the school employ teachers who meet state requirements for experience and/or certification?

Response: Yes. All but one teacher at Strong Foundations hold NH State licensure. One teacher meets the requirements through a statement of eligibility and has developed a plan through Alternative IV that will be submitted for the 2021-2022 school year.

l. Does the school demonstrate an ability to retain skilled and qualified staff?

Response: Yes. See tables below.

Teaching Staff (29): Longevity of Employment with SFCS			
New	1-4 years	5-10 years	11-15 years
10%	45%	35%	10%
Admin. and Admin. Support Staff (9): Longevity of Employment with SFCS			
New	1-4 years	5-10 years	11-15 years
11%	22%	56%	11%

m. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

Response: On the Bright Futures survey, Academic Programming (Curriculum & Instruction) was +23, Family Engagement was +12, and Barriers to Engagement was +12. Parent responses to our Strategic Plan survey indicated that communication is a strength. However, we often hear that we send out too much communication via email. In order to maintain good communication but reduce emails, we plan to implement a weekly school-wide newsletter to be distributed through email.

n. Describe what the school intends to do to ensure it remains active in dissemination of successful and best practices?

Response: Beth McClure will continue offering the Orton-Gillingham training to NH teachers, and staff will continue presenting at the Charter School Best Practices Conference.

o. Describe the School’s communication processes.

Response: Communication occurs between a variety of stakeholders in different ways.

- Between Administration and Staff: e-mail for basic communication, in-person both formally and informally, staff meetings
- Among Administrative Staff: Weekly administrative meetings, informally in-person, e-mail. Administrative meetings include the Principal, Assistant Principal, Special Ed. Case Manager, Guidance Counselors, and the Nurse.
- Between Administrative Staff and Families: e-mail for updates and events, e-mail and phone calls for individualized communication, in-person meetings as needed, informally during drop-off and pick-up of students
- Between Teachers and Families: e-mail, teacher websites, newsletters, Parent-Teacher conferences, in-person as needed

- Between Staff and Staff: grade-level meetings, staff meetings, committee meetings, e-mail, informally in-person
- Between the Board of Trustees and Administration: e-mail and board meetings
- Between the Board of Trustees and Staff or Families: e-mail and board meetings

5. Current Status of the Board of Trustees Ed 318.16(a)

a. Have there been any changes in the membership of the Board of Trustees?

Response: The membership of the Board of Trustees changes annually in September. There are staggered terms for board members, so approximately 1/3 of the board changes in September. Below is the list of board members as of September 2021.

Trustee	Term
Dina Condodemetraky (Chair)	3 Year Term – Sep 2019 to Aug 2022
Colleen Sliva	3 Year Term – Sep 2020 to Aug 2023
Bri Rys (Treasurer)	3 Year Term – Sep 2019 to Aug 2022
Eric Raymond	2 year term - Sep 2020 to Aug 2022
Mark Sisti	3 year term – Sep 2021 to Aug 2024
Paul Raymond	Partial 3 year term – (was Sep 2020) July 2021 to Aug 2023
Safiya Wazir (parent term)	1 Year Term – Sep 2021 to Aug 2022 (1 st parent term)
Tammi Lemay (parent term)	1 Year Term – Sep 2021 to Aug 2022 (1 st parent term)
Sarah Osborne (parent term)	1 Year Term – Sep 2020 to Aug 2021 (2 nd parent term)
Beth McClure (Secretary): Not a board member	

b. Have there been any changes in the Board of Trustees’ methods of operation or amendments to the by-laws?

Response: There have been no changes in the past five years.

c. Have there been any recusals made by members of the Board of Trustees?

Response: No, there have not been any recusals because there have been no votes that involved a conflict of interests.

d. Describe the skills and responsibilities of the members of the Board of Trustees. Include the committees they serve on and the expectations for their participation in fundraising and community and school events.

Response: (See next page)

Board Member	Employment/Skill Set	Committees Served Upon
Dina Condodemetraky (Chair)	Property Management	Budget, COVID Task Force
Colleen Sliva (Founding Board Member)	Principal at Spaulding Academy and Family Services	Budget, COVID Task Force
Bri Rys (Treasurer)	NH Higher Education Assistance Foundation	Budget
Eric Raymond	Licensed practicing lawyer, also licensed nurse (not practicing)	COVID Task Force
Mark Sisti (Founding Board Member)	Lawyer	Restarting term Sep. 2021
Paul Raymond	Emergency Management	Strategic Planning Committee
Safiya Wazir (Parent member)	NH State Legislator	First term starting Sep. 2021
Tammi Lemay (Parent member)	Educator	First term starting Sep. 2021
Sarah Osborne (Parent member)	Business Owner	Strategic Planning Committee

Budget Committee: Assist with developing the annual budget

COVID Task Force: Meet bi-weekly or as needed to discuss actions and decisions related to COVID response. Prepare the reopening plan and meet to re-evaluate the reopening plan at least every six months.

Strategic Planning Committee: Met to develop the Strategic Plan. Meet quarterly during the school year to assess progress towards goals. Report to the Board of Trustees on progress three times per year.

Participation in School and Community Events: Parent board members are active in leading and/or attending school and community events. These have been limited due to COVID, but include Teacher Appreciation Week, PTO meetings and PTO fundraisers.

Fundraising: To date, fundraising has been limited primarily to PTO fundraisers. This is an area in which the Board of Trustees could increase its involvement for larger fundraisers.

e. Describe the work that the board has completed in policy development and policy updates.

Response: The Board of Trustees has worked with the Principal to develop and approve the following policies and policy updates: Accountability and Certifications, Allowability of Costs, Bullying, Conflict of Interests, Discipline, Drug-free Workplace, FERPA, Grant Budget Reconciliation, Homeless, Internet Safety, Inventory Management, Prohibiting the Aiding and Abetting of Sexual Abuse, Purchasing and Procurement, Record Retention, Restraint, Subrecipient Monitoring, Suicide Prevention, Surveillance, and Travel policies.

6. Student Data

a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?

Response: Strong Foundations is a K-8 school, so none of our students graduated from high school. 99% of the students were promoted to the next grade level.

b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?

Response: 94.9% (Source: 2021 EOY submission)

d. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement?

Response: None

- e. What is the number of incident reports prepared under RSA 126 U:7. Child restraints notice and record keeping requirements (see attached excerpt from NH Education Laws)

Response: None

- f. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6?

Response: None during the 2020-2021 school year.

Part 4: Policy Development and Forms

Policy Development (*Check ✓ the policies that have been developed*):



✓	Records Retention pursuant to RSA 189:29-a
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k)
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI
✓	Due Process, pursuant to RSA 194-B:8
✓	Suicide Prevention Education in Schools, pursuant to RSA 193-J Technical Advisory
✓	Duty to Report (Misconduct against a credential holder in the school) pursuant to Ed 510 Technical Advisory
✓	School Employee and Designated School Volunteer Criminal History Records Check Technical Advisory

Required Updated Forms (Please provide dates the following forms were last updated)

Dates	Forms ED 318.13(b)(6)
08/16/2021	Certificate of Occupancy
01/28/21	Fire Inspection Certificate
01/28/21	Building Safety Inspection
	Health Inspection
07/01/2021	Insurance Certificate
12/30/2020	Financial Audit

Part 5: SIGNATURES

Please complete the following section:

Name of Head of School	Beth McClure
Signature of Head of School	
Date	Aug. 23, 2021
Name of Board Chair	Dina Condodemetraky
Signature of Chairman of the Board	
Date	August 23, 2021

Submit to:

New Hampshire Department of Education
Attention: Commissioner Frank Edelblut
101 Pleasant Street
Concord, NH 03301-3494

Email to: Frank.Edelblut@doe.nh.gov
and
Jane.Waterhouse@doe.nh.gov

0000 GENERAL			1000 INSTRUCTION					2000 SUPPORT SERVICES								
			1100	1210	1410	1490		2100 STUDENT SUPPORT SERVICES	2200 INSTRUCTIONAL STAFF	2400	2510	2600				
	TOTAL		Instructional	Special Ed	School-Sponsored Cocurricular Activities	Extended Day & Summer Camp	1000 Instruction Total	Guidance (2120)	Health Services (2130)	Support Services - Instructional Staff (2200)	Library/Audiovisual, Etc. (2220)	Administrative	Business/Fiscal Services	Facilities	2000 Support Services	
1000 LOCAL REVENUE																
1322 Special Education Tuition (EAS)	\$ 978,000.00			\$ 978,000.00			\$ 978,000.00									\$ -
1500 Interest Income	\$ -						\$ -									\$ -
1700 Student Activities	\$ 500.00		\$ 500.00				\$ 500.00									\$ -
1700.1 Fieldtrips, Activities	\$ 500.00		\$ 500.00				\$ 500.00									\$ -
1700.2 Extended Day	\$ 25,000.00					\$ 25,000.00	\$ 25,000.00									\$ -
1700.3 Summer Camp	\$ -						\$ -									\$ -
2920 Contribution & Donations	\$ 20,000.00	\$ 20,000.00					\$ 20,000.00									\$ -
1990 Other (OC Training)	\$ 4,500.00	\$ 4,500.00					\$ 4,500.00									\$ -
3000 STATE REVENUE																
3111 State Adequacy Aid Grant (350 Students @ \$7,338.94)	\$ 2,568,000.00	\$ 396,969.00	\$ 1,206,944.00				\$ 1,206,944.00	\$ 45,462.00	\$ 61,774.00			\$ 251,674.00		\$ 605,177.00	\$ 964,087.00	\$ -
3190 Unrestricted State Aid (Differentiated Aid)	\$ 135,000.00		\$ 135,000.00				\$ 135,000.00									\$ -
3200 Restricted State Aid (Lease Aid)	\$ 30,000.00						\$ -							\$ 30,000.00	\$ 30,000.00	\$ -
4000 FEDERAL REVENUE (INCLUDING STATE PASS-THRU)																
4100 Unrestricted federal grants received directly	\$ -						\$ -									\$ -
4500 Restricted federal grants passed thru state	\$ 92,000.00		\$ 92,000.00				\$ 92,000.00									\$ -
4520 Title One	\$ -						\$ -									\$ -
4590 Restricted Federal Aid (SRSA/REAP)	\$ 20,000.00		\$ 20,000.00				\$ 20,000.00									\$ -
Total revenue	\$ 3,873,500.00	\$ 421,469.00	\$ 1,454,944.00	\$ 978,000.00	\$ -	\$ 25,000.00	\$ 2,457,944.00	\$ 45,462.00	\$ 61,774.00	\$ -	\$ -	\$ 251,674.00	\$ -	\$ 635,177.00	\$ 994,087.00	\$ -
100-200 EMPLOYEE COSTS																
100 Salaries																
100.1 Teachers	\$ 1,376,902.00		\$ 1,071,800.00	\$ 355,102.00			\$ 1,376,902.00									\$ -
100.2 Aide/Paras	\$ 432,000.00		\$ 112,000.00	\$ 320,000.00			\$ 432,000.00									\$ -
100.3 Other Instructional (substitutes, extended day)	\$ 60,794.00		\$ 35,794.00			\$ 25,000.00	\$ 60,794.00									\$ -
100.4 School Director	\$ 88,064.00						\$ -			\$ 88,064.00					\$ 88,064.00	
100.5 School Assistant Director	\$ 43,090.00						\$ -			\$ 43,090.00					\$ 43,090.00	
100.6 Administrative Assistant	\$ 41,610.00						\$ -			\$ 41,610.00					\$ 41,610.00	
100.7 Custodian	\$ 77,000.00						\$ -						\$ 77,000.00		\$ 77,000.00	
100.8 Technical Services (Technology)	\$ 90,000.00		\$ 90,000.00				\$ 90,000.00								\$ -	
100.9 Guidance Counselor	\$ 41,282.00						\$ -	\$ 41,282.00							\$ 41,282.00	
100.10 School Nurse	\$ 56,424.00						\$ -		\$ 56,424.00						\$ 56,424.00	
200 Employee Benefits																
211 Health Insurance	\$ 199,000.00		\$ 60,800.00	\$ 60,594.00			\$ 121,394.00			\$ 53,600.00			\$ 24,006.00		\$ 77,606.00	
212 Dental Insurance	\$ 19,000.00		\$ 11,000.00	\$ 11,000.00			\$ 22,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00			\$ 1,000.00		\$ 7,000.00	
291 Other - Affac Insurance	\$ -						\$ -									\$ -
220 Payroll Taxes	\$ 177,915.00		\$ 96,276.00	\$ 52,000.00	\$ 1,925.00		\$ 150,145.00	\$ 3,180.00	\$ 4,350.00				\$ 13,310.00	\$ 6,910.00	\$ 27,770.00	
240 Tuition Reimbursement	\$ 12,000.00		\$ 4,000.00				\$ 4,000.00					\$ 8,000.00			\$ 8,000.00	
300 PROFESSIONAL FEES																
320 Contracted Education Services	\$ -						\$ -									
320.1 Instructional Staff Training	\$ 8,000.00		\$ 8,000.00				\$ 8,000.00									\$ -
320.2 Curriculum Development	\$ -						\$ -									\$ -
320.3 Testing/Appraisal & Support Svc	\$ -						\$ -									\$ -
320.4 Contracted Special/Enrichment Services	\$ -						\$ -									\$ -
330 Other Professional Services	\$ -						\$ -									
330.1 Audit	\$ 15,000.00						\$ -						\$ 15,000.00		\$ 15,000.00	
330.2 Legal	\$ 2,500.00						\$ -						\$ 2,500.00		\$ 2,500.00	
330.3 Bookkeeping	\$ 21,400.00						\$ -						\$ 21,400.00		\$ 21,400.00	
340 Technical Services	\$ -						\$ -									\$ -
600 SUPPLIES & MATERIALS																
610 General supplies	\$ 35,125.00		\$ 33,000.00	\$ 1,450.00			\$ 34,450.00		\$ 1,000.00			\$ 475.00		\$ 19,200.00	\$ 20,675.00	
610.1 Student activities expenses	\$ 500.00		\$ 500.00				\$ 500.00								\$ -	
630 Food	\$ 1,500.00						\$ -					\$ 1,500.00			\$ 1,500.00	
640 Media (classroom, curriculum)	\$ 34,500.00		\$ 32,500.00				\$ 32,500.00				\$ 2,000.00				\$ 2,000.00	
650 Software & applications	\$ 20,550.00		\$ 18,350.00				\$ 18,350.00				\$ 2,200.00				\$ 2,200.00	
500 PURCHASED SERVICES																
510 Student Transportation	\$ -						\$ -									\$ -
520 Insurance (other than EE benefits)	\$ 23,901.00						\$ -							\$ 23,901.00	\$ 23,901.00	
530 Telephone & internet	\$ 8,940.00						\$ -							\$ 8,940.00	\$ 8,940.00	
534 Postage	\$ 1,150.00						\$ -					\$ 1,150.00			\$ 1,150.00	
540 Advertising	\$ 6,900.00						\$ -					\$ 6,900.00			\$ 6,900.00	
550 Printing	\$ 800.00						\$ -					\$ 800.00			\$ 800.00	
580 Travel	\$ 1,200.00						\$ -					\$ 1,200.00			\$ 1,200.00	
590 Other	\$ 500.00						\$ -					\$ 500.00			\$ 500.00	
800 OTHER																
810 Dues and Fees	\$ 6,000.00						\$ -					\$ 6,000.00			\$ 6,000.00	
890 Miscellaneous Expenditures	\$ -						\$ -								\$ -	
400 OCCUPANCY																
410 Utilities	\$ -						\$ -									\$ -
410.1 Cable/Internet	\$ 8,100.00						\$ -						\$ 8,100.00		\$ 8,100.00	
410.1 Wages/Severage	\$ 3,000.00						\$ -						\$ 3,000.00		\$ 3,000.00	
622 Electricity	\$ 31,000.00						\$ -						\$ 31,000.00		\$ 31,000.00	
621 Oil/Natural Gas	\$ 8,000.00						\$ -						\$ 8,000.00		\$ 8,000.00	
420 Cleaning & Grounds Maintenance	\$ 14,300.00						\$ -						\$ 14,300.00		\$ 14,300.00	
430 Repairs & Maintenance	\$ 27,000.00						\$ -						\$ 27,000.00		\$ 27,000.00	

0000 GENERAL		1000 INSTRUCTION				2000 SUPPORT SERVICES										
		1100	1210	1410	1490	2100 STUDENT SUPPORT SERVICES		2200 INSTRUCTIONAL STAFF	2400	2510	2600	2000 Support Services				
		Instructional	Special Ed	School-Sponsored Co-curricular Activities	Extended Day & Summer Camp	Guidance(2120)	Health Services (2130)	Support Services- Instructional Staff (2200)	Library/Audiovisual, Etc. (2220)	Administrative	Business/fiscal Services	Facilities				
TOTAL		1000 Instruction Total														
1000	LOCAL REVENUE															
1322	Special Education Tuition (LEAs)	\$ 978,000.00											\$ -			
1500	Interest Income	\$ -	\$ 978,000.00										\$ -			
1700	Student Activities	\$ 500.00											\$ -			
1700.1	Fieldtrips, Activities	\$ 500.00											\$ -			
1700.2	Extended Day	\$ -			\$ 25,000.00								\$ -			
1700.3	Summer Camp	\$ -											\$ -			
1910	Contribution & Donations	\$ 20,000.00											\$ -			
1990	Other (OG Training)	\$ 4,500.00											\$ -			
3000	STATE REVENUE															
3111	State Adequacy Aid Grant (350 Students @ \$7,375)	\$ 2,581,250.00											\$ -			
3190	Unrestricted State Aid (Differentiated Aid)	\$ 135,000.00				\$ 47,462.00	\$ 63,774.00		\$ 257,674.00		\$ 615,177.00		\$ 984,087.00			
3200	Restricted State Aid (Lease Aid)	\$ 30,000.00									\$ 30,000.00		\$ 30,000.00			
4000	FEDERAL REVENUE (INCLUDING STATE PASS-THRU)															
4100	Unrestricted federal grants received directly	\$ -											\$ -			
4500	Restricted federal grants passed thru state	\$ 40,000.00											\$ -			
4520	Title One	\$ -											\$ -			
4590	Restricted Federal Aid (NSA/REAP)	\$ 22,000.00											\$ -			
	Total revenue	\$ 3,836,750.00	\$ 421,469.00	\$ 1,398,194.00	\$ 978,000.00	\$ -	\$ 25,000.00	\$ 2,401,194.00	\$ 47,462.00	\$ 63,774.00	\$ -	\$ -	\$ 257,674.00	\$ -	\$ 645,177.00	\$ 1,014,087.00
100-200	EMPLOYEE COSTS															
100	Salaries															
100.1	Teachers	\$ 1,418,209.00		\$ 1,051,454.00	\$ 365,755.00											\$ -
100.2	Aides/Paras	\$ 444,960.00		\$ 115,360.00	\$ 329,600.00											\$ -
100.3	Other Instructional (substitutes, extended day)	\$ 61,868.00		\$ 36,868.00	\$ -											\$ -
100.4	School Director	\$ 90,705.00			\$ 25,000.00					\$ 90,705.00						\$ 90,705.00
100.5	School Assistant Director	\$ 51,500.00								\$ 51,500.00						\$ 51,500.00
100.6	Administrative Assistant	\$ 43,000.00								\$ 43,000.00						\$ 43,000.00
100.7	Custodian	\$ 77,000.00										\$ 77,000.00				\$ 77,000.00
100.8	Technical Services (Technology)	\$ 92,700.00		\$ 92,700.00												\$ 92,700.00
100.9	Guidance Counselor	\$ 42,520.00				\$ 42,520.00										\$ 42,520.00
100.10	School Nurse	\$ 58,117.00					\$ 58,117.00									\$ 58,117.00
200	Employee Benefits															
211	Health Insurance	\$ 211,139.00		\$ 96,880.00	\$ 66,653.00					\$ 53,600.00		\$ 24,006.00				\$ 77,606.00
212	Dental Insurance	\$ 29,000.00		\$ 11,000.00	\$ 11,000.00		\$ 1,000.00	\$ 1,000.00		\$ 4,000.00		\$ 1,000.00				\$ 7,000.00
291	Other - AFAC Insurance	\$ -														\$ -
220	Payroll Taxes	\$ 177,915.00		\$ 96,220.00	\$ 52,000.00		\$ 1,925.00			\$ 13,310.00		\$ 6,930.00				\$ 27,270.00
240	Tuition Reimbursement	\$ 12,000.00		\$ 4,000.00			\$ 4,000.00			\$ 8,000.00						\$ 8,000.00
300	PROFESSIONAL FEES															
320	Contracted Education Services	\$ -														\$ -
320.1	Instructional Staff Training	\$ 10,000.00		\$ 10,000.00												\$ 10,000.00
320.2	Curriculum Development	\$ -														\$ -
320.3	Testing/Appraisal & Support Svc	\$ -														\$ -
320.4	Contracted Special/Enrichment Services	\$ -														\$ -
330	Other Professional Services															
330.1	Audit	\$ 16,000.00													\$ 16,000.00	\$ 16,000.00
330.2	Legal	\$ 3,000.00												\$ 3,000.00	\$ 3,000.00	
330.3	Bookkeeping	\$ 23,000.00												\$ 23,000.00	\$ 23,000.00	
340	Technical Services	\$ -														\$ -
600	SUPPLIES & MATERIALS															
610	General supplies	\$ 55,125.00		\$ 33,000.00	\$ 1,450.00					\$ 475.00		\$ 19,200.00				\$ 20,675.00
610.1	Student activities expense	\$ 500.00		\$ 500.00												\$ 500.00
630	Food	\$ 1,500.00								\$ 1,500.00						\$ 1,500.00
640	Media (classroom, curriculum)	\$ 34,500.00		\$ 31,500.00					\$ 2,000.00							\$ 2,000.00
650	Software & applications	\$ 20,550.00		\$ 18,350.00					\$ 2,200.00							\$ 2,200.00
500	PURCHASED SERVICES															
510	Student Transportation	\$ -														\$ -
520	Insurance (other than EE benefits)	\$ 26,000.00												\$ 26,000.00	\$ 26,000.00	
530	Telephone & Internet	\$ 9,000.00												\$ 9,000.00	\$ 9,000.00	
534	Postage	\$ 1,150.00								\$ 1,150.00						\$ 1,150.00
540	Advertising	\$ 7,500.00								\$ 7,500.00						\$ 7,500.00
550	Printing	\$ 800.00								\$ 800.00						\$ 800.00
560	Travel	\$ 1,200.00								\$ 1,200.00						\$ 1,200.00
590	Other	\$ 500.00								\$ 500.00						\$ 500.00
800	OTHER															
810	Dues and Fees	\$ 6,000.00								\$ 6,000.00						\$ 6,000.00
890	Miscellaneous Expenditures	\$ -														\$ -
400	OCCUPANCY															
410	Utilities															
410.1	Cable/Internet	\$ 8,500.00											\$ 8,500.00			\$ 8,500.00
410.1	Wages/Sewage	\$ 3,500.00											\$ 3,500.00			\$ 3,500.00
622	Electricity	\$ 35,000.00											\$ 35,000.00			\$ 35,000.00
621	Oil/Natural Gas	\$ 8,000.00											\$ 8,000.00			\$ 8,000.00
420	Cleaning & Grounds Maintenance	\$ 15,500.00											\$ 15,500.00			\$ 15,500.00
430	Repairs & Maintenance	\$ 27,000.00											\$ 27,000.00			\$ 27,000.00

0000 GENERAL			1000 INSTRUCTION				2000 SUPPORT SERVICES									
			1100	1210	1410	1490	2100 STUDENT SUPPORT SERVICES		2200 INSTRUCTIONAL STAFF	2400	2510	2600	2000 Support Services			
TOTAL			Instructional	Special Ed	School Sponsored Curricular Activities	Extended Day & Summer Camp	1000 Instruction Total	Guidance(2120)	Health Services (2130)	Support Services- Instructional Staff (2200)	Library/Audiovisual, Etc.(2220)	Administrative	Business/Fiscal Services	Facilities	2000 Support Services	
1000	LOCAL REVENUE															
1322	Special Education Tuition (LEAs)	\$ 978,000.00		\$ 978,000.00		\$ 978,000.00									\$ -	
1500	Interest Income	\$ -				\$ -									\$ -	
1700	Student Activities	\$ 500.00	\$ 500.00			\$ 500.00									\$ -	
1700.1	Fieldtrips, Activities	\$ 500.00	\$ 500.00			\$ 500.00									\$ -	
1700.2	Extended Day	\$ 25,000.00			\$ 25,000.00	\$ 25,000.00									\$ -	
1700.3	Summer Camp	\$ -				\$ -									\$ -	
1920	Contribution & Donations	\$ 20,000.00				\$ 20,000.00									\$ -	
1990	Other (DG Training)	\$ 9,000.00				\$ 9,000.00									\$ -	
3000	STATE REVENUE															
3111	State Adequacy Aid Grant (355 Students @ \$7,500)	\$ 2,662,500.00	\$ 396,969.00			\$ 2,662,500.00									\$ -	
3190	Unrestricted State Aid (Differentiated Aid)	\$ 135,000.00	\$ 135,000.00			\$ 135,000.00	\$ 50,462.00	\$ 66,774.00	\$ 27,250.00			\$ 265,674.00		\$ 615,177.00	\$ 1,025,337.00	
3200	Restricted State Aid (Loss-Aid)	\$ 30,000.00				\$ -								\$ 30,000.00	\$ -	
4000	FEDERAL REVENUE (INCLUDING STATE PASS-THRU)															
4100	Unrestricted federal grants received directly	\$ -				\$ -									\$ -	
4500	Restricted federal grants passed thru state	\$ 40,000.00	\$ 40,000.00			\$ 40,000.00									\$ -	
4520	Title One	\$ -				\$ -									\$ -	
4590	Restricted Federal Aid (SRLA/RFAP)	\$ 22,000.00	\$ 22,000.00			\$ 22,000.00									\$ -	
	Total revenue	\$ 3,922,500.00	\$ 425,969.00	\$ 1,438,194.00	\$ 978,000.00	\$ -	\$ 25,000.00	\$ 2,441,194.00	\$ 50,462.00	\$ 66,774.00	\$ 27,250.00	\$ -	\$ 265,674.00	\$ -	\$ 645,177.00	\$ 1,055,337.00
100-200	EMPLOYEE COSTS															
100	Salaries															
100.1	Teachers	\$ 1,460,900.00		\$ 1,084,100.00	\$ 376,800.00		\$ 1,460,900.00								\$ -	
100.2	Aides/Paras	\$ 471,100.00		\$ 125,000.00	\$ 346,100.00		\$ 471,100.00								\$ -	
100.3	Other Instructional (substitutes, extended day)	\$ 65,000.00		\$ 40,000.00		\$ 25,000.00	\$ 65,000.00								\$ -	
100.4	School Director	\$ 93,426.00								\$ 93,426.00					\$ 93,426.00	
100.5	School Assistant Director	\$ 53,050.00								\$ 53,050.00					\$ 53,050.00	
100.6	Administrative Assistant	\$ 44,300.00								\$ 44,300.00					\$ 44,300.00	
100.7	Custodian	\$ 77,000.00													\$ -	
100.8	Technical Services (Technology)	\$ 95,500.00		\$ 95,500.00		\$ 95,500.00							\$ 77,000.00		\$ 77,000.00	
100.9	Guidance Counselor	\$ 45,000.00					\$ 45,000.00								\$ 45,000.00	
100.10	School Nurse	\$ 60,000.00						\$ 60,000.00							\$ 60,000.00	
200	Employee Benefits															
211	Health Insurance	\$ 170,227.00		\$ 75,968.00	\$ 68,653.00		\$ 142,221.00			\$ 4,000.00			\$ 24,006.00		\$ 28,006.00	
212	Dental Insurance	\$ 29,000.00		\$ 11,000.00	\$ 11,000.00		\$ 22,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00			\$ 1,000.00		\$ 7,000.00	
291	Other - Atlas Insurance	\$ -													\$ -	
220	Payroll Taxes	\$ 183,075.00		\$ 99,100.00	\$ 53,560.00	\$ 1,925.00	\$ 154,585.00	\$ 3,280.00	\$ 4,480.00			\$ 13,800.00		\$ 6,930.00	\$ 28,490.00	
240	Tuition Reimbursement	\$ 10,000.00		\$ 6,000.00			\$ 6,000.00			\$ 4,000.00					\$ 4,000.00	
300	PROFESSIONAL FEES															
320	Contracted Education Services	\$ -													\$ -	
320.1	Instructional Staff Training	\$ 10,000.00		\$ 10,000.00		\$ 10,000.00									\$ -	
320.2	Curriculum Development	\$ -													\$ -	
320.3	Testing/Appraisal & Support Svc	\$ -													\$ -	
320.4	Contracted Special/Enrichment Services	\$ -													\$ -	
330	Other Professional Services															
330.1	Audit	\$ 17,000.00											\$ 17,000.00		\$ 17,000.00	
330.2	Legal	\$ 3,500.00											\$ 3,500.00		\$ 3,500.00	
330.3	Bookkeeping	\$ 24,150.00											\$ 24,150.00		\$ 24,150.00	
340	Technical Services	\$ -													\$ -	
600	SUPPLIES & MATERIALS															
610	General supplies	\$ 55,125.00		\$ 33,000.00	\$ 1,450.00	\$ 34,450.00		\$ 1,000.00		\$ 475.00			\$ 19,200.00		\$ 20,675.00	
610.1	Student activities expenses	\$ 500.00		\$ 500.00		\$ 500.00									\$ -	
630	Food	\$ 1,500.00								\$ 1,500.00					\$ 1,500.00	
640	Media (classroom, curriculum)	\$ 34,500.00		\$ 32,500.00		\$ 32,500.00				\$ 2,000.00					\$ 2,000.00	
650	Software & applications	\$ 20,550.00		\$ 18,350.00		\$ 18,350.00				\$ 2,200.00					\$ 2,200.00	
500	PURCHASED SERVICES															
510	Student Transportation	\$ -													\$ -	
520	Insurance (other than TE benefits)	\$ 26,000.00											\$ 26,000.00		\$ 26,000.00	
530	Telephone & Internet	\$ 9,000.00											\$ 9,000.00		\$ 9,000.00	
534	Postage	\$ 1,150.00													\$ -	
540	Advertising	\$ 7,500.00								\$ 1,150.00					\$ 1,150.00	
550	Printing	\$ 800.00								\$ 7,500.00					\$ 7,500.00	
580	Travel	\$ 1,200.00								\$ 800.00					\$ 800.00	
590	Other	\$ 500.00								\$ 1,200.00					\$ 1,200.00	
800	OTHER															
810	Dues and Fees	\$ 6,000.00								\$ 6,000.00					\$ 6,000.00	
890	Miscellaneous Expenditures	\$ -													\$ -	
400	OCCUPANCY															
410	Utilities															
410.1	Cable/Internet	\$ 9,000.00											\$ 9,000.00		\$ 9,000.00	
410.1	Water/Sewage	\$ 3,700.00								\$ 1,700.00			\$ 1,700.00		\$ 3,700.00	
622	Electricity	\$ 37,000.00								\$ 37,000.00					\$ 37,000.00	
621	Oil/Natural Gas	\$ 8,500.00								\$ 8,500.00					\$ 8,500.00	
420	Cleaning & Grounds Maintenance	\$ 17,000.00								\$ 17,000.00					\$ 17,000.00	
430	Repairs & Maintenance	\$ 27,000.00								\$ 27,000.00					\$ 27,000.00	

0000 GENERAL			1000 INSTRUCTION				2000 SUPPORT SERVICES									
			1100	1210	1410	1490	2100 STUDENT SUPPORT SERVICES		2200 INSTRUCTIONAL STAFF	2400	2510	2600				
TOTAL			Instructional	Special Ed	School-Sponsored Curricular Activities	Extended Day & Summer Camp	1000 Instruction Total	Guidance [2120]	Health Services [2130]	Support Services - Instructional Staff [2200]	Library/Audiovisual, Etc. [2220]	Administrative	Business/Fiscal Services	Facilities	2000 Support Services	
3000	LOCAL REVENUE															
1322	Special Education Tuition (EAS)	\$ 978,000.00		\$ 978,000.00			\$ 978,000.00									
1500	Interest Income	\$ -					\$ -									
1700	Student Activities	\$ 500.00	\$ 500.00				\$ 500.00									
1700.1	Fieldtrips, Activities	\$ 500.00	\$ 500.00				\$ 500.00									
1700.2	Extended Day	\$ 25,000.00					\$ 25,000.00									
1700.3	Summer Camp	\$ -					\$ -									
1920	Contribution & Donations	\$ 25,000.00					\$ 25,000.00									
1990	Other (DG Training)	\$ 9,000.00					\$ 9,000.00									
3000	STATE REVENUE															
3111	State Adequacy Aid Grant (355 Students @ \$7,575)	\$ 2,669,125.00	\$ 396,969.00				\$ 2,669,125.00									
3190	Unrestricted State Aid (Differentiated Aid)	\$ 135,000.00	\$ 135,000.00				\$ 135,000.00	\$ 50,462.00	\$ 66,774.00	\$ 53,875.00		\$ 265,674.00		\$ 615,177.00	\$ 1,051,362.00	
3200	Restricted State Aid (Lease Aid)	\$ 30,000.00					\$ 30,000.00							\$ 30,000.00	\$ 30,000.00	
4000	FEDERAL REVENUE (INCLUDING STATE PASS-THRU)															
4100	Unrestricted federal grants received directly	\$ -					\$ -									
4500	Restricted federal grants passed thru state	\$ 45,000.00	\$ 45,000.00				\$ 45,000.00									
4520	Title One	\$ -					\$ -									
4590	Restricted Federal Aid (SRSA/REAP)	\$ 24,000.00	\$ 24,000.00				\$ 24,000.00									
	Total revenue	\$ 3,961,125.00	\$ 430,969.00	\$ 1,445,194.00	\$ 978,000.00	\$ -	\$ 25,000.00	\$ 2,448,194.00	\$ 50,462.00	\$ 66,774.00	\$ 53,875.00	\$ -	\$ 265,674.00	\$ -	\$ 645,177.00	\$ 1,081,962.00
100-200	EMPLOYEE COSTS															
100	Salaries															
100.1	Teachers	\$ 1,503,900.00		\$ 1,115,700.00	\$ 388,200.00		\$ 1,503,900.00									
100.2	Aide/Para	\$ 485,250.00		\$ 178,750.00	\$ 356,500.00		\$ 485,250.00									
100.3	Other Instructional (substitutes, extended day)	\$ 66,250.00		\$ 41,250.00			\$ 66,250.00									
100.4	School Director	\$ 96,229.00				\$ 25,000.00	\$ 96,229.00					\$ 96,229.00		\$ 96,229.00		
100.5	School Assistant Director	\$ 55,000.00					\$ 55,000.00					\$ 55,000.00		\$ 55,000.00		
100.6	Administrative Assistant	\$ 45,650.00					\$ 45,650.00					\$ 45,650.00		\$ 45,650.00		
100.7	Custodian	\$ 79,500.00					\$ 79,500.00							\$ 79,500.00		
100.8	Technical Services (Technology)	\$ 98,400.00		\$ 98,400.00			\$ 98,400.00							\$ 98,400.00		
100.9	Guidance Counselor	\$ 46,350.00					\$ 46,350.00	\$ 46,350.00						\$ 46,350.00		
100.10	School Nurse	\$ 61,800.00					\$ 61,800.00	\$ 61,800.00						\$ 61,800.00		
200	Employee Benefits															
211	Health Insurance	\$ 175,620.00		\$ 75,775.00	\$ 70,715.00		\$ 146,490.00					\$ 4,400.00		\$ 24,730.00	\$ 29,130.00	
212	Dental Insurance	\$ 33,690.00		\$ 12,100.00	\$ 12,100.00		\$ 24,200.00	\$ 1,030.00	\$ 1,030.00			\$ 4,400.00		\$ 1,030.00	\$ 7,490.00	
251	Other - Auto Insurance	\$ -					\$ -									
220	Payroll Taxes	\$ 188,315.00		\$ 102,075.00	\$ 55,200.00	\$ 1,925.00	\$ 159,200.00	\$ 3,280.00	\$ 4,480.00			\$ 14,215.00		\$ 7,915.00	\$ 29,115.00	
240	Tuition Reimbursement	\$ 10,000.00		\$ 6,000.00			\$ 6,000.00					\$ 4,000.00		\$ 4,000.00		
300	PROFESSIONAL FEES															
320	Contracted Education Services	\$ -					\$ -									
320.1	Instructional Staff Training	\$ 12,000.00		\$ 12,000.00			\$ 12,000.00									
320.2	Curriculum Development	\$ -					\$ -									
320.3	Testing/Appraisal & Support Svc	\$ -					\$ -									
320.4	Contracted Special/Enrichment Services	\$ -					\$ -									
330	Other Professional Services															
330.1	Audit	\$ 18,000.00					\$ 18,000.00									
330.2	Legal	\$ 4,000.00					\$ 4,000.00					\$ 18,000.00		\$ 18,000.00		
330.3	Bookkeeping	\$ 25,000.00					\$ 25,000.00					\$ 4,000.00		\$ 4,000.00		
340	Technical Services											\$ 25,000.00		\$ 25,000.00		
600	SUPPLIES & MATERIALS															
610	General supplies	\$ 55,125.00		\$ 33,000.00	\$ 1,450.00		\$ 34,450.00									
610.1	Student activities expenses	\$ 500.00		\$ 500.00			\$ 500.00	\$ 1,000.00				\$ 475.00		\$ 19,200.00	\$ 20,675.00	
630	Food	\$ 1,500.00					\$ 1,500.00									
640	Media (classroom, curriculum)	\$ 34,500.00		\$ 32,500.00			\$ 32,500.00				\$ 2,000.00	\$ 1,500.00		\$ 1,500.00		
650	Software & applications	\$ 20,550.00		\$ 18,350.00			\$ 18,350.00				\$ 2,200.00			\$ 2,200.00		
500	PURCHASED SERVICES															
510	Student Transportation	\$ -					\$ -									
520	Insurance (other than EE benefits)	\$ 26,000.00					\$ 26,000.00							\$ 26,000.00	\$ 26,000.00	
530	Telephone & Internet	\$ 9,000.00					\$ 9,000.00							\$ 9,000.00	\$ 9,000.00	
534	Postage	\$ 1,150.00					\$ 1,150.00					\$ 1,150.00		\$ 1,150.00		
540	Advertising	\$ 2,500.00					\$ 2,500.00				\$ 7,500.00			\$ 7,500.00		
550	Printing	\$ 800.00					\$ 800.00				\$ 800.00			\$ 800.00		
580	Travel	\$ 1,200.00					\$ 1,200.00				\$ 1,200.00			\$ 1,200.00		
590	Other	\$ 500.00					\$ 500.00				\$ 500.00			\$ 500.00		
800	OTHER															
810	Dues and Fees	\$ 8,000.00					\$ 8,000.00					\$ 8,000.00		\$ 8,000.00		
890	Miscellaneous Expenditures	\$ -					\$ -									
400	OCCUPANCY															
410	Utilities															
410.1	Cable/Internet	\$ 9,500.00					\$ 9,500.00							\$ 9,500.00	\$ 9,500.00	
410.1	Water/Sewage	\$ 3,900.00					\$ 3,900.00							\$ 3,900.00	\$ 3,900.00	
622	Electricity	\$ 39,000.00					\$ 39,000.00							\$ 39,000.00	\$ 39,000.00	
621	Oil/Natural Gas	\$ 9,000.00					\$ 9,000.00							\$ 9,000.00	\$ 9,000.00	
420	Cleaning & Grounds Maintenance	\$ 18,000.00					\$ 18,000.00							\$ 18,000.00	\$ 18,000.00	
430	Repairs & Maintenance	\$ 17,000.00					\$ 17,000.00							\$ 17,000.00	\$ 17,000.00	

0000 GENERAL		1000 INSTRUCTION					2000 SUPPORT SERVICES							
		1100	1210	1410	1490		2100 STUDENT SUPPORT SERVICES	2200 INSTRUCTIONAL STAFF		2400	2510	2600		
		Instructional	Special Ed	School-Sponsored Cocurricular Activities	Extended Day & Summer Camp	1000 Instruction Total	Guidance(2120)	Health Services (2130)	Support Services- Instructional Staff (2200)	Library/Audiovisual, Etc. (2220)	Administrative	Business/Fiscal Services	Facilities	2000 Support Services
TOTAL														
1000	LOCAL REVENUE													
1322	Special Education Tuition (LEAs)	\$ 978,000.00		\$ 978,000.00		\$ 978,000.00								\$ -
1500	Interest Income	\$ -				\$ -								\$ -
1700	Student Activities	\$ 500.00				\$ 500.00								\$ -
1700.1	Fieldtrips, Activities	\$ 500.00				\$ 500.00								\$ -
1700.2	Extended Day	\$ -			\$ 25,000.00	\$ 25,000.00								\$ -
1700.3	Summer Camp	\$ -				\$ -								\$ -
1920	Contribution & Donations	\$ 25,000.00				\$ 25,000.00								\$ -
1990	Other (IG Training)	\$ 9,000.00				\$ 9,000.00								\$ -
3000	STATE REVENUE													
3111	State Adequacy Aid Grant (355 Students @ \$8,000)	\$ 2,840,000.00	\$ 396,969.00	\$ 1,341,069.00		\$ 1,341,069.00	\$ 50,462.00	\$ 66,774.00	\$ 53,875.00	\$ 265,674.00	\$ 50,000.00	\$ 615,177.00	\$ 1,101,962.00	\$ 1,101,962.00
3190	Unrestricted State Aid (Differentiated Aid)	\$ 140,000.00		\$ 140,000.00		\$ 140,000.00								\$ -
3200	Restricted State Aid (Lane Aid)	\$ 30,000.00				\$ -						\$ 30,000.00		\$ 30,000.00
4000	FEDERAL REVENUE (INCLUDING STATE PASS-THRU)													
4100	Unrestricted federal grants received directly	\$ -				\$ -								\$ -
4500	Restricted federal grants passed thru state	\$ 45,000.00		\$ 45,000.00		\$ 45,000.00								\$ -
4520	Title One	\$ -				\$ -								\$ -
4990	Restricted Federal Aid (ERISA/REAP)	\$ 24,000.00		\$ 24,000.00		\$ 24,000.00								\$ -
	Total revenue	\$ 4,117,000.00	\$ 430,969.00	\$ 1,551,069.00	\$ 25,000.00	\$ 2,554,069.00	\$ 50,462.00	\$ 66,774.00	\$ 53,875.00	\$ 265,674.00	\$ 50,000.00	\$ 645,177.00	\$ 1,131,962.00	\$ 1,131,962.00
100 200	EMPLOYEE COSTS													
100	Salaries													
100.1	Teachers	\$ 1,549,050.00		\$ 1,149,200.00	\$ 399,850.00	\$ 1,549,050.00								\$ -
100.2	Aides/Paras	\$ 499,815.00		\$ 133,615.00	\$ 367,200.00	\$ 499,815.00								\$ -
100.3	Other instructional (substitutes, extended day)	\$ 68,000.00		\$ 43,000.00	\$ 25,000.00	\$ 68,000.00								\$ -
100.4	School Director	\$ 99,116.00				\$ -				\$ 99,116.00				\$ 99,116.00
100.5	School Assistant Director	\$ 56,650.00				\$ -				\$ 56,650.00				\$ 56,650.00
100.6	Administrative Assistant	\$ 47,020.00				\$ -				\$ 47,020.00				\$ 47,020.00
100.7	Custodian	\$ 81,885.00				\$ -							\$ 81,885.00	\$ 81,885.00
100.8	Technical Services (Technology)	\$ 98,400.00		\$ 98,400.00		\$ 98,400.00						\$ 81,885.00		\$ 81,885.00
100.9	Guidance Counselor	\$ 47,750.00				\$ -	\$ 47,750.00							\$ 47,750.00
100.10	School Nurse	\$ 63,654.00				\$ -		\$ 63,654.00						\$ 63,654.00
200	Employee Benefits													
211	Health Insurance	\$ 190,720.00		\$ 83,350.00	\$ 77,800.00	\$ 161,150.00				\$ 4,840.00		\$ 24,730.00		\$ 29,570.00
212	Dental Insurance	\$ 32,130.00		\$ 12,100.00	\$ 12,100.00	\$ 24,200.00	\$ 1,030.00	\$ 1,030.00		\$ 4,840.00		\$ 1,030.00		\$ 7,930.00
251	Other -Aflac Insurance	\$ -				\$ -								\$ -
270	Payroll Taxes	\$ 194,030.00		\$ 105,150.00	\$ 56,900.00	\$ 1,925.00	\$ 3,280.00	\$ 4,480.00		\$ -14,650.00		\$ 7,625.00		\$ 30,835.00
240	Tuition Reimbursement	\$ 10,000.00		\$ 6,000.00		\$ 6,000.00				\$ 4,000.00				\$ 4,000.00
300	PROFESSIONAL FEES													
320	Contracted Education Services	\$ -				\$ -								\$ -
320.1	Instructional Staff Training	\$ 12,000.00		\$ 12,000.00		\$ 12,000.00								\$ -
320.2	Curriculum Development	\$ -				\$ -								\$ -
320.3	Testing/Appraisal & Support Svc	\$ -				\$ -								\$ -
320.4	Contracted Special/Enrichment Services	\$ -				\$ -								\$ -
330	Other Professional Services													
330.1	Audit	\$ 19,000.00				\$ -						\$ 19,000.00		\$ 19,000.00
330.2	Legal	\$ 4,500.00				\$ -						\$ 4,500.00		\$ 4,500.00
330.3	Bookkeeping	\$ 26,000.00				\$ -						\$ 26,000.00		\$ 26,000.00
340	Technical Services	\$ -				\$ -								\$ -
600	SUPPLIES & MATERIALS													
610	General supplies	\$ 57,125.00		\$ 35,000.00	\$ 1,450.00	\$ 36,450.00		\$ 1,000.00		\$ 475.00		\$ 19,200.00		\$ 20,675.00
610.1	Student activities expense	\$ 500.00		\$ 500.00		\$ 500.00								\$ -
610	Fuel	\$ 1,500.00				\$ -				\$ 1,500.00				\$ 1,500.00
640	Media (classroom, curriculum)	\$ 37,000.00		\$ 35,000.00		\$ 35,000.00			\$ 2,000.00					\$ 2,000.00
650	Software & applications	\$ 21,500.00		\$ 19,000.00		\$ 19,000.00			\$ 2,500.00					\$ 2,500.00
500	PURCHASED SERVICES													
510	Student Transportation	\$ -				\$ -								\$ -
520	Insurance (other than EE benefits)	\$ 30,000.00				\$ -						\$ 30,000.00		\$ 30,000.00
530	Telephone & Internet	\$ 10,000.00				\$ -						\$ 10,000.00		\$ 10,000.00
534	Postage	\$ 1,500.00				\$ -				\$ 1,500.00				\$ 1,500.00
540	Advertising	\$ 8,000.00				\$ -				\$ 8,000.00				\$ 8,000.00
550	Printing	\$ 800.00				\$ -				\$ 800.00				\$ 800.00
580	Travel	\$ 1,200.00				\$ -				\$ 1,200.00				\$ 1,200.00
590	Other	\$ 500.00				\$ -				\$ 500.00				\$ 500.00
800	OTHER													
810	Dues and Fees	\$ 8,000.00				\$ -				\$ 8,000.00				\$ 8,000.00
890	Miscellaneous Expenditures	\$ -				\$ -								\$ -
400	OCCUPANCY													
410	Utilities													
410.1	Cable/Internet	\$ 10,000.00				\$ -						\$ 10,000.00		\$ 10,000.00
410.1	Water/Sewage	\$ 4,000.00				\$ -						\$ 4,000.00		\$ 4,000.00
622	Electricity	\$ 40,000.00				\$ -						\$ 40,000.00		\$ 40,000.00
621	Oil/Natural Gas	\$ 10,000.00				\$ -						\$ 10,000.00		\$ 10,000.00
420	Cleaning & Grounds Maintenance	\$ 19,000.00				\$ -						\$ 19,000.00		\$ 19,000.00
430	Repairs & Maintenance	\$ 27,000.00				\$ -						\$ 27,000.00		\$ 27,000.00

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

Strong Foundations Public Chartered School

RENEWAL and VISITATION REPORT



**715 Riverwood Drive
Pembroke, NH 03275**

Date of Report: November 22, 2021

Date of Site Visitation: October 18, 2021

CHARTER SCHOOL RENEWAL REPORT

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

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

II. SCHOOL PROFILE

The Strong Foundations Chartered Public School is an open enrollment public charter school, serving students in Kindergarten through grade 8, with an average annual enrollment of 330 students each school year.

On the 14th of March, 2006, the New Hampshire State Board of Education granted a charter to Strong Foundations Charter School (SFCS). The school opened to students on the 29th of August, 2007. It operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public chartered school, Strong Foundations Charter School is open to student applicants from any New Hampshire community.

School Mission Statement

- Build early literacy by using an Orton- Gillingham approach and build phonetic awareness so that children at grade level by fourth grade
- Create a learning environment wherein 90% of the student population beginning Strong Foundations in readiness or grade 1 will be proficient or advanced in reading by the end of grade 4
- Create a readiness-grade 8 school where the entire faculty is trained in and uses the Orton-Gillingham approach so that other schools and districts can make use of the school for training of faculty, i.e. elementary teachers, reading specialists, learning disability specialists, tutors and paraprofessionals
- Incorporate the Core Knowledge Curriculum in grade r-8 in Science, Social Studies, Language Arts, Music and Art in order to build students background and reading comprehension knowledge

III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION

On October 18, 2021, a virtual renewal visitation for Strong Foundation Charter School was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school. The peer review team reviewed the school's application prior to the visit. The school administrator, Beth McClure organized the schedule and the interview groups.

The On-site Visiting Team: John Higgins, Tal Bayer, Jane Waterhouse

The visiting team conducted interviews, both on site and virtual, reviewed documents and focused on the following:

- Implementation of the charter school's mission;
- Effectiveness of the charter school in terms of cost accounting and financial reporting;
- Implementation and effectiveness of the curriculum and defined measures of competencies;
- Indicators that the charter school and the board of trustees function effectively; and
- Systems in place for school sustainability.

The following school documents were reviewed:

- Application for Renewal of Charter
- Board Meeting Minutes
- Board Bylaws
- School Policies
- Accountability Plan
- School Organizational Chart
- Yearly Calendar
- School Curriculum and Programs of Study
- Academic Achievement Data
- Report Cards and Student Work Samples
- Student and Employee Handbooks
- Faculty List with Qualifications
- Examples of Communications sent to students and families from school administration
- Financial Reports and Annual Financial Audit
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

IV. SUMMARY OF RENEWAL APPLICATION REVIEW

Student Achievement

Over the past five years, Strong Foundations has demonstrated consistent growth in student achievement in most of the academic program areas. This is in large part due to a robust, research-based curriculum, a well-trained, professional and dedicated staff, and the school's ethos of individualized student support which is a core element of the educational program.

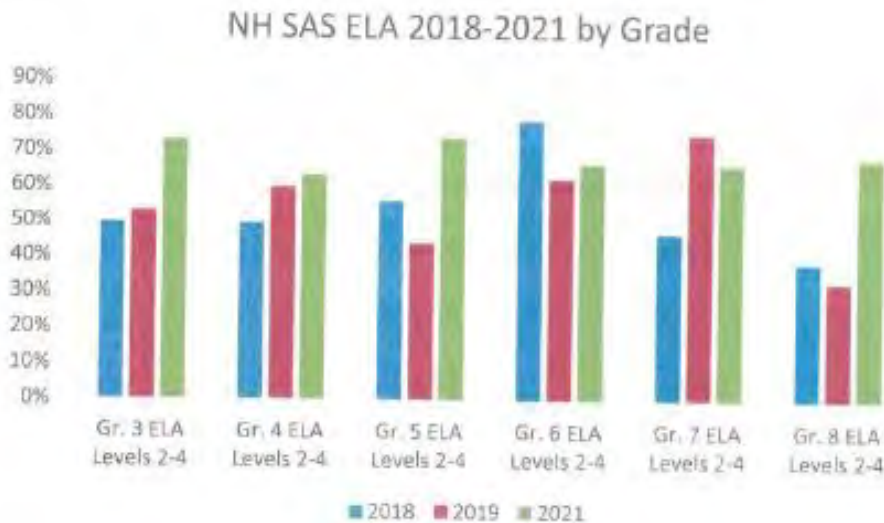
From time to time, the school has experienced some fluctuations in its students' academic progress. An element of this can be associated with the higher than average number of students with IEPs, but it is an area that is continually monitored and the program is adjusted accordingly.

Strong Foundations uses a variety of research-based curriculum resources, instructional practices and assessment tools to ensure that each student's academic needs are met, and that progress is monitored to ensure continuous growth.

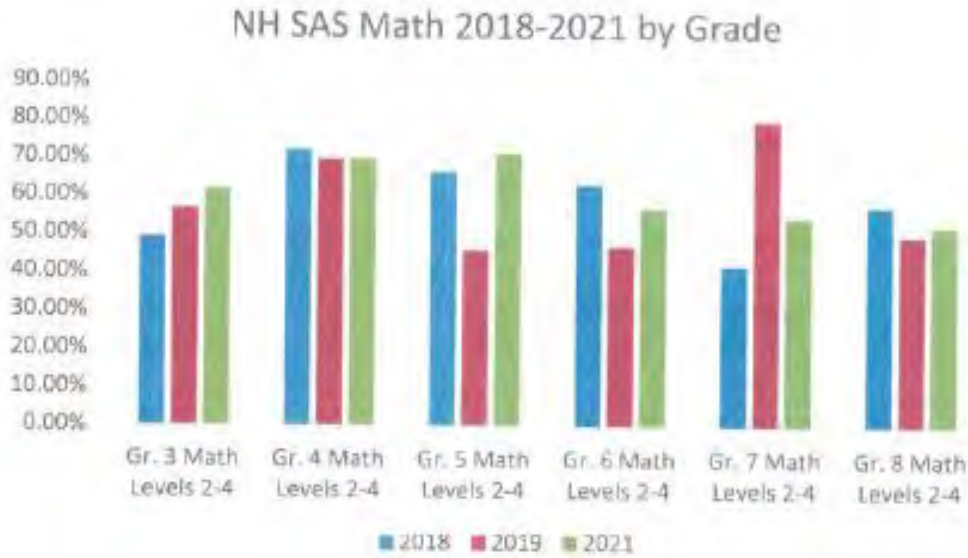
The following graph identifies the percentage of students who are scoring in the average or above average range on the NEWA Reading and Math Assessment in the 2020-2021 school year.

NWEA 2021		NWEA 2021	
Grade/Subject	Avg. or Above	Grade/Subject	Avg. or Above
R Reading	93.00%	R Math	97.00%
1 Reading	97.00%	1 Math	97.00%
2 Reading	84.00%	2 Math	87.00%
3 Reading	86.00%	3 Math	86.00%
4 Reading	85.00%	4 Math	81.00%
5 Reading	91.00%	5 Math	86.00%
6 Reading	73.00%	6 Math	73.00%
7 Reading	69.00%	7 Math	59.00%
8 Reading	74.00%	8 Math	68.00%

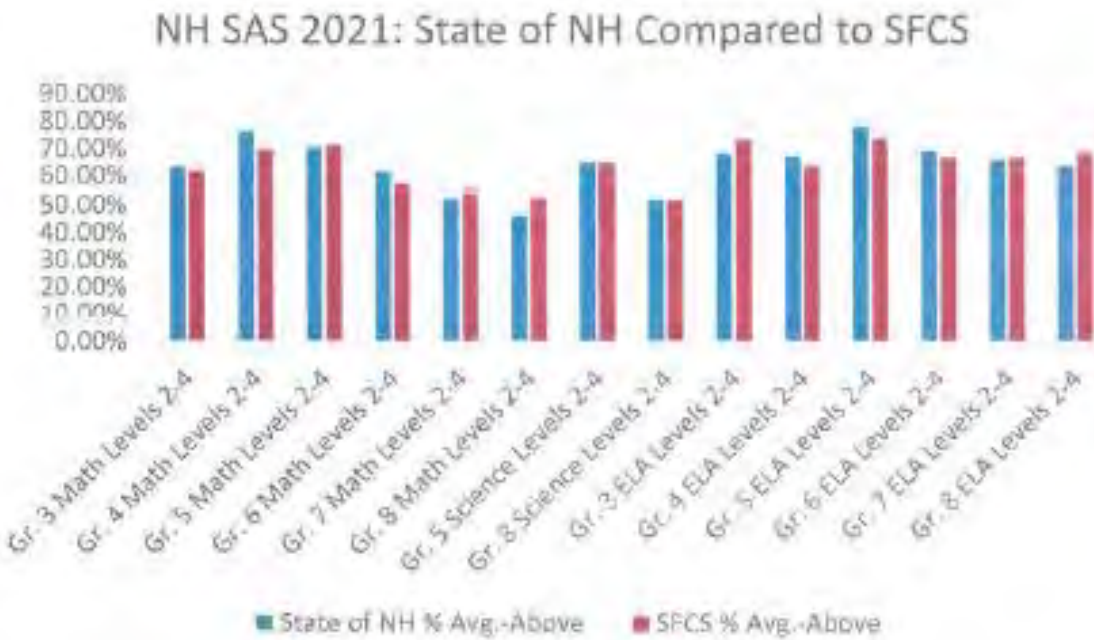
The following graph compares NH SAS ELA Percent Proficient By Grade each year from 2018 to 2021.



The next graph compares NH SAS Math Percent Proficient by Grade each year from 2018 to 2021.



This final graph compares Strong Foundations to NH State Averages in Math, Science and ELA.



Areas that have impacted the student performance data are the following:

- Increase in students with special needs – IEPs, 504s, and ELL. Whilst students are making good progress as identified through the school-based assessments, some are not yet meeting proficiency on state assessments.
- Benchmark assessments for many new students to the school are coming in at one to two years below grade level. The school’s goal is to make a minimum of one year’s progress each year, and work to close the gap so the after a year or two in the program, students are meeting grade level proficiency standards. The school provides support through 1:1 assistance, a Response to Intervention (RTI) program, continuous progress monitoring to inform instruction, differentiated classroom instruction, support from classroom paraprofessionals, Title I and special education support services.

Student Admissions

Strong Foundations Charter School’s enrollment process begins with an open enrollment period from January 1st through March 31st each year. All applications need to be submitted during this period and are accepted without discrimination. School personnel then meet with both the students and parent or guardians to discuss the school’s goals, structure, staffing and expectations. Admissions are on a rolling basis; however, if more applications are submitted than there are spaces available, SFCS holds a lottery on April 1st each year prior to the start of the new school year.

Strong Foundations has a current enrollment of 336 students and a wait list for 2021/2022 of 83 students across all the grades. The school expects to be able to increase student numbers from its current roll of 304 to 336 in 2021/2022 and then further incremental growth to 356 in 2024/2025. The school administration anticipates that the targeted growth is realistic and attainable.

2021 – 2022 Waitlist by Grade Level

Readiness	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
14	0	15	14	15	13	4	4	1

Projected growth of the student body over the next five years

- 2021-2022 340
- 2022-2023 350
- 2023-2024 355
- 2024-2025 355
- 2025-2026 355

Student recruitment at Strong Foundations consists of advertisements on local radio stations, newspapers and with the Concord Chamber of Commerce. The school also holds open houses at the school in March and May each year for interested students and their families.

Governance and Leadership

The Strong Foundation's Board of Trustees is responsible for the governance of the school. In practice, this means that they are responsible for oversight of the operations of the school in accordance with the charter, the mission and the budget established annually by the board. There are currently 9 board members with a wide range of experiences in the following areas: education law, property management, business management, and financial management. Parents are well represented on the Board of Trustees with six serving members having children that attend the school. They are assisted in their rolls by the school administration team lead by the principal.

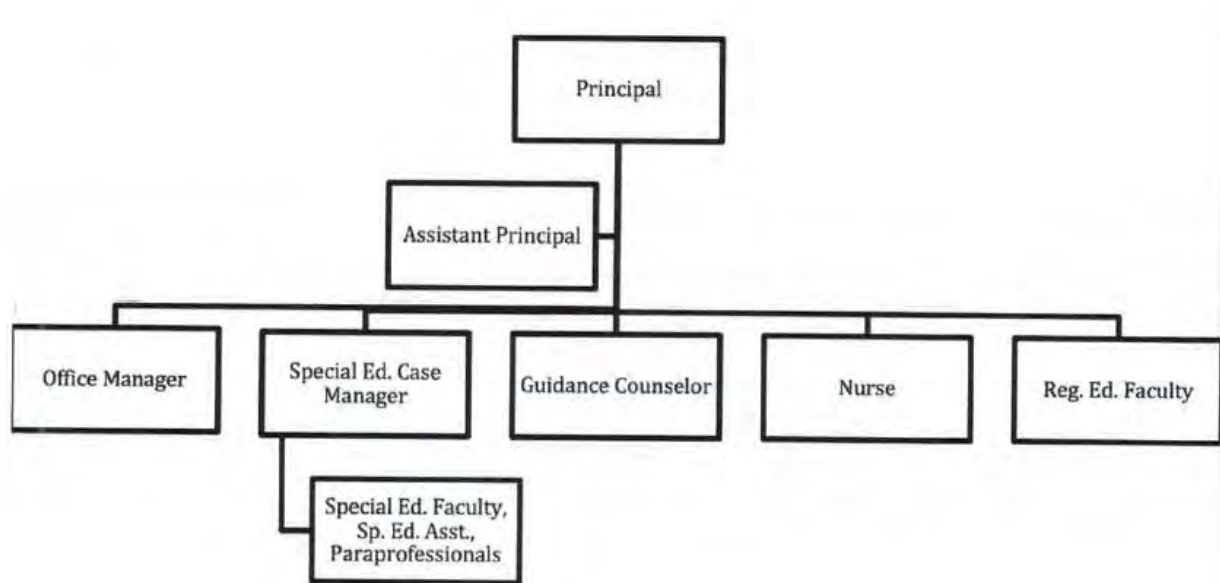
Trustee	Term
Dina Condodemetraky (Chair)	3-year Term - Sept 2019 to August 2022
Colleen Silva	3-year Term - Sept 2020 to August 2023
Bri Rys (Treasurer)	3-year Term - Sept 2019 to August 2022
Eric Raymond	2-year Term - Sept 2020 to August 2022
Mark Sisti	3-year Term - Sept 2021 to August 2024
Paul Raymond	Partial 3-year Term – (was Sept 2020) July 2021 to August 2023
Safiya Wazir (parent term)	1-year Term - Sept 2021 to August 2022 (first parent term)
Tammi Lemay (parent term)	1-year Term - Sept 2021 to August 2022 (first parent term)
Sarah Osborn (parent term)	1-year Term - Sept 2020 to August 2021 (second parent term)

This very active and qualified board, and the members are dedicated to supporting the mission, vision and goals of the school. Monthly meetings are held and are open to the public. Meeting minutes are recorded and published on the school’s website as per NH State requirements. The trustees have created a number of committees, each of which has specific goals and responsibilities. Parent board members are leaders or participants in school and community events, for example, PTO Meetings, PTO Fundraisers and Teacher Appreciation Week.

2021-2022 Committees

- Budget
- Strategic Planning
- COVID-19 Task Force
- School Construction

Strong Foundations has thrived and surpassed the expectations of the board members, parents and faculty, under the highly skilled management practices, education experiences and vision of the school principal, Beth McClure. The leadership team, consisting of the principal and assistant principal, have built a strong collaborative support system where teachers and staff feel valued and respected and that their voice matters. The leadership hierarchy at the school also has clearly identified roles.



Staff

Strong Foundations has an admirable history of staff retention and has recently made further additions to its remuneration and benefit package to allow the school to further cement its ability to both retain and recruit staff. A staff of 39 consists of two administrators, a special education case manager, a nurse, two counselors, and 33 educators. All staff members hold Master's or Bachelor's degrees, and all but two hold state certifications: one is pending and one is working on an Alt 4. A full list of all staff can be seen below.

Staff Member	Role	Education	Licenses and Qualifications
Beth McClure	Principal	M.Ed. LLD, M.Ed. Admin.	Principal, Sp.Ed. Admin., Learning Disabilities K-12, Reading and Writing Spec
Tracy Crowley	Assistant Principal, 504 Coordinator	M.Ed.	Principal
Rebecca Nelson-Avery	Sp. Ed. Case Mgr.	Bachelors of Education	Elementary Ed. K-8, Special Ed. K-12
Debra Nagy	School Nurse	BS Nursing	School Nurse, National Certification School Nurse (NCSN)
Cynthia Dickinson	School Counselor	Masters in Guidance & Counseling	School Counselor
Kacie Segelstrom	School Counselor	BA Social Work	School Counselor Alt. IV
Tionna Bahill	Readiness	Bachelors of Education	Elementary Education K-8, Early Childhood, Reading and Writing Specialist
Melissa Baer	Readiness	Bachelors of Education	Elementary Education K-6
Jessi Fleury	1st Grade	Bachelors of Education	Elementary Education K-8, Special Ed. K-12
Shannon Hewes	1st Grade	Bachelors of Education	Elementary Education K-6
Melissa Nadeau	2nd Grade	Bachelors of Education	Elementary Ed. K-8, Special Education K-12
Taylor Nobert	2nd Grade	Bachelors of Education	Early Childhood Education
Rita Morrison	3rd Grade	Bachelors of Education	Elementary Education K-8
Madison Hayward	3rd Grade	Bachelors of Education	Elementary Education K-6
Jessica Cole	4th Grade	Bachelors of Education	Elementary Education K-8
Ian Symons	4th Grade	Bachelors of Education	Elementary Ed. K-8, Special Ed. K-12
Erica Ekeberg	5th Grade	Bachelors of Education	Elementary Education K-8
Kayla Butterworth	5th Grade	Bachelors of Education	Elementary Education K-6
Bonnie Scott Miner	6th Grade LA, Sp. Ed.	Bachelors of Education	Elementary Ed. K-8, Special Ed. K-12
Christopher Paris	7th-8th Grade LA	BA History, MA History, MA English and Linguistics	English Ed. 5-12
Lisa Grolljahn	6th Grade Math Teacher	M. Ed.	Elementary Education K-8
William Judd	6th Grade Science, 7th and 8th Math	Bachelors of Education	Mathematics Middle Level, Science 508
Brooke Sordelet	Middle School Math	Bachelors of Education	Licensure pending: Math Middle Level, Elementary Ed. K-8
Andrew Bergang	Middle School Social Studies	BA Geography, MA Secondary Ed.	Social Studies 5-12
Sangji Lee	7th and 8th Science	BS in Nutritional Science	SOE Science 5-8
Lori Forcillo	PE and Health	Bachelors in Physical Education	Physical Education, Health Education K-12
Lindsey (Tebaldi) Mauceri	Art	BFA and MAT	Visual Art Education K-12
Nathan Smith	Music	Bachelor of Science in Music Education	Music Education K-12
Erin Larson	ESOL	BS Biology, MS Environmental Studies	English for Speakers of Other Languages
Karen Schwinger	Reading and Writing Specialist	BA and MA in Education	Reading and Writing Specialist, Elementary Ed.
Jan Rescia	Reading Teacher	M.Ed.	Elementary Ed. K-8
Lauren Nelson	Special Education	M.Ed Learning Disabilities	Elementary Ed. K-8, Special Ed. K-12, Learning Disabilities K-12
Linda Peck	Special Educator	BA Political Science; Juris Doctorate	Special Education K-12
Jennifer Souza	Special Education	Bachelors of Education	Special Education K-12, Elementary Ed. K-8
Patricia Bowser	Reading Teacher	M.Ed.	Elementary Ed K-8
Monica Bush	Special Education Teacher	BA Liberal Arts	Alt. 4, Special Ed.
Selina Jacobs	OG Teacher	Bachelors of Education	Elementary Ed. K-8
Bonnie Scott Miner	Special Education/Language Arts	Bachelors of Education	Elementary Ed. K-8, Special Ed. K-12
Kayla Butterworth	5th grade ELA and SS Teacher	BA of Education	Elementary ED, K-6

The school is committed to the continued development of its academic staff and has a well-defined professional development plan in place to facilitate this objective for new teachers:.

Topical Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Teachers						
Orton-Gillingham	30 hrs.					
Responsive Classroom	24 hrs.	1 hr.	1 hr.	1 hr.	1 hr.	1 hr.
ALICE Emergency Response Training	3 hrs.	3 hrs.	3 hrs.	3 hrs.	3 hrs.	3 hrs.
Anti-bullying Training	1 hr.	1 hr.	1 hr.	1 hr.	1 hr.	1 hr.
Crisis Prevention Intervention (CPI)	6 hrs.			6 hrs.		
Lesson Plan Development	3 hrs.	3 hrs.	3 hrs.	3 hrs.	3 hrs.	3 hrs.
Elementary (license K-6)						
Math	3 hrs.	3 hrs.	3 hrs.	3 hrs.	3 hrs.	3 hrs.
Language Arts	3 hrs.	3 hrs.	3 hrs.	3 hrs.	3 hrs.	3 hrs.
Middle School						
Google Classroom	3 hrs.					
Specialty Areas:						
- Civics Education						
- Grad. coursework in area of concentration						
- Art, Music, and PE conferences						
- International Dyslexia Association conferences						

Stakeholder Involvement

Strong Foundations has a full understanding of the importance of building and maintaining an excellent working relationship with its stakeholders. These fall into various categories.

- Parents
- Sending Districts
- Its local SAU
- The local community in the town it is located
- The wider business community

At present six of the Board of Trustees are also current or past parents whose children attend or have attended the school. They also volunteer as classroom assistants, field trip chaperones and helpers with special events. A future development will be a plan to involve the wider community with setting up leaders for after school activities, such as clubs and sports teams.

The school has an excellent relationship with its local school board, its sending districts and the NHDOE. As the school has an above average number of students with IEP's, it has built collaborative and cooperative relationships with the appropriate departments from all its sending districts. With regard to the wider community, the school understands that there are further opportunities to reach out to them and plans to recruit community members and additional parents..

SFCS has developed a community partnership with the Pembroke School District (PSD). The PSD Lunch Program prepares and delivers lunches and also processes and submits the Free and Reduced Lunch Family Applications for Strong Foundations. They have a genuine interest in improving the nutritional support children receive at school. Because of the Pembroke Lunch Program, the school has been able to provide free breakfast and lunch for all students, which has been extremely helpful for all the Strong Foundation families.

Funding

As with all New Hampshire Public Charter Schools, Strong Foundations' primary source of income is from NH State Adequacy Aid. For the past 14 years, the school has complied with all state and federal requirements with regard to the use of funds received and expended, and have developed policies, procedures and systems to insure consistency. Weekly, monthly and quarterly reports and audits are available for public inspection on the school's website.

The school feels it does not need to develop a robust fundraising plan, as it has been able to comfortably meet all its financial obligations over the years and has built a strong financial base made up of a substantial fund reserve of \$1,353,001. Its fundraising activities bring in a very conservative average of \$4000.00 each year, Orton Gillingham training brings in an

average of \$8,000 a year, and parent donations for supplies averages about \$6,000 or more per year. The school has been able to fund construction for two facility expansions, provide annual salary increases and a comprehensive benefits package for its employees, make several improvements to the curriculum, provide a school meal program, and employ a nurse, two counselors and teachers for specials classes (e.g. health, art, music, ESOL).

The school is also supported by the Strong Foundations Elementary School, INC, and this is the foundation from which Strong Foundations leases the school building. From its inception, this relationship has allowed the school to build their strong financial base and increase the size of the facility to accommodate growth in both their enrollment and their program.

Please see the end of FY 2021 Balance Sheet below.

Strong Foundations Charter School
Balance Sheet
As of June 30, 2021

	<u>Jun 30, 21</u>	<u>Jun 30, 20</u>
ASSETS		
Current Assets		
Checking/Savings		
1012 - Granite/Bangor Bank 475	16,414	73,693
1013 - Checking Northway	779,935	1,057,449
1014 - Northway Bank PPP 9631	78	75
1090 - Petty cash	250	250
Total Checking/Savings	<u>796,777</u>	<u>1,131,670</u>
Accounts Receivable		
1200 - Accounts Receivable	34,084	34,084
Total Accounts Receivable	<u>34,084</u>	<u>34,084</u>
Total Current Assets	<u>829,861</u>	<u>1,165,754</u>
Fixed Assets		
1630 - Leasehold improvements	243,678	243,678
1640 - Furniture, fixtures, & equip	130,816	128,005
1645 - Computers & Peripherals	296,010	278,631
1650 - Office Equipment	3,632	3,632
1655 - Playground Equipment	11,575	13,282
1660 - Software	6,899	8,670
1725 - Accumulated Depreciation	<u>(289,822)</u>	<u>(289,822)</u>
Total Fixed Assets	<u>405,584</u>	<u>384,076</u>
Other Assets		
1301 - Due From Strong Foundation Elem	59,535	59,535
1800 - Other long-term assets	52,409	52,409
1999 - Deferred Outflow of Resources	<u>711,710</u>	<u>711,710</u>
Total Other Assets	<u>823,654</u>	<u>823,654</u>
TOTAL ASSETS	<u>2,059,099</u>	<u>2,373,484</u>
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Other Current Liabilities		
2105 - Payroll Liabilities	(2,065)	(100)
2110 - Accrued payroll	34,832	34,832
2201 - Accrued Payroll Tax	1,863	1,863
2250 - PPP Loan	<u>0</u>	<u>350,000</u>
Total Other Current Liabilities	<u>34,630</u>	<u>385,595</u>
Total Current Liabilities	<u>34,630</u>	<u>385,595</u>
Long Term Liabilities		
2500 - CRDC Note - Merrimack County	<u>143,425</u>	<u>148,529</u>
Total Long Term Liabilities	<u>143,425</u>	<u>148,529</u>
Total Liabilities	<u>188,055</u>	<u>534,124</u>
Equity		
3010 - Unrestricted retained earnings	2,069,249	1,784,720
3015 - Transfers to Elementary School	(838,464)	(229,890)
Net Income	<u>460,259</u>	<u>284,530</u>
Total Equity	<u>1,891,044</u>	<u>1,839,360</u>
TOTAL LIABILITIES & EQUITY	<u>2,059,099</u>	<u>2,373,484</u>

V. FOCUS GROUP INTERVIEWS

Strong Foundations Charter School made arrangements for parents, members of the Board of Trustees, students, administrators, and staff members to participate in focus group interviews on the day of the virtual visit.

The purpose of the interviews was to gain insight into the program structure, its effectiveness and the investment of all stakeholders in this innovative approach to charter school programming.

School Leadership

Three administrators were present for the interview. This leadership team has been focused on several areas of the organization:

- Construction of the expansion of the school building to accommodate growth in enrollment and growth of the school program, specifically into enrichment activities and afterschool clubs and activities;
- Improving student outcomes through curriculum development and an increased focus on data review to determine what is working and what is not, to monitor progress in order to make decisions on content, to differentiate lessons, or to provide additional support. Monthly meetings are held to examine data to look for trends in growth and to inform next steps.
- Employee professional needs to ensure fidelity to the mission, the goals of the school and the implementation of curriculum;
- Board member engagement as a way to develop collaborative relationships with staff and the stakeholders, to establish additional communication pathways to inform and engage both internal and external stakeholders, and to fill a need for volunteers;
- Completing state and federal reporting requirements to ensure the school remains compliant and meets all required due dates;
- Employee benefits package to maintain the school's high level of staff retention.

The leadership team mentioned a few challenges they have faced over the past few years, mainly how the pandemic has affected not only their academic program but also their ability to provide the planned after school programming for students. Additionally, it has become increasingly difficult to find special education and paraprofessional educators who are committed to their roles, but the school is fortunate that they have a strong school culture of rolling up their sleeves and helping out where and when needed.

Parent Interviews

Four parents were interviewed. Parents were very clear that the school is meeting its mission and parent expectations in providing a high quality and rigorous academic curriculum for their children in a safe and nurturing environment where all parents feel valued and have a voice. Parents are passionate about the Strong Foundations program and are very pleased with their children's growth in the areas of academics, communication, confidence, and social emotional development. Parents whose children had difficulties were impressed with their students' progress and overall growth.

Strengths:

- Meeting a community need in the area of special education;
- Parents feel part of the school community and are happy to volunteer when needed;
- Very approachable administration and staff – great communication;
- Ideas, suggestions are valued and they contribute to the school's decision making;
- Very active and supportive PTO – helpful to parents; ensures the school has what it needs through fundraising and donation drives, finding volunteers;
- Transitioning to high school – SFCS handles everything and it's a very smooth process. Students are well-prepared for the next phase of their education;
- Parent support provided by the school:
 - Academic support/training provided to parents to help their students at home;
 - Behavior support/training for families to learn how improve student behavior at home.
- School support provided by parents:
 - School activities and events;
 - Fundraising activities;
 - Teacher appreciation week;
 - Picture day;
 - Chaperones.

Challenges/Areas for Improvement:

One parent mentioned that the timing of snack and lunch are too close together, and not enough time is given in between the two for children to become hungry, so if they don't eat much lunch, then they are hungry in the afternoon. This should be changed.

Parents did not have any other recommendation for improvement. They felt that the school makes improvements as needed, and whenever there is an area of concern or a suggestion, parents just reach out to the principal. All concerns are dealt with timely, honestly and openly, and all suggestions are considered and discussed.

Student Interviews

Eight students from grade 1, 2, 5, 6, 7, and 8 were interviewed. The review team members were impressed with the student's support of each other during the interview and their ability to articulate their ideas and thoughts about their individual progress and how the school is doing as a whole throughout the discussion.

Below are several of the comments made by student when asked what it is that makes this school different and special:

- With small class sizes, students felt they received the support they needed to be successful.
- "Teachers are great, awesome; they are more like best friends than teachers."
- "It's easy to connect with teachers and other students so we have a tight community."
- We can have confidential discussions with the teachers about social emotional issues, and they help us figure things out."
- "Additional support when we need it comes from teachers or the paras."
- "A much better school than the one I went to in the past. Never have any problems with anything at this school."
- "Teachers - different modalities of learning are supported in all the classes - visual hands-on, group activities for example, and multiple levels at the same time."
- "The work is definitely challenging and we can move ahead when we are doing well. We think Orton Gillingham is great!"
- "Three of my friends came to the school after me and I also have three family members here."
- Looking forward to robotics club and science lab.

Students' ideas to improve the school:

- Bring in recycling bins because there is lots of paper and plastic waste.
- Build a soccer field.
- Make the classrooms larger so we can move around more.
- Build a gym for sports and indoor recess.
- Let's start a student newspaper.
- Start a high school program.

Staff Interviews

Five teachers participated in the focus group interview. Overall, teachers are invested in the school and work hard to ensure academic rigor while supporting each student's individual needs. They feel that the school program is making a positive difference in the lives of their students as they become increasingly successful, building knowledge, academic and interpersonal skills, and confidence as they progress.

Strengths:

- Successful program: Exceeding academic expectations and students scoring at a par or above the state average in almost all areas tested each year;

- School administrative team and faculty – excellent leadership, great collegial conversations, camaraderie and morale, strong support by administration and board members;
- Conduct benchmark assessments and to determine where needs lie and to start instruction;
- 40% of students enter the school several years behind grade level. Implement interventions and progress monitor. Attempt to make more than 1 year of progress each year to close the achievement gap;
- Provide both enrichment and remedial support to students at all levels;
- Support for PD – so many options available, training and resources. Stipends provided for any PD that is related to teachers’ specific roles;
- Parent participation and satisfaction;
- Good employment benefits package and bonuses;
- Regular teacher assessments/evaluations with helpful feedback;
- Participate in Best Practices Conference.

Board of Trustees

The visiting team met with four board members. The board gave an overview of their backgrounds, their experiences and their roles. The board members interviewed were deeply invested in the school – they all have students attending at present. They spoke about their commitment to the mission, vision, and sustainability of the school. The board members are a well-balanced group in terms of diverse skills and life experiences and are committed to ensuring that the governance of the school is managed to the best of their ability. There are four committees at present and board members serve on one or more committees at a time. Parent board members assist the school and the PTO by volunteering for activities and events. Monthly meetings are still being held virtually, as they have found that the public attendance is much higher than at in-person meetings.

The board fully supports the school principal’s vision and her decision to expand the facility to include an entrance vestibule for added safety, doubling the classes at each grade level, and providing breakout spaces for enrichment and after school activities. The board engages in strategic planning and the review of policies and finances.

The board recruits new members through recommendations made by the school administration or board members. There is currently no board training for new board members or any professional development for the board. The board does not engage in whole board or board member evaluations. They rely heavily on the principal of the school, as one board member mentioned that “Beth makes everything work.” Many of the questions posed by the peer review team were deferred to the principal for a response, for example a review of academic programs and overall performance data.

The pandemic was a challenge for all, but the entire organization worked together to handle each situation, through remote, hybrid and in-person learning.

VI. SUMMARY OF PROGRESS

A. Progress toward Meeting School's Mission

The school has demonstrated significant progress towards meeting its academic, programmatic and organizational goals, as outlined in this document. It was evident that the school has maintained its commitment to its stated mission. Students are demonstrating their ability to meet and exceed the academic levels required to fulfill the school's goals. The school has developed a successful educational program that meets individual student needs and expectations of parents. Strong Foundations provides the environment and skills that the students require to achieve success in the future.

Organizational:

The school has developed a successful organizational hierarchy. Administrators and staff have a sound understanding of their roles and responsibilities within the school. When the school's charter was created, it incorporated a well-defined definition of what the board of trustees roles were with regard their governance and oversight of the school under a comprehensive set of bylaws under which they operate. The Board provides the support and financial control needed to ensure the viability of the school and accountability to all its stakeholders.

Over the past five years, Strong Foundations has embarked on two facility expansion projects to grow the school's enrollment and to increase its program offerings. Additionally, it has successfully upgraded a remuneration and benefit package for its academic staff, increasing the base salary from \$33,000 in 2018 to \$40,000 in 2021, and improving the health and dental benefits. The school now provides a bonus scheme based upon performance, and a sign on bonus for teachers in critical areas.

Programmatic:

Strong Foundations' academic program has proven to be effective in meeting or exceeding the NH State performance averages in most subject areas and in most years. The success of the students' academic attainment over the past five years can be attributed to a talented, skilled and well-trained educational staff led by a very committed and experienced administrative team, with a principal who has been with the school since its inception. The educational model, which has been developed and improved over the years as a response to student needs, integrates a research-based curriculum, including Orton Gillingham, Core Knowledge, Next Generation Science, and Ready and Reflex Math curriculum, and a variety of high quality assessment tools and instructional practices. Added to this is social emotional development and character education through the "Choose Love" program, where students engage in acts of

kindness, giving and involvement in community services. The enjoyment expressed by students and staff of the well-rounded education program provides students with the motivation to succeed.

Recent progress includes the following:

- Consistent qualitative review of the textbooks and resources provided to the students and upgrading as required;
- Each classroom has a dedicated reading library;
- Digital and hard copy math books available;
- Orton-Gillingham ongoing reviews on an annual basis and new staff training in this discipline;
- Special educators attend dedicated training and all staff members attend appropriate conferences and training for their area of expertise;
- Training in Ready Math program from its adoption in 2018 and ongoing annually;
- Share best practices with other educational establishments;
- Crisis Prevention Intervention training undertaken by all staff.

Academic:

Overall, student attainment as measured through NH Statewide assessments, NWEA, Strong Foundations-generated assessments is impressive, considering the combined high percentage of students with IEPs, 504 plans, English Language Learners, and students who enter the school significantly below grade level expectations. The school acknowledges that they still have work to do to improve student academic achievement, and as a result, through a collaborative approach, a strategic plan is in the process of development.

Academic progress includes:

- Age appropriate reading and math proficiency. The 2021 NEWA scores show a high percentage of students in grades R-8 are achieving an average to above average range;
- Age appropriate communication skills proficiency, in reading, writing and math;
- Executive functioning skills: organizing, prioritizing, goal setting and time-management;
- Use of information technology to extend learning;
- Creative and critical thinking.

B. Responsible Use of Public Funds

The school is fully compliant with all the legal requirements with regard to expenditure of State and Federal funds received. All required financial reporting is undertaken and provided to the relevant parties including posting on the schools website. The school is well resourced and updates curriculum materials regularly.

C. Indicators of School Sustainability

- Through effective financial oversight by its Board of Trustees and administration, Strong Foundations Charter School has demonstrated its ability to operate within a well-designed, balanced annual budget. The school has a benefactor in the form of a dedicated Foundation, which works in conjunction with the school administration and Trustees to ensure its financial sustainability. Currently the school has a capital reserve balance of \$1,353,001.
- There is a long history of faculty retention.
- Long serving principal (14 years) and two founding board members.
- A lottery is implemented each year and a student waitlist developed (83 students currently on the waitlist for 2021-2022).
- A facility owned by the Foundation that has undergone two expansions.
- A culture of continuous school improvement.

D. Promoting Student Attainment of Expected Knowledge and Skills

Strong Foundations Charter School is successfully meeting its mission to create a learning environment where early literacy is the foundation of their academic program. This is accomplished by a well-developed, trained faculty, and through the implementation of the Orton Gillingham, the Core Knowledge and other research-based curriculum programs. Their success in achieving the mission objectives is apparent and students are successfully progressing through a challenging curriculum and thriving. Assessment results demonstrate average to above average levels of proficiency and parents are delighted with their children's progress.

VII. COMMENDATIONS AND RECOMMENDATIONS

Commendations:

- The Strong Foundations Charter School's mission and program is praised by the school's stakeholders for its ability to engage all students in enjoyable daily activities, and provide opportunities for enrichment activities and academic support as needed. Board members, teachers and parents have confirmed that they hold the school and its mission in very high regard and confirmed their commitment to continue fully supporting the school.
- The administration and staff have cultivated a growth mindset that enables them to adapt to the ever-changing educational landscape within the communities that they serve and also their student population.
- Strong Foundations has continued to demonstrate its skilled financial management by increasing its net capital position by \$443,020 to \$1,353,001.
- Maintained a full nine-member Board of Trustees with high parental representation

- The Board of Trustees and the school leadership are professional skilled in their governance and management of the school and its operations and have provided sound financial management of the school's fiscal requirements.
- The Parent Teacher Organization in partnership with the Trustees, administration and staff, are effectively working together to ensure the longevity and financial stability of Strong Foundations.

Recommendations:

- When setting goals for the required accountability plan or a strategic plan, ensure that the goals are specific, measurable, attainable, relevant and time-based, with progress towards meeting the goals tracked and the final outcomes included. The NHDOE Charter School Office has a sample template for developing a charter school accountability plan.
- An area for improvement: Not a great deal of evidence of interaction with local organizations or the business community was provided, so this is an area which is recommended for review and development.
- Develop a formal fundraising plan that lists the activities, dates of activities, who is responsible, volunteer time, goal amount, expenses and outcomes. Contingency planning is a best practice, and a detailed fundraising plan would be very helpful for future administrators. The charter school office has a sample template for developing a basic fundraising plan.
- Develop a board of trustees professional development plan that includes board training and leadership training.
- Develop a Board of Trustees Handbook for operational guidance that will provide a thorough understanding of the organization, its structures, governance and oversight processes and trustees' responsibilities.
- Review the school's approach regarding its views on raising third party funds and perhaps task a committee to produce a specific strategy for generating additional revenues for the school

VIII. OVERALL FINDINGS

The Strong Foundations Charter School has met the requirements for: 1) Progress toward Meeting Mission; 2) Responsible Use of Public Funds; 3) Indicators of School Sustainability; and 4) Promoting Student Attainment of Expected Knowledge and Skills.

Strong Foundations Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal by all of the members of the peer review team.

Renewal Evaluation Team:

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Co-Evaluators:

John Higgins, Executive Director, Ledyard Charter School

Tal Bayer, Charter School Grant and Programs Administrator, New Hampshire Department of Education

Respectfully submitted,

Jane Waterhouse

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
Readiness		32	32	32	32	32
1st		36	36	36	36	36
2nd		36	36	36	36	36
3rd		36	36	36	36	36
4th		36	36	40	40	40
5th		40	44	44	44	44
6th		40	44	44	44	44
7th		40	44	44	44	44
8th		40	44	44	44	44
		336	352	356	356	356

2026-2027

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Curriculum, Assessment Tools and Current Instructional Practices

School Name: Strong Foundations Charter School

2021-2022 School Year

Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
MATH	Elementary	Ready Math Reflex Math	Student practice and homework books Online Ready Math	Class meets daily in all grade levels Pacing guide for instructors RTI for struggling students	Unit and Summative Assessments iReady Diagnostic NH SAS NWEA Teacher generated assessments Aimsweb Plus
	Middle	See above Algebra I	See above Pearson Algebra I textbook	See above Small group class meets daily	See above
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
ENGLISH LANGUAGE ARTS	Elementary	Orton-Gillingham (Reading and Spelling) Project Read (Reading Comprehension,	Student Readers Teacher Manual with lesson plans Teacher Manual Student Resources	Daily lessons in grades R-5 Small groups to adjust pacing Writing samples	Informal assessments Weekly summative assessments NH SAS

		Written Expression)			NWEA Aimsweb Plus
	Middle School	Core Knowledge	Novels (individual student copies)	Meets daily Class discussion Writing samples	Reading responses Vocabulary log NH SAS NWEA Aimsweb Plus
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
SCIENCE	Elementary	Core Knowledge	Student books Teacher guides Online resources	Meets 2 times per week Reading, visuals, class discussion	Projects Class discussion
	Middle School	Core Knowledge NGSS Standards	Near Pods Online resources Teacher-developed materials	Meets daily Reading, experiments and lab reports, class discussion,	Projects Lab reports Summative assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
SOCIAL STUDIES	Elementary	Core Knowledge	Student books Teacher guides	Meets 2 times per week	Teacher created assignments

			Online resources	Readings, visuals, class discussion	Teacher created assessments Class discussion
	Middle School	Core Knowledge	Student books Teacher guides Online resources	Meets daily Readings, visuals, class discussion	Teacher created assignments Teacher created assessments Class discussion
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
TECHNOLOGY	Middle School	ISTE Standards for Students	Online resources	Meets weekly Demonstration and practice Projects Class discussion	Project rubrics on completed assignments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
PHYSICAL EDUCATION	Elementary	NH Physical Education Guidelines	Teacher created activities	Meets weekly Physical instruction Demonstration and practice	Teacher observation
	Middle School	NH Physical Education Guidelines	Teacher created activities	Meets weekly Physical instruction	Teacher observation

				Demonstration and practice	
HEALTH	Middle School	NH Health Education Guidelines	Teacher created materials	Meets weekly Lecture Class discussion	Teacher observation Summative assessments
ART	Elementary and Middle School	Core Knowledge	Teacher created activities Art Supplies	Meets weekly Demonstration and creation	Teacher assessment of completed assignments
MUSIC	Elementary and Middle School	Core Knowledge	Teacher created activities Musical instruments Choral music	Meets weekly Demonstration and leading of student response	Teacher observation of participation

Source of Revenue	2021-2022	2022-2023	2023-2024	2024-2025
PTO	\$4,000.00	\$4,500.00	\$5,000.00	\$5,500.00
Parent Supply Donations	\$6,000.00	\$6,500.00	\$7,000.00	\$7,500.00
Orton-Gillingham Training	\$6,000.00	\$7,000.00	\$8,000.00	\$8,000.00
Non-governmental Grants	\$3,500.00	\$5,000.00	\$5,000.00	\$5,000.00
Annual fund	\$0.00	\$5,000.00	\$10,000.00	\$15,000.00
Total	\$19,500.00	\$28,000.00	\$35,000.00	\$41,000.00

2025-2026

\$6,000.00

\$8,000.00

\$8,000.00

\$5,000.00

\$20,000.00

\$47,000.00

Student Recruitment Plan

Advertising:

Radio (WJYY and 93.3 The Wolf): December through March

Newspaper (Concord Monitor): January through March

Concord Chamber of Commerce: Year round advertising in the Chamber Guide

Prospective and New Family Events:

March Open House

May Open House

For the Board of Trustees:

- Please explain the Board's oversight of the principal and the school.
 - The business and affairs of Strong Foundations Charter School are managed by the Board. The Board has the ultimate responsibility for the affairs of the organization. - Sarah
 - The Board authorizes large expenses and makes school policy. The Principal and administration handle day to day issues and Human Resources. - Dina
- Are the academic programs aligned to the NH State competencies?
 - Yes, Strong Foundations has aligned its curriculum to meet the state standards. - Sarah
- Stated that the school does not need to do a lot of funding. How does the foundation support funding/fundraising for the school? How does the board of trustees support fundraising for the school?
 - The School Board at this time does not oversee fundraising efforts for the school, the PTO handles the fundraising and submits to the school board the elected fundraisers. However, this subject has been included in our Strategic Plan for improvement. - Sarah

Community Partnerships: list of partnerships and plan to build partnerships
Community service activities that the school and students engage in and are there requirements, expectations, or options and can students receive credit for participation?

There are options but not requirements for community service. Given the age range of our students, they do not receive credit for participation. Some community service activities we have done are:

- Coat drives and food drives for Suncook Community Action Program

- Cookies for Heroes: Girl Scout cookies sponsored and sent to active military troops overseas
- Strong Foundations Girl Scout Troop includes girls in the community who are not students at Strong Foundations
- Upcoming: Cards for Veterans

(Beth)



Chartered Public School Renewal Rubric

Name of Charter School: **Strong Foundations**

Date: 11/6/2021

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
M	Intent to Renew Form	Complete
M	School Information Form	Complete
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	Charter Renewal Application provided detail on areas of review. The report was a thorough and complete representation of the past five years.
P	Executive Summary: Charter Amendments	Enrollment Charter change letter needed

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
E	1. Enrollment and projected growth of student body for the next 5 years	Strong Foundations has seen substantial growth over the past five years around enrollment. They have increased from 254 students to 336 students currently. They have a plan for the next five years showing an annual growth of 15 students
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Advancement of the 8 th grade program. Expanding training for all 8 th grade faculty in the use of Orton-Gillingham reading readiness program
M	3. Technology Programs	Invested in laptops, expanded technology class to 6 th grade students

M	<p>4. Academic Attainment: Assessment of the charter school’s attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p>	<p>The NH SAS ELA scores have increased across all grade levels between 2018 and 2021. The schools NH SAS Math scores increased across grade levels 3,4,5 and 7. The scores for grade 6th grade decreased slightly, and the scores for grade 8 showed no change from 2018-2021.</p>
E	<p>5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement</p>	<p>Strong Foundations has great support from their family/parent stakeholders. They have a heavy presence on the Executive Board (six members) They have an active PTO and create committees engaging parents’ involvement. I.e., COVID Task force. The school has plans to engage parents and community members in the support of their after-school clubs and sports programs (Coaches/Club Leaders)</p>
M	<p>6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability</p>	<p>Fundraising is not a significant need for this school. They have a budget number of \$20K in fundraising with a total projected revenue of \$3.6M. The teachers, parents and students all engage in fundraising efforts. PTO and Parent donations comprise of 50% of the fundraising target.</p> <p>The school has plans to explore grant programs that will support the expansion of their music and drama programs. They also intend to develop a fundraising effort involving graduates, families, and community organizations.</p>

E	7. NH Charter School Accountability Plan	The school is in full compliance with providing annual accountability plans for the past five years to NHDOE. The Charter Renewal Application is a detailed report with clear goals and objectives outlined to address the question of sustainability. The school has succeeded through setting clear and measured goals and objectives
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	The school provided a projected budget for the next five years. They have a chart of accounts that identifies all revenue and expenses. They have established an accrual accounting practice that is conducted weekly through a local accounting firm with the direction of the Executive Director. The Executive Board is provided monthly Balance Sheets, Budget Actuals Strong Foundations employees and the Executive Board follow all DOE, State and Federal guidelines
M	9. Sustainability Measures	The schools does a lot to promote a positive culture through curriculum lessons on Bullying Consistent PD training opportunities for faculty and staff
M	10. Efforts to disseminate successful/best practices	The ED holds a summer training camp that provides 60 hours of Orton-Gillingham Program training. The school has trained 43 teachers from nine different NH public schools and three NH private schools
M	11. Successes	Strong curriculum development through measured professional development plans.

		<p>Orton-Gillingham professional development training program. New staff attends a 4-day RC workshop, all staff is provided annual training courses in this program</p> <p>Successful Special education program built through strong collaboration with the local districts. The school has successfully supported over 22% of their student body with active IEP's</p> <p>Employee retention/teacher certifications</p>
P	12. Challenges	<p>Student retention from elementary students continuing to the middle school program</p> <p>Transportation</p> <p>Snack and Lunch time to close/scheduling change needed</p>
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Strong Foundations has stayed true to their mission over the past 14 years. The school has proven to many students and their families that they can be active, successful learners and are, indeed, community members.
M	a. Academic Goals	Over the past three years the school has seen increased academic performance in all grades measured by the NHSAS and NWEA.

		<p>The school has added several course offerings, added additional grades to the program and made advancement in the building to accommodate academic goals.</p> <p>The school has advanced it's use of technology in the classroom. Elementary school students have access to the use of an iPad and middle school students access their learning through Chromebooks.</p> <p>School wide goals and objectives set through universal use of the school's agenda books and calendars for time management and academic goal setting</p>
M	b. Programmatic Goals	<p>Strong Foundations has developed an impressive Special Education program. They have a formidable team of in-house Special educators and Reading & Writing Specialist</p> <p>They continue to explore ways to expand on the Orton-Gillingham program through strong professional development offerings</p> <p>They have invested in Social Studies and Science textbooks as well as adding additional offering to their school Library</p>
E	c. Organizational Goals	<p>This school has a strong leadership team. The ED has developed a great working relationship with her leadership team as well as all members of the Strong Foundations community</p> <p>They have institutionalized many aspects of the organization by adding job descriptions,</p>

		individualized professional development, policies and procedures and school wide protocols
M	2. Is the charter school responsibly using public funds?	<p>The school has good accounting practices with strong oversight from the Board of Directors.</p> <p>The school follows all state reporting standards (Annual Audit, DOE-25, Annual Budget process, Finance Committee)</p>
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	The school does a decent job of working with data to enhance the school's curriculum and individualized learning strategies. They have had consistent growth in the three categories measured (Math, Science, ELA)
M	4. Is the school sustainable?	<p>The school has done an excellent job with their finances adding additional grants to support new programming, providing appropriate funding for all expenses, as well as making significant upgrades to their facility</p> <p>The current balance sheet reports strong cashflow with liabilities and equity over \$2M</p> <p>Enrollment has increased consistently over the past 14 years with the school needing to enact the waiting list/lottery policy</p> <p>Excellent teacher and administration retention</p>
M	5. Current Status of the Board of Trustees	The school has a high number of parents (6) serving on the Board, all with different professional experience. The experience

		ranges from lawyers, property managers, educators, and personal business owners
E	6. Student Data and Analysis	The school uses the state standardized testing program including the NHSAS. The school has performed at or above the state average in all but four levels, across grades 3-8 for math, science, and ELA
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
✓	Suicide Prevention	
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	Have been in same location since 2007
✓	Fire Inspection Certificate	Completed annually
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	

Part 5: Signatures

✓

Check box to the right if Signature Page is complete.

II. Charter School Onsite Visit

Part 1. Documentation, Materials Review

✓ Upon Review

✓	Criteria	Comments
✓	Charter (approved by the SBE) Revised if amendments were made	
✓	Charter: Original or Current with Approved Amendments	
✓	Renewal Application	
✓	School Organizational Chart	
✓	List of Board of Trustees	
✓	Board of Trustees By-laws	
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	
✓	School Policies: List + Link or Hard Copies	
✓	Accountability Plan for Past 5 years	Page 2-6 in application
✓	Accountability Plan for Next 5 Years	Pages 7 – 9 in application
✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
✓	Fundraising Plan	
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	

✓	Criminal Records Check for all Staff Members	
✓	Professional Development Plan	
✓	Academic Year Calendars (4 - 5)	
✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	Advertisement campaign, web page, open enrollment mailings
✓	Master Class Schedule	
✓	Sample Report Card	
✓	List of Curriculum, Assessments Tools, and current Instructional Practices	
✓	Student Portfolios and/or Student Work Samples	
✓	Student Performance/Assessment Data	
✓	Student Assessment Data Narrative	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
✓	Certificate of Occupancy	
✓	Fire and Safety Reports	
✓	Health Inspection	
✓	Insurance Coverage Certification – Most Recent	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over)	

Part 2. Focus Group Interviews

a) Families, Parents, Guardians

Number present: 4

Evaluation	Criteria	Comments
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(E, M, P, N)		
E	1. Is the school making progress toward achieving its mission?	The families, parents, and guardians we met with genuinely believe in the mission of the school. Many families have multiple children enrolled at Strong Foundations. They are a part of delivering on the mission with their involvement in fundraising, PTO, as well as Board representation
M	2. Is the charter school responsibly using public funds?	We heard from the Director as well as the parents that are on the Board about the schools' fiscal responsibilities and transparency
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Parents report that their children are showing remarkable academic growth. They reported that teachers work well with the families and support staff to meet the academic needs of each student. They would like to see more afterschool programming (clubs, sports)
M	4. Is the school sustainable?	Yes, over 14 years of growth solid financial and management practices, increased enrollment Meeting a community need in the area of Special Education. Strong partnership with several sending districts to provide the appropriate learning environment and support services for all grade levels
M	5. Parent/Family/Community Involvement	The school does a fantastic job in communicating with families. One reported that sometimes it feels that they receive too many emails, however they appreciated the thorough communication process the entire school provides

b) School Leadership: Directors, Principals

Number Present: 3		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	The leadership has been focused on four key areas : 1) Curriculum Development 2) Employee Professional Needs 3) Board Engagement 4) HR package
E	2. Is the charter school responsibly using public funds?	Yes, they have utilized appropriate accounting practices, accessed several federal grant programs, and met all state and federal oversight guidelines
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Yes, the leadership explained the extensive data review that contribute to individualized learning plans for their students. Faculty and the Special Education team meet often to discuss strategies for specific learners
M	4. Is the school sustainable?	The school has built a strong community of stakeholders that are committed to the success of each student at Strong Foundations Positive enrollment trends for the past five years
E	5. Does the Board of Trustees adequately support the school and the administration?	The Board provides guidance and oversight through monthly meetings and committee responsibilities Two Board members are founding fathers to the school
c. Board of Trustees		
Number Present:		

Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Yes, the Board feels that the school's success and growth have always followed the path of the original charter
M	2. Is the charter school responsibly using public funds?	The Board has Strategic Planning Committee and Budget committee. These committees provide the oversight to meet the responsibility of using public funds Committees meet quarterly and report back to the Executive Board their finding and share relevant recommendations
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	The Board consists of six parents as many spoke of their experience as Board members it is clear they believe in the mission and direction of the school's curriculum
M	4. Is the school sustainable?	Based on the past fourteen years and the long-standing commitment of its leadership the school is sustainable They have a clear direction forward with a five-year strategic plans as well budget analysis over the next five years
M	5. Current Status of the Board of Trustees, roles, and responsibilities.	The Board is made up 9 members many of whom are parents of students attending the school. The meets monthly and has one standing committee (Budget) The Board has supported the ED in the development of several mandated policies and procedures
M	6. Does the Board of Trustees adequately support the school and the administration?	The Board has complete confidence in the Executive Director The Board has helped support growth with employment benefit packages including a dental medical option for employees

d. Students		
Number Present: 8		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The students were excited to share with us their learning experiences at Strong Foundations. They were extremely proud to be a part of the school
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	Students liked the small class sizes They receive help when needed Robotics program/Team
M	3. Is the school sustainable?	Many students have multiple siblings in the school or have had sibling graduate from Strong Foundations
e. Instructional Staff		
Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The faculty is well versed in the Orton Gillingham program and spoke of the extensive training they receive. The consistent commitment to professional development is a plus The staff feels that they adequate resources to support all classes they teach The special education support and additional support to the classroom is extremely helpful to the entire classes learning process/environment

M	2. Is the charter school responsibly using public funds?	The students spoke highly of reading readiness program Students spoke about the Robotics Club and new Science labs
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	This school works with high percentage of students that either on an IEP or a 504Plan The school works many of the special education strategies into the classroom for all students
	4. Is the school sustainable?	The teachers are trained on Responsive Classroom (RC)
	5. Is the school meeting the professional needs of the instructional and support staff?	The faculty and staff meet bi-weekly PD hours are provided to employees Teachers engage in Charter School Best Practice Conference

III. Final Components	
Written Comments from Invitation	
Commendations	
Concerns	
Recommendations	
Name of Reviewer	John Higgins, Executive Director, Ledyard Charter School
Contact Details	Jhiggins.lcs@gmail.com 603-727-4772



Chartered Public School Renewal Rubric

Name of Charter School:

Date:

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
M	Intent to Renew Form	
M	School Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	Executive Summary: Charter Amendments	

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Not sure what the Projected enrollment for 2020-21 was but 304 was the ADM. The next year 2021-2022 projected is 340 and then 352 for SY2022-2023 and 356 each year after. Was the school short of enrolment target in SY2020-2021 and how that has impacted SY 2021-2022?
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Notable growth in ELL population. School has taken measures to support this population with 2 teachers working on ELL certification and the hiring of a .8 FTE licensed ELL teacher to build an ELL program.
M	3. Technology Programs	Expanded tech classes downward into 6 th grade and hired additional IT person.
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of	Would like to see comparative NWEA testing from 2019 and 2020. NH SAS ELA comparisons 2018-2021 demonstrate an overall positive trend

	assessment results and explanation of increases and decreases in proficiency levels.	<p>with exception of Grade 6. There does appear to be drops in Grades 5, 6 and 8 in 2019 from the previous year 2018.</p> <p>NHSAS Math for 2018-2021 is inconsistent with negative trends in Grades 6 and 8. Most grades had drops from 2018 to 2019.</p> <p>*Did something happen in 2018/2019? Was this tied to increase in ELL population? Either way positive trending appears in 2021.</p> <p>*No NH SAS for 2020 due to Pandemic.</p>
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	Strong parent and community presence on Board
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	Goal of creating Development plan crucial
P	7. NH Charter School Accountability Plan	<p>Academic Goals- lack specificity(How much growth, how many students will use VLACS etc)</p> <p>Programmatic Goals- lack specificity (percentage of proficiency increases, what are targets for establishing strong and varied choices of extracurricular, timeline for Guidance and Counseling program)</p> <p>Organizational Goals- lack specificity (set some targets)</p>
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative How the school will use public funds b. A detailed description of the specific school board's reasoning for allocating funds	<p>Due to inflationary pressures, Strong Foundations might want to review assumptions regarding increase in various costs.</p> <ul style="list-style-type: none"> Exceptionally large revenue from SPED population. \$978,000 per year.
M	9. Sustainability Measures	Exceptional staff retention
M	10. Efforts to disseminate successful/best practices	

M	11. Successes	Stability and growth of students, staff and facilities.
M	12. Challenges	Building on clubs and sports to create community will help with some of the issues with losing students in Middle School.
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
M	a. Academic Goals	How are students performing who did not attend Strong Foundations from Grade 1. 85% of 4 th grade is reading at average or above but what are the school's overall scores?
M	b. Programmatic Goals	Strong training in Orton-Gillingham
M	c. Organizational Goals	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Similar to NH State average SAS scores. Overall positive trending in SAS scores from 2018-2021. Sizeable SPED population and support staff in place.
M	4. Is the school sustainable?	Solid systems and staffing in place to ensure sustainability. Strong staff retention.
M	5. Current Status of the Board of Trustees	
M	6. Student Data and Analysis	
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	

✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
✓	Suicide Prevention	
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	
Part 5. Documentation, Materials Review ✓ Upon Review		
✓	Criteria	Comments
✓	Charter (approved by the SBE) Revised if amendments were made	
✓	Charter: Original or Current with Approved Amendments	
✓	Renewal Application	
✓	School Organizational Chart	
✓	List of Board of Trustees	
✓	Board of Trustees By-laws	
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	
✓	School Policies: List + Link or Hard Copies	
✓	Accountability Plan for Past 5 years	Page 2-6 in application
✓	Accountability Plan for Next 5 Years	Pages 7 – 9 in application

✓	5 Year Budget	What was the thinking with regard to the revenue dip from 2024-2025? There is a sizable revenue and expense related to SPED.
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
P	Fundraising Plan	Plan provided is more of a breakdown of goals with little narrative or description of what is occurring.
✓	Employee Job Descriptions	Job Descriptions for Teachers, Paras and Counselor seem a bit lacking in detail. Especially in comparison to Admin descriptions
✓	List of Staff Members, Qualifications, Roles	
✓	Criminal Records Check for all Staff Members	
✓	Professional Development Plan	
✓	Academic Year Calendars (4 - 5)	
✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	Limited detail or analysis of results to determine effectiveness. Waitlist and enrollment indicate recruitment is not an issue either way
✓	Master Class Schedule	
✓	Sample Report Card	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Student Portfolios and/or Student Work Samples	
✓	Student Performance/Assessment Data	
✓	Student Assessment Data Narrative	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
✓	Certificate of Occupancy	

✓	Fire and Safety Reports	
✓	Health Inspection	
✓	Insurance Coverage Certification – Most Recent	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over)	Do these items still need to be inventoried based on 14 years of depreciation?

Part 6: Signatures

✓	Check box to the right if Signature Page is complete.
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II. Charter School Onsite Visit

Focus Group Interviews

a) Families, Parents, Guardians

Number present: 4

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Parent/Family/Community Involvement	

b) School Leadership: Directors, Principals

Number Present: 3

M	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Does the Board of Trustees adequately support the school and the administration?	

c. Board of Trustees

Number Present: 4

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees, roles and responsibilities.	
M	6. Does the Board of Trustees adequately support the school and the administration?	

d. Students

Number Present: 8

Evaluation	Criteria	Comments
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(E, M, P, N)		
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	
M	3. Is the school sustainable?	
e. Instructional Staff		
Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Is the school meeting the professional needs of the instructional and support staff?	

III. Final Components	
Written Comments from Invitation	
Commendations	Solid results with regard to Language Arts and use of Orton Gillingham. Supports and staffing levels for Special Education students substantial. Student and family buy in and support for school were noticeable from the interviews. Yearly budget surplus demonstrates solid business planning.
Concerns	During Board interviews Board members often deferred to the Principal and seemed to lack understanding. Concern this might indicate a lack of Board oversight and overall support for school administration.

Recommendations	Develop Fundraising Plan Use SMART Goals when working on academic, programmatic and organizational goals
Name of Reviewer	Tal Bayer
Contact Details	Talmage.h.bayer@nh.doe.gov



Chartered Public School Renewal Rubric

Name of Charter School: **Strong Foundations Charter School**

Date:

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
M	Intent to Renew Form	Submitted
M	School Information Form	Complete
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	Executive Summary: Charter Amendments	Will need an amendment for enrollment increase.

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	The school expects to be able to increase student numbers from its current roll 336 in 2021/2022 to 356 by 2024/2025 by incremental growth each year. SFCS has a current wait list for 2021/2022 of 69 students across all grade levels. The school has a Student recruitment plan utilizing Local radio, Newspapers and Concord Chamber of Commerce. They will also hold school open houses in March and May each year. They anticipate that the targeted growth is realistic and attainable.
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	The school recognizes its need to strengthen the academic staff as student numbers rise and shall recruit as required. ELL is an area in which the school has responded to the increasing number of students who form this group and has two teachers working towards ELL certification. The

		plan is to recruit a .8FTE licensed teacher to further develop the ELL program
M	3. Technology Programs	After a review the school has expanded its dedicated technology instruction to incorporate the 6 th grade. It is expected that the school will increase its IT staff as it continues to expand its technology program. The school has added to its technology resources by purchasing Chromebooks and iPads, as well as laptops specifically for coding classes.
	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	With 22.6% of students receiving special education services, the administration feels that as a whole, the school has demonstrated remarkable growth over the past five years, using both NWEA and NH SAS results. There have been a few dips in grade level performance, but the data has shown that these dips have been followed by substantial growth in almost all grade levels the following years.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	The school takes its relationships with its parents seriously and currently has 6 parents sitting on its Board of Trustees as well as a very engaged PTO. Parents are encouraged to volunteer: be classroom volunteers, field trip chaperones and help with the schools special events. As can be seen in the results of the parent interviews. The school is highly regarded by its parents. Relationships with both the school's SAU district and all of the sending districts are strong and beneficial to all parties. Not a great deal of evidence of interaction with the local business community and perhaps this is an area which could be reviewed.
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	External fundraising does not seem to be a core element in the school's financial development. Whilst they have a very modest fundraising target

		there is no evidence of any applications for third party grant applications outside of State and Federal programs. When reviewing the school's projected income from fundraising, it shows substantial growth over the next five years; however, there is no detailed fundraising plan. Recommend developing a formal fundraising plan with SMART goals.
P	7. NH Charter School Accountability Plan	An accountability plan for the past five years was not submitted. Organizational, programmatic and academic goals are listed for accountability plan in a broad sense. Further insight into how the various elements of their plan will be developed, implemented, and progress measured towards outcomes would improve this required plan. The school is planning to commence work on this plan in September, 2021.
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative How the school will use public funds b. A detailed description of the specific school board's reasoning for allocating funds	Balanced budget – no concerns. Budget narrative clarified several budget lines. A line by line narrative would improve this component. Substantial budget surplus.
E	9. Sustainability Measures	SFCS, which opened in 2007, has a solid history of financial stability. Despite the recent pandemic and the associated problems and challenges it presented for NH public schools, SFCS utilized its resources efficiently and remains in a very stable financial position. This can be verified by reviewing the latest audited accounts. This allied with stable enrollment and waitlists, excellent student retention through 6 th grade as well as staff retention history, and positive LEA relationships, indicates that the school is sustainable. The school owns the facility and is

		currently undergoing a second building expansion project.
E	10. Efforts to disseminate successful/best practices	The school is involved with Orton-Gillingham training each summer. 43 teachers from nine school districts and three from private school attended this training. Also staff attends and presents at the annual Charter School Best Practices Conference and the monthly charter school meetings.
M	11. Successes	iReady math program which more closely aligns with the common core State Standards was implemented. Developed a strong internal team of Special Educators and Reading and Writing specialists. Currently expanding the school property with the addition of a gym, library, two seminar rooms, offices art room, music room, food preparation area, nurse's office and new front office. Three students were released from their IEP this school year. A new focus on differentiated learning throughout the school to ensure all students' needs are catered for.
N/A	12. Challenges	Areas for improvement include adding after school activities, retaining students after grade 6, the ELL program, developing a more structured reading and writing program, creating data teams to track progress in order to provide individual support where and when needed.
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
M	a. Academic Goals	SFCS met its academic goals to build early literacy so that by 4 th grade students would be reading at grade level and 90% of the students

		entering the school in the readiness or first grade would be proficient or advanced in reading by grade 4.
M	b. Programmatic Goals	The school came very close to meeting its programmatic goals to train all staff in the Orton Gillingham approach to literacy and to bring in teachers from other schools and districts for the training. The two remaining SFCS teachers who were not trained – a math and a science teacher will be trained in the summer of 2022. The pandemic made it difficult to provide in person training, but was able to train 2 SPED teachers from different districts. The school also met its goal to incorporate the Core Knowledge curriculum in all subject areas taught.
M	c. Organizational Goals	SFCS improved the salary structure for academic staff and added a bonus structure to encourage staff retention. Health insurance is now offered to all staff at a small cost to them. Dental insurance is provided at no cost to all staff. All staff are aware of the organizational structure of the school and where their roles and responsibilities lie.
M	2. Is the charter school responsibly using public funds?	The school complies with all State and Federal requirements with regard to the use of funds received and expended, and have developed policies to insure consistency. Monthly and quarterly reports and audits are available for public inspection and can be reviewed on the school's website. Transportation is provided by families, not the school district in which SFCS is located. Some districts provide transportation for students when it is written in the IEP.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	With the school's commitment to providing the best educational experience to its students by the means of their high quality curriculum resources

		and assessments, differentiated instruction, dedicated IEP and ELL staff and continuous monitoring of student progress and growth, the school is focused on helping its students to maximize their learning.
M	4. Is the school sustainable?	The school has been in operation since 2007 and has a well-developed administration and committed Board of Trustees team, who over the years of operations, has worked together to develop systems and policies that school's operations are managed efficiently and that it remains in a sound financial position going forward. There is a wait list in all but one grade and a moderate student roll increase projected for the next five years.
M	5. Current Status of the Board of Trustees	The Board of Trustees is a diverse group with skills and experience in education, law, property management, business management and finances. It has been consistent in its designated number of members and the required committees are in operation to provide the necessary oversight and financial control required.
M	6. Student Data and Analysis	Non-academic student data shows that the school had a 94.9 ADM percentage and 99% of students were promoted to the next level in the 2020-2021 school year. There were no incidents reported for the past year.
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	

✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
✓	Suicide Prevention	
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	
Part 5. Documentation, Materials Review ✓ Upon Review		
✓	Criteria	Comments
✓	Charter (approved by the SBE) Revised if amendments were made	
✓	Charter: Original or Current with Approved Amendments	
✓	Renewal Application	
✓	School Organizational Chart	
✓	List of Board of Trustees	
✓	Board of Trustees By-laws	
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	
✓	School Policies: List + Link or Hard Copies	
✓	Accountability Plan for Past 5 years	Page 2-6 in application. Listed goals but not formal plan.

✓	Accountability Plan for Next 5 Years	Page 7-9 in application. . Listed goals but not a formal plan.
✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
✓	Fundraising Plan	Goals but not a formal plan
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	
✓	Criminal Records Check for all Staff Members	
✓	Professional Development Plan	
✓	Academic Year Calendars (4 - 5)	
✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	
✓	Master Class Schedule	
✓	Sample Report Card	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Student Portfolios and/or Student Work Samples	
✓	Student Performance/Assessment Data	
✓	Student Assessment Data Narrative	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
✓	Certificate of Occupancy	
✓	Fire and Safety Reports	
✓	Health Inspection	
✓	Insurance Coverage Certification – Most Recent	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over)	

Part 6: Signatures



Check box to the right if Signature Page is complete.

II. Charter School Onsite Visit

Focus Group Interviews

a) Families, Parents, Guardians

Number present: 4

Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Teachers are well-trained and skilled in content and instructional practices to ensure they meet the needs of all students. Comprehensive support provided for students with IEPs, 504 plans and ELL.
M	2. Is the charter school responsibly using public funds?	School is adequately resourced, and students were able to bring tablets home to work remotely.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Challenging and rigorous but achievable curriculum. Parents spoke about how their students have struggled with reading and math, how interventions were implemented and they now report excellent progress being made by their children.
E	4. Is the school sustainable?	PTO very engaged in ensuring school has the resources they need. School makes improvements whenever there is a need.

		Own the school and construction to expand the school to ensure adequate space for all program areas. All concerns are addresses immediately.
E	5. Parent/Family/Community Involvement	Everyone chips in as much and as often as they can. It is truly a thriving school/family community. Parent portal on Google Classroom Disciplinary actions are rare – implemented Responsive Classroom and Choose Love for Schools program. Parents are provided support for helping with their students' IEPs and 504 plans. Behavioral and SE supports for families about how they can best support students at home.
b) School Leadership: Directors, Principals		
Number Present: 3		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	The school is making progress towards meeting the goals of its mission; <u>Academically</u> : By differentiating education, progress monitoring and reviewing student data to improve academic achievement; <u>Programmatically</u> : by making improvements to its curriculum and instruction; <u>Organizationally</u> : by developing structures and systems that ensure school sustainability and student and teacher retention.
E	2. Is the charter school responsibly using public funds?	Weekly, monthly, and quarterly financial reports completed; annual financial audits and balanced budget created - all available for public inspection; federal grant funds are used appropriately.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Monthly data meetings look at progress and trends in growth. This informs instruction and content.
E	4. Is the school sustainable?	Pembroke SD is not supportive of transportation for resident students who attend STCS.

		Provide bonuses to staff for meeting academic objectives and for filling positions in critical shortage areas. The Strong Foundations Elementary Schools INC owns the building and construction for expansion plan is underway.
M	5. Does the Board of Trustees adequately support the school and the administration?	Fully supported by the Board.
c. Board of Trustees		
Number Present: 4		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Board members feel that the school is definitely making progress towards meeting the mission, stating that their children were making significant progress due the very effective curriculum programs, the knowledge and skilled teaching and support staff , all under the
E	2. Is the charter school responsibly using public funds?	The board approves all financial expenditures, reports and budgets. This process is part of the monthly board meeting.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Board members who are parents are delighted with the progress their children are making at SFCS.
E	4. Is the school sustainable?	Yes, completely. Under the expert management of the principal who was a founding member of the school, SFCS has grown and thrived.
M	5. Current Status of the Board of Trustees, roles and responsibilities.	Very experienced and skilled nine-member board consisting of 6 parents and three members of the community. Some of the roles of the board are to serve on committees, review and approve finances and budget, support the principal, recruit and onboard new members, to hold monthly meetings.


M	6. Does the Board of Trustees adequately support the school and the administration?	The board fully supports the principal as and when needed. They have an open line of communication.
d. Students		
Number Present: 8		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Orton Gillingham is a great program that has helped so many students with literacy. Some students felt Math was really hard but they now understand it better because of the para's support.
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	Small class size means students get whatever they need. Students receive support from teachers and from paras. The teachers take into consideration the type of learners in the class and design activities that meet the needs of students. Teachers feel like friends – students stated that they are able to have confidential discussions and that the teachers give good advice. Students get to move ahead if we are doing well.
M	3. Is the school sustainable?	Most students said that they recommend the school to family and friends outside of the school, but that some couldn't get in because of the waitlists.
e. Instructional Staff		
Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Researched-based, high quality curriculum is used in all content areas. We look at student progress and make decisions about content, instruction and assessments based on the data

		<p>in order to meet students where they are and ensure progress is made. All students make a minimum of 1 year of progress each year.</p>
E	2. Is the charter school responsibly using public funds?	<p>School has all the resources needed to implement the curriculum, provide professional development, reward staff with bonuses and provide comprehensive benefits package. Small class size ensures more individual attention and success.</p>
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	<p>Teachers make sure they hit all the grade level standards which they align in their lesson planning. Benchmark assessments and progress monitoring identify where needs are and where to focus instruction for optimal learning. RTI, Title I, differentiated instruction, special education services and 504 plans provide the supports student require to close gaps in learning.</p>
M	4. Is the school sustainable?	<p>Great benefits package for teachers and paras. Teachers and paras have a voice and are listened to. Many of our ideas and suggestions for improvement are implemented.</p>
E	5. Is the school meeting the professional needs of the instructional and support staff?	<p>Professional needs are met – so many options for professional development, and teachers receive stipends for PD that is related to their role in the school. Collegial conversations at weekly grade level and data meetings, and monthly full staff meetings also help to meet professional needs.</p>

III. Final Components

Written Comments from Invitation	The review team did not receive recommendation or comments from the school's stakeholders.
Commendations	Since its opening in 2007, Strong Foundations has demonstrated its ability to provide a high quality, student-centered educational program to students and their families from 24 New Hampshire communities. Under the direction and guidance of a highly committed and effective principal with a school growth and improvement mindset at the helm since its inception, and a dedicated, skilled and competent team of educators, paraprofessionals, and board of trustees, the school and its student population has flourished. Strong Foundations can look forward to a sustainable future with confidence.
Concerns	This board is made up of a diverse group of professionals who are committed to the mission and success of the school. However, during the interview, the board members who were present did not seem to be very knowledgeable about the school as an organization or their role in oversight of the school, and their response to several questions posed by the review team was to defer to the principal for answers. The board members do not undergo board training nor is there an evaluation process. One board member mentioned that orientation to the board was like a "baptism by fire". As parents, they were very knowledgeable about their children's experiences and their interactions with teachers concerning their children's progress and successes, but were unable to answer questions about school operational functions, or schoolwide academic or programmatic progress.
Recommendations	<ul style="list-style-type: none"> • When setting goals for the required accountability plan or a strategic plan, ensure that the goals are specific, measurable, attainable, relevant and time-based, with progress towards meeting the goals tracked and the final outcomes included. The NHDOE Charter School Office has a sample template for developing a charter school accountability plan. • An area for improvement: Not a great deal of evidence of interaction with local organizations or the business community was provided, so this is an area which is recommended for review and development. • Develop a formal fundraising plan that lists the activities, dates of activities, who is responsible, volunteer time, goal amount, expenses and outcomes. Contingency planning is a best practice, and a fundraising plan would be very helpful for future administrators. The charter school office has a sample template for developing a basic fundraising plan. • Develop a board improvement plan that includes professional development in board training and leadership training.

	<ul style="list-style-type: none">• Develop a Board of Trustees Handbook for operational guidance that will provide a thorough understanding of the organization, its structures, processes and functions.• Develop annual performance reviews/evaluations for board members.
Name of Reviewer	Jane Waterhouse
Contact Details	Jane.A.waterhouse@doe.nh.gov ; (603)271-6813

Charter School Closure Activities Checklist				
Name of School: Cocheco Academy of the Arts Charter School Date: December 1, 2021 Name of School Contact (handling inquiries): Brenda McCartney, Business Manager Phone Number: 603-742-0700 Name and Contact Details for Post-Closing Inquiries and For Followup of Requirements: Brenda McCartney, phone 603-686-2815				
KEY	NHDOE: New Hampshire Department of Education			
	SBE: State Board of Education			
	CPS: Chartered Public School			
	BOT: Charter School's Board of Trustees			
	CSO: Charter School Office			
	DOC: NHDOE Director of Communications			
	IMSC: Immediate School Closure			
	EOYSC: End of Year School Closure			
<input type="checkbox"/> CPS Submissions to CSO				
Immediate Activities upon Decision to Close the School				
Activity	Responsible Person	Activity Description	Timeline for Completion	Status Completion Date
Board of Trustees Vote on School Closure	Board of Trustees Members	Must have a quorum for the vote. Notify the CSO.	Immediately upon decision to close the school	10/20/2021. Notified CSO on 10/22/2021.
Establish Transition Team	<ul style="list-style-type: none"> • NHDOE CSO Rep • CPS Lead 	Team Consisting of the following: <ol style="list-style-type: none"> 1. NHDOE CSO Representative 2. Charter School Board Chair or Designee 3. Charter School Lead Administrator 4. Charter School Business Administrator 5. Member of Charter School Faculty 	Immediately upon decision to close the school	10/25/2021

		6. Parent Representative		
Notice of Impending Closure	<ul style="list-style-type: none"> • CPS Lead 	Send notice of impending closure to parents, students, school staff, and all other stakeholders. (Effective date of the closure and circumstances) Copy to CSO	Immediately upon decision to close the school	Staff: 10/27/2021 Parents/students: 11/1/2021
Press Release	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • DOC 		Within 2 days of the decision to close the school	Not done yet. School still open until year-end.
Prior to School Closure				
Activity	Responsible Person	Activity Description	Timeline for Completion	Status Completion Date
School Closure Plan	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS BA 	Develop plan for school closure. Assign responsibilities for all activities. Copy to CSO	Within 7 days of decision to close the school	Full-year cash flow prepared on 11/8/2021. Other steps in process.
Create Contact List	<ul style="list-style-type: none"> • CSP Chair • CSP Lead 	Contact Details for <ul style="list-style-type: none"> • Board of Trustees Members • Faculty • Parents • Stakeholders Copy to CSO	Within 14 days of decision to close the school	Will be done closer to close of school in June 2022.
Official Notifications with Most Current Information	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS BA 	Notifications sent to: <ul style="list-style-type: none"> • Parents, Students • Staff Members • Resident LEAs • Resident District SPED Departments • Community Organizations • Community Partners • Insurance Agencies – maintain liability insurance for transition team members for the duration of the closure process. • Utilities 	Within 14 days of decision to close the school	Will be done closer to close of school in June 2022.
State Board Notification	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS BA 	Attend a NH State Board of Education meeting to notify the board of the closing and to provide a summary of closing activities.	Before closing, at a regularly scheduled board meeting	11/10/2021

Convene Meetings	<ul style="list-style-type: none"> • CSP Chair • CSP Lead 	Convene separate closure meetings with Parents and Faculty.	Within 14 days of decision to close the school	Staff: 10/27/2021 Parents/students: 11/1/2021
Assessments	<ul style="list-style-type: none"> • CPS Lead • NHDOE •CSO 	Ensure all State required assessments have been completed.	Prior to School Closing	Will be done closer to close of school in June 2022.
Student Transition Plan	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS Faculty • Parent Rep 	Transition plan for students into transfer schools Transition plan to CSO <ul style="list-style-type: none"> • List of supports to be provided for students and families • Summary of support provided to students and families Submit Updated Summary to CSO	Within 14 days of decision to close the school By the closing date of the school.	In progress.
Audit Contract	External Accounting Firm	Closing audit contract Submit copy of contract to CSO	Prior to school closure	Will be done closer to close of school in June 2022.
Student Records Transfer	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS BA • CPS Faculty 	Transfer of Student Records to transfer schools (in accordance with applicable law): including Attendance, Assessments, Special Education Services, Incidents Notification to CSO upon completion of this process	IMSC: Prior to student transfer. EOYSC: Within 14 days of school closing.	Will be done when grades close in June 2022.
Payment Plan	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS BA 	List of Liabilities and Payment Plan: <ol style="list-style-type: none"> 1. Payroll Obligations 2. Creditors 3. Other outstanding debt 4. Return State Grant Funds 5. Return of monetary donations 6. Return of independent federal grant funds 6. Copy of liabilities and Payment plan to CSO Copy of Payment Plan to CSO	IMSC: Within 1 month of school closure EOYSC: Copy of payment plan to CSO prior to school closing	Will be done closer to close of school in June 2022.
Post-School Closure				
Activity	Responsible Person	Activity Description	Timeline for Completion	Status Completion Date
Grants Management System	<ul style="list-style-type: none"> • Grant Manager 	Submit Final Reports on all Open Grants.	Within 60 days of school closure	Will be done closer to close of school in June 2022.

School Employee Records	<ul style="list-style-type: none"> • CPS Chair • CPS Lead 	Personnel records for all school employees – Transition Team determines this. No NHDOE requirements.	Within 60 days of School Closure	Will be done closer to close of school in June 2022.
Assets Inventory	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS BA 	<ul style="list-style-type: none"> • Inventory of School Assets • Plan to return assets or disseminate net assets • Assets Tracking Copy of inventory to CSO Copy of assets tracking to CSO	Within 60 days of School Closure	In progress
Donations	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS BA 	Return of any Material Donations. Tracking of returns send to CSO	Within 60 days of School Closure	Will be done closer to close of school in June 2022.
Final Progress Report	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS Faculty 	Final Progress Report – Student Performance - Progress Report Submit to CSO	Within 60 days of closure	Will be done closer to close of school in June 2022.
Data Collections	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS Faculty 	Final Data Collections and Report Submissions CSO will check with i4see and ESS	By deadlines or within 60 days of closure	Will be done at end of school year in June 2022.
Implement Plan	<ul style="list-style-type: none"> • CPS Chair • CPS Lead • CPS BA • Faculty Rep • Parent Rep 	<ul style="list-style-type: none"> • Follow this checklist • Track Progress Submit Completed Checklist to CSO	Within 90 days of school closure	Will be done closer to close of school in June 2022.
Audit Submission	External Accounting Firm	Closing Audit Submit to CSO	Within 6 months of closure	Will be done at end of school year in June 2022.
NHDOE Responsibilities				
Activity	Activity Description		Timeline	Status/Completion Date
NHDOE Responsibilities	• CSO	Oversight of closure process and completion of checklist	CSO will monitor CPS activities throughout the school closure process	
	• NHDOE DOC	Press release	Commissioner's Decision	

	• NHDOE DOC	Op-ed	Commissioner's Decision	
	• CSO	Inform DOE Bureaus: ESS, i4see,	Immediately upon SBE's vote to close the school	
	• CSO	Notification to SBE of the school's closure and completion of checklist.	When all Closure Checklist Items completed.	

COCHECO ACADEMY OF THE ARTS
Cash Flow Analysis - Full-year option
July 1, 2021 - June 30, 2022

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Fiscal Year Total 2021-22	Jul	Aug
REVENUES:															
Unrestricted donations	478	446	704	3,613	1,000	2,000	500	500	500	500	2,000	500	12,741		
Restricted/other donations	-			80									80		
Performance income							600				600		1,200		
State adequacy grants/lease aid			85,878	5,061	72,666			59,454		5,061		2,170	230,291		
Free/reduced lunch												18,540	18,540		
Fed grants (ESSER, Title I, II, IV)	5,121	567	5,843	64,173	8,765	12,597	10,145	8,065	8,065	8,065	8,065	11,847	151,317		
Activity fees & other income			300	127			900	300	300	1,000	1,500	400	4,827		
Investment income	0	0	1	1	1	1	1	1	1	1	1	1	9	0	0
TOTAL REVENUES	\$ 5,600	\$ 1,013	\$ 92,725	\$ 73,056	\$ 82,432	\$ 14,598	\$ 12,146	\$ 68,320	\$ 8,866	\$ 14,627	\$ 12,166	\$ 33,458	\$ 419,006	\$ 0	\$ 0
EXPENSES:															
Instructional - compensation	15,252	10,562	20,188	15,122	15,122	22,683	18,282	14,122	14,122	14,122	14,122	21,183	194,882	-	-
Instructional - other	65	119	2,017	565	400	200	600	200	200	200	200	65	4,831	65	65
Student activities	175	-	100	2	-	-	700	-	200	800	1,500	400	3,877	-	-
Guidance	-	-	2,619	2,519	2,519	3,779	2,519	2,519	2,519	2,519	2,519	3,779	27,810	538	538
Other support services	-	-	-	-	-	100	-	-	100	100	-	-	300	-	-
Administration - compensation	1,731	2,131	2,640	2,529	2,529	3,794	2,529	2,164	2,164	2,164	2,164	3,246	29,786	1,654	1,654
Administration - other	5,154	947	967	808	800	800	800	800	800	800	800	800	14,276	729	729
Business - compensation	1,761	2,101	2,037	2,039	2,039	3,058	2,039	2,039	2,039	2,039	2,039	3,058	26,289	2,037	2,037
Legal & accounting	34	422	6,411	28	3,826	26	26	574	24	24	24	24	11,443	6,024	8
Fundraising expenses	-	-	-	-	500	300	-	-	1,000	1,000	350	-	3,150	-	-
Interest	47	46	45	44	43	42	41	40	39	38	37	36	501	35	34
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility	4,002	4,002	5,902	4,490	4,442	4,442	4,442	4,442	4,442	4,442	4,442	4,442	53,930	6,442	6,442
(Gain) loss on sale of equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ 28,221	\$ 20,330	\$ 42,926	\$ 28,146	\$ 32,220	\$ 39,224	\$ 31,978	\$ 26,900	\$ 27,649	\$ 28,248	\$ 28,197	\$ 37,034	\$ 371,074	\$ 17,523	\$ 11,506
NET INCOME/LOSS	\$ (22,621)	\$ (19,317)	\$ 49,799	\$ 44,910	\$ 50,212	\$ (24,626)	\$ (19,832)	\$ 41,420	\$ (18,783)	\$ (13,621)	\$ (16,032)	\$ (3,576)	\$ 47,932	\$ (17,522)	\$ (11,505)
Conversion to cash basis:															
Depreciation expense	58	58	58	58	58	58	58	58	58	58	58	58		58	58
Fixed asset purchases/sales	-	-	-	-	-	-	-	-	-	-	-	-		-	-
NHHEFA loan proceeds/payments	(1,218)	(1,219)	(1,220)	(1,221)	(1,222)	(1,223)	(1,224)	(1,225)	(1,226)	(1,227)	(1,228)	(1,229)		(1,230)	(1,231)
PPP loan proceeds/forgiveness				(60,383)										-	-
Change in receivables	220	18,358	16,217	2,052	(4,974)	(3,832)	2,452	2,080	-	-	-	(24,493)		2,170	
Change in AP & accrued exp.	1,788	(2,734)	(5,476)									10,422		(10,422)	
Change in other assets/liabilities	-	3,944	(14,000)	4,333	(13,000)	4,333	4,333	(13,000)	4,333	5,333	4,333	4,333		4,333	4,333
NET CASH ADJUSTMENTS	\$ 849	\$ 18,408	\$ (4,420)	\$ (55,160)	\$ (19,138)	\$ (663)	\$ 5,621	\$ (12,086)	\$ 3,166	\$ 4,165	\$ 3,164	\$ (10,907)		\$ (5,090)	\$ 3,161
NET CHANGE IN CASH	\$ (21,772)	\$ (909)	\$ 45,380	\$ (10,250)	\$ 31,074	\$ (25,289)	\$ (14,212)	\$ 29,333	\$ (15,617)	\$ (9,456)	\$ (12,868)	\$ (14,483)		\$ (22,613)	\$ (8,345)
CASH - BEGINNING OF MONTH	\$ 53,037	\$ 31,265	\$ 30,356	\$ 75,735	\$ 65,486	\$ 96,560	\$ 71,271	\$ 57,059	\$ 86,392	\$ 70,775	\$ 61,319	\$ 48,451		\$ 33,968	\$ 11,356
CASH - END OF MONTH	\$ 31,265	\$ 30,356	\$ 75,735	\$ 65,486	\$ 96,560	\$ 71,271	\$ 57,059	\$ 86,392	\$ 70,775	\$ 61,319	\$ 48,451	\$ 33,968		\$ 11,356	\$ 3,011

ADM estimated at 30 students (33 for S1, 27 for S2).

(60,383) Less PPP2 forgiveness

\$ (12,451) Real net loss

12/09/2021

EXECUTIVE SUMMARY

New Learn Everywhere Program

Sylvan Learning Center

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the Learn Everywhere application for Sylvan Learning Center.

B. Sylvan Learning Center

Application submitted by:
Krista Martin
Sylvan Learning 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 Sylvan Learning Center Learn Everywhere Application.

OR:

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

**New Hampshire Learn Everywhere
Sylvan Course for Credit**

Prepared by:

**Krista Martin, Owner & Executive Director
Sylvan Learning of Portsmouth and Salem, NH**

Sylvan Course for Credit Program Description

Sylvan Learning in Portsmouth and Salem, NH (“Sylvan Learning”) is submitting their Sylvan for Credit program for the New Hampshire Learn Everywhere program to allow New Hampshire high school students to receive credit for courses completed outside of the public school. Sylvan for Credit is powered by Hudson Global Scholars’ Columbia School and includes a diverse catalog of half-credit, one-credit, and Advanced Placement (AP) courses, designed to meet the minimum standards for graduation credit. Sylvan for Credit courses are accredited by Cognia and require mandatory credit reciprocity in most states, excluding New England states. New Hampshire schools may accept course credit on a per case basis or through an agreement such as the New Hampshire Learn Everywhere program.

Each Sylvan for Credit student is assigned a course teacher to grade items, track progress, and respond to student questions, a Student Success Coach to monitor the student’s progress and notify the Sylvan management and instructional team of issues, and a Sylvan Academic Coach to provide course content support as appropriate and explicit instruction in study skills such as time management, goal-setting, note-taking, and test preparation. The Sylvan Academic Coach is certified in the Sylvan Advanced Study Skills curriculum and has access to all of the student’s course resources to provide an integrated experience for students moving between their online course and live coaching time.

Courses Offered

See Table A for a list of courses that align with N.H. Code Admin. R. Ed 306.37, 306.43, 306.45, and 306.46. Reference the English I, Algebra I, Biology, and U.S. History syllabi for the list of lessons, objectives, and assessments for each course. All of the syllabi for the courses offered are available upon request.

Course Format

Sylvan for Credit courses are deployed asynchronously through the learning management system (LMS) within the My Virtual School portal. Each half (0.5) credit course is designed to last 18 weeks or one semester. Each one (1) credit course is designed to last 36 weeks or two semesters. Students are expected to complete one topic each week. Each topic contains approximately four one-hour lessons and an assessment.

The Sylvan for Credit online course environment is thoughtfully designed to support student understanding and achievement. Each topic begins with an introduction, which outlines the topic objectives. The student also has access to a topic study guide and, when applicable, a vocabulary chart.

Both resources function as graphic organizers and are intended for the student to fill out as they complete the lessons within the topic to aid in preparing for the topic assessment and the cumulative final exam. Throughout each lesson, the student completes knowledge check questions to self-assess their level of understanding. Each course also offers the student a searchable glossary of terms and, when applicable, a formula sheet. Lastly, activating metacognition is a core component of the Sylvan approach, and, at the end of the session, each Sylvan student writes a learning log response to reflect on their instructional time. High school level learning log prompts include: “How can you use a skill you learned in your session today in another content area, such as math, English, social studies, or science?” “What suggestions would you give to other students working on the concepts you learned today and why?” Within the Sylvan for Credit online course environment, the student uses the built-in journal tool to reflect on what they learned from each lesson.

In addition to the 4-5 hours per week of course content, students receive weekly live academic coaching through Sylvan of Portsmouth or Sylvan of Salem. The Sylvan approach to academic coaching draws upon the findings of a broad range of research, including the Partnership for 21st Century Skills, and operates under the philosophy that a student’s academic success in the program and in life is directly related to the student’s mindset and to real-world and consistent application of study skills.¹ Academic coaching meets the needs of students who may struggle with time management, organization, active reading, note-taking, test preparation, writing and research strategies, and other essential study skills. Researchers have demonstrated that these skills fall under four major clusters of study skills: repetition-based skills, procedural study skills, cognitive-based study skills, and metacognitive skills.² These skills, when used in combination with one another, are the key elements in developing efficiency and confidence as a student and becoming a fully empowered learner: one who is able to gain, manage, understand, and reinforce learning and information. The academic coaching component of the Sylvan for Credit program incorporates all of these components into the program instruction.

Sylvan for Credit students may choose between Sylvan Online Study Hall or Sylvan Personalized Academic Coaching.

Sylvan Online Study Hall is taught in a student-teacher ratio of 6:1 every Monday-Thursday from 4:30-6:30. Although Sylvan Online Study Hall is facilitated virtually within the Kaltura Virtual Classroom environment, students may join from the Sylvan center if they prefer. The Sylvan Academic Coaches in Online Study Hall support students in creating and fulfilling a daily action list for their courses, help with coursework as appropriate, and motivate students to stay on track with independent work too. At the beginning of each day’s sessions, the students meet with the Academic Coaches to fill out a check-in sheet. Then, each student is assigned to a dedicated breakout room for quiet study and 1:1 collaboration with the Academic Coaches that join the room. The breakout rooms are equipped with screensharing and filesharing capabilities, an interactive and persistent whiteboard, and a chat feature. Sylvan for Credit students may attend 12 weeks of Online Study Hall throughout the duration of the course for up to 96 hours of Academic Coaching.

¹ Partnership for 21st Century Skills, 2006.

² Gettinger, M., & Seibert, J. K. (2002). Contributions of study skills to academic competence. *School Psychology Review*, 31(3), 350–365.

Sylvan Personalized Academic Coaching is designed for students who need intensive guided practice or help with course workloads. The Sylvan Academic Coach supports the student in setting and working toward goals, reviewing skills relevant to current course assignments, and establishing a study schedule. Sylvan Personalized Academic Coaching is taught in a student-teacher ratio of 2:1 or 3:1 and offers flexible scheduling during Sylvan's instructional times and based on teacher availability. Sylvan for Credit students receive 24 sessions to schedule throughout the duration of the course. Sessions may be live in-center or virtual via Zoom or a combination of the two.

Course Grading

Assessment plays a strong role in curriculum since demonstration of mastery of skills and concepts allows students to progress in their learning and to more challenging coursework. The Sylvan for Credit program integrates a variety of assessment types to ensure students have multiple ways to demonstrate mastery and understanding. Formative and summative assessments both provide data for the teacher in planning instructional support. Student grades come from a combination of different forms of assessment informed by course expectations and content standards. Assessments include a combination of the following: assignments, labs, quizzes, essays, unit tests, and course finals. As teachers evaluate student performance, they reflect upon the clarity of learning targets, effectiveness of instruction, extent of participation, feedback that moved students forward, and validity of grades earned.

Formative assessments involve collecting work samples and performance data that show how a student is progressing throughout the course. Formative assessments include checks for understanding, classroom exit tickets, journal entries, discussion posts and replies, and active participation in classroom activities. Students may attempt the formative assessments multiple times and must retake the formative if they score below 70%.

Summative assessments provide student and teacher with overall performance data at the end of a specified period of time. Summative assessments are included at the end of each unit of study and at the end of each course. Summative assessments can take the form of unit tests or projects, midterms or finals, or essays.

At the end of the course, students receive a final A-F letter grade, and Sylvan may issue report cards and transcripts for courses completed through Sylvan for Credit. Credit certificates are awarded for final letter grades of A-C.

Tuition Scholarship Program

Sylvan offers tuition scholarship awards based on the financial needs of each family without regard to race, ethnicity, religious affiliation, or sexual orientation. Tuition scholarships are awarded on a first-come, first-served basis, and Sylvan Directors provide a copy of the scholarship application to all families in their welcome packet. To be considered, the family must complete a one-page application and securely provide a copy of the previous year's tax returns that show the student as a dependent and a recent paystub to verify current wages. The family received an award or declination letter within 48 hours of submitting the application materials. Awarded scholarships range from 10-50% off the course

package. Sylvan Learning of Portsmouth and Sylvan Learning of Salem each have a finite number of scholarships available at each percent off tier. When a scholarship recipient disenrolls from the program, the award slot reopens immediately.

Communication of Student Progress

Sylvan for Credit utilizes a combination of timely outreach, monthly conferences, and automated tools within the My Virtual School environment, to keep students and their family members informed of the student's progress toward completing their course(s).

First, each Sylvan for Credit student is assigned a Student Success Coach. The Student Success Coach monitors the student's pacing and performance in the course and notifies the Sylvan management and instructional team of issues that could impact the student's understanding and achievement in the course. Each Sylvan for Credit student also works with a Sylvan Academic Coach. The Sylvan Academic Coach interfaces with the Student Success Coach, work with the student to set goals for each Academic Coaching session, support the student in the development of skills for note-taking, test preparation, time management, and executive functioning; and escalate concerns to the Sylvan Director.

Secondly, the Sylvan Director meets with each student and their family member(s) on a monthly basis to review progress, share feedback from the coaches, and reconfirm the schedule and program details.

Lastly, My Virtual School offers students valuable tools for managing their course workload and ensuring that they are on track to complete the course within the 18- or 36-week timeline. The To-Do List and Calendar features surface and display the activities the student must complete in the course. As the student completes activities, items drop off of the To-Do List. Within My Virtual School, the student's dashboard displays a pacing bar for each course. The pacing bar provides a visual indicator of the student's progress within the course based on the percent complete. The pacing bar also displays the number of activities the student has completed versus the number of activities in the course. The student's coaches also generate and review on at least a weekly basis course reports of the student's course attendance, time spent in the course, and other predictors of success within the course.

Learn Everywhere Provider Application : Entry # 24

I. Organizational Details

Organization Name

Sylvan Learning of Portsmouth and Salem, NH

Our Organization

Sylvan Learning is the leading provider of educational services in the nation with a proven record built over four decades of helping students in grades K-12 achieve their full potential. Sylvan specializes in providing personalized learning experiences for students of all ages that allows for success in and beyond the school day. Our programs are infused with an unparalleled level of service and support, ensuring a successful program from initial program consultation, enrollment, and completion.

Sylvan Learning of Portsmouth and Salem have supported the academic success of students across the Seacoast and Southern New Hampshire for over 20 years. Both are owned and operated by Unlocked Learning LLC, headquartered in Carroll County, New Hampshire, and employ local educators from across the regions.

Address

Sylvan Learning of Portsmouth
800 Islington Street Unit 10B
Portsmouth, New Hampshire 03801
United States

[Map It](#)

Phone

(603) 433-5898

Email

Krista.Martin@unlockedlearning.info

Primary Contact

Krista Martin

III. Policies

Instructor Qualifications

To maintain the high quality associated with Sylvan Learning programs, each instructor must possess a Bachelor's degree and documented teaching experience. Many of our Sylvan for Credit instructors also have Master's level degrees, specialized educational certifications and membership in professional educational organizations. To ensure successful implementation of the Sylvan for Credit program, our highly qualified instructors undergo a comprehensive initial training, as well as ongoing training to develop strategies and techniques to enhance student learning.

Criminal History Records Check

The Sylvan instructor employment offer is contingent on a successful background check, and candidates complete a background check authorization form. The background check involves: a criminal felony and misdemeanor search for each county revealed by the social security number (SSN) trace, a federal criminal national search, and a national sex offender search. Both the candidate and the employer receive a copy of the completed background check report. Upon acceptance of an employment offer and the successful background check, new instructors sign a Code of Conduct that details behavioral standards and expectations.

Learn Everywhere Provider Application : Entry # 24

Criminal History Records Check Affirmation

Yes

Admissions

Interested students and/or family members may contact their local Sylvan Learning of Portsmouth or Sylvan Learning of Salem location via email, phone call, or text, or they may complete a short form on the center's website. Each center's contact information is listed below:

Sylvan Learning of Portsmouth

Email: sylvan.portsmouth@unlockedlearning.info

Phone Call or Text: 603-433-5898

Webform: <https://locations.sylvanlearning.com/us/portsmouth-nh/promotions/sylvan-for-credit>

Sylvan Learning of Salem

Email: sylvan.salem@unlockedlearning.info

Phone Call or Text: 603-952-4014

Webform: <https://locations.sylvanlearning.com/us/salem-nh/promotions/sylvan-for-credit>

Within 24 hours, a Sylvan Director schedules a call with the student or family member to review the available courses, program expectations, scheduling options, and cost and financial options. The Sylvan Director then schedules a follow-up call to confirm the enrollment details and sends an email to the student and/or family member with the information and documents reviewed. Upon enrollment, the student and/or family member completes a registration form, submits payment, confirms the schedule, and reviews and signs the Sylvan Service Pledge and Policies, which includes the indemnification statement provided by the New Hampshire Department of Education.

Within 72 hours after enrollment, the student receives their course log-in credentials for the My Virtual School portal and learning management system (LMS). 24 hours later, the student receives a welcome letter from their Sylvan for Credit instructor(s). In addition, the student attends the virtual new student orientation on the next Thursday at 6:30 PM ET following enrollment.

Admissions Affirmation

Yes

Liaison with the Local Educational Agency

Sylvan Learning is committed to making every reasonable attempt to implement any accommodations based on the individual student IEP/504. Sylvan Directors work directly with the school and local educational agency (LEA) to ensure that all reasonable accommodations are made and to report any issues with implementation immediately.

When enrolling a student with special needs, the following actions are taken:

(1) Meet with the school and/or LEA personnel to determine the specifics of the IEP and determine the specific needs for implementation within the program.

(2) Meet with the student's parent or guardian to ensure there is agreement on the modifications that will be made and how this will be accomplished.

School LEAs for both Sylvan of Portsmouth and Sylvan of Salem work with the Sylvan Director of Operations and Director of Student Advancement.

Indemnification Statement Affirmation

Yes

Learn Everywhere Provider Application : Entry # 24

IV. Facilities and Insurance

Educational Facilities

Sylvan for Credit programs are completed through a combination of asynchronous online and live in-person or online modalities. Both Sylvan Learning of Portsmouth and Sylvan Learning of Salem operate educational facilities in retail plazas. During the 2021-2022 academic year, the facilities are open on Tuesdays and Thursdays from 3:30-7:30 and Wednesdays from 2:30-7:30, and the locations will expand their in-center hours based on demand. Sylvan for Credit students may use the facilities to complete their asynchronous coursework and/or to meet with their Sylvan instructors for academic coaching sessions each week. Both centers have open-concept instructional space for students to meet with their Sylvan instructors as well as workstations with Chromebooks that students may use to access their courses for private study time.

Sylvan Learning of Portsmouth is located at 800 Islington Street, in the Hannaford Plaza, in the growing West End of Portsmouth. The facility is a ~1800 square foot single-level unit with a free parking lot immediately in front of the center. The facility is also conveniently located within walking distance of downtown Portsmouth and within one mile of the Portsmouth Traffic Circle for students coming from Rochester, Dover, Hampton, Exeter, and other areas of the Seacoast.

Sylvan Learning of Salem is located at 240 North Broadway, in the plaza with McKinnon's Market. The facility is a ~1400 square foot single-level unit with free parking lots in the front and back of the building. The facility is 2.5 miles from Salem High School, 6 miles from Windham High School, and 8.5 miles from both Pelham High School and Pinkerton Academy.

Facility Affirmation

Yes

Insurance Coverage

Unlocked Learning LLC DBA Sylvan Learning Centers maintains commercial general liability coverage and umbrella liability coverage through Liberty Mutual Insurance with coverage provided by the Ohio Security Insurance Company and the Ohio Casualty Insurance Company, respectively. Unlocked Learning LLC also maintains errors and omissions (E&O) coverage through US Liability Insurance Group. The New Hampshire Department of Education has been added as a certificate holder, effective 10/01/2021.

Proof of Insurance

- [COI-Sylvan.pdf](#)

Other Supporting Documentation

- [Submission.zip](#)

Notes



Event Tracking

added October 2, 2021 at 1:08 pm

An event has been sent using the Google Analytics Measurement Protocol.

Admin Notification (ID: 609d6ca69c6df)

added October 2, 2021 at 1:08 pm



WordPress successfully passed the notification email to the sending server.



Applicant Copy (ID: 60dcc49c52b1d)

added October 2, 2021 at 1:08 pm

WordPress successfully passed the notification email to the sending server.

Table A: Courses Offered

Standard	Course	Description	Credits
N.H. Code Admin. R. Ed 306.37 - English/Language Arts and Reading Program	English I: Survey of Literature	This course is designed to integrate all aspects of Language Arts standards into engaging and interactive units organized around reading, writing and comprehension skills. Students will analyze the basic elements of plot, setting, mood, character development, and more in a variety of literary genres.	1
	English II: World Literature	This course expands on skills gained in English I. Students will critique arguments, establish patterns of persuasion, and delve into the language of poetry, history and culture by way of Greek tragedy and Medieval romance.	1
	English III: American Literature	In this course, students explore American passages from its beginnings (1600-1800) up to the present day. The course examines the process of writing, vocabulary development, and research in English through interactive and traditional learning exercises.	1
	English IV: British Literature	Students enrolled in this course will explore passages from the Anglo Saxon and Medieval periods (449-1485) up to the Victorian Age (1832-1901). The course examines writing, research, world languages and more through interactive and traditional learning experiences.	1
	AP® English Language and Composition	This course provides high school students with college-level instruction in analyzing and writing various texts. Students learn about the elements of argument and composition as they develop their critical reading and writing skills. Students read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade the reader of something. This course will effectively prepare students for the AP English exam.	1
	AP® English Literature and Composition	The AP® English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures through the reading of literary works and writing of essays to explain and support their analysis of passages they've read. This course prepares students for the AP English Literature and Composition exam.	1
N.H. Code Admin. R. Ed 306.43 - Mathematics Program	Algebra I	This course is the foundation for high school mathematics. Students will develop fluency in working with linear equations, tables, graphs, inequalities and more.	1

Table A: Courses Offered

	Algebra II	In this course, the basic concepts from Algebra I are enriched. Topics include equations and inequalities; linear equations; linear systems and matrices; quadratic functions and factoring; polynomials and more.	1
	Geometry	Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures and their associated relationships as a mathematical system. Students will extend their pre-existing experiences with algebra and geometry to trigonometry, coordinate geometry, and probability.	1
	Precalculus	This course prepares students for topics covered in an elementary Calculus course at the college level. Facility with these topics is especially important for students to study calculus, physics or other sciences, and/or engineering in college.	1
	Statistics	This course is a practical hands-on approach to the study of statistics and probability. Topics include the use of graphs such as histograms, stem plots, time plots, and scatter plots to display data; using numbers such as median, mean, and standard deviation to describe data; and evaluating data distribution. Students examine relationships using correlations and least square regressions. They calculate the probability of simple and compound events. They learn to estimate with confidence, explore tests of significance, and evaluate the validity of statistics contained within published reports.	1
	AP® Calculus AB	In AP® Calculus AB, an introductory college-level calculus course, students explore the concepts, methods, and applications of differential and integral calculus. They work to understand differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of function. This course fulfills the requirements for the Advanced Placement Calculus AB exam.	1
	AP® Calculus BC	AP® Calculus BC is an introductory college-level calculus course in which students explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. This course fulfills the requirements for the Advanced Placement Calculus BC exam.	1
	AP® Statistics	AP® Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools used for	1

Table A: Courses Offered

		collecting, analyzing, and drawing conclusions from data. Students explore statistics through discussion and activities, and design surveys and experiments. This course prepares students for the AP Statistics exam.	
N.H. Code Admin. R. Ed 306.45 - Science Education Program	Biology	This course investigates the relationship between structure and function from molecules to organisms and systems the interdependence and interactions of biotic and abiotic components of the environment, and mechanisms that maintain continuity and lead to changes in population over time.	1
	Chemistry	Chemistry is the investigation of atomic and molecular-level properties and interactions. The course begins with properties of matter, atomic structure, and basic atomic bonding.	1
	Environmental Science	This course gives students a coherent and realistic picture of the applications of a variety of scientific concepts as they manifest in our environment. The aim of this course is to increase students' knowledge of environmental challenges of today, while continuing to cultivate scientific critical thinking skills.	1
	Physics	This course examines the relationship between matter and energy and how the two interact. Students explore physics concepts such as thermodynamics, magnetism, waves and sound, and more.	1
	AP® Biology	AP® Biology is an introductory college-level biology course in which students study the core scientific principles, theories, and processes that govern living organisms and biological systems. Students perform hands-on laboratory work to investigate natural phenomena. This course prepares students for the AP Biology exam.	1
	AP® Chemistry	In AP® Chemistry course, the equivalent of an introductory college chemistry course, students learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. Students do hands-on lab investigations and use chemical calculations to solve problems. This course prepares students for the AP Chemistry exam.	1
	AP® Environmental Science	AP® Environmental Science provides students with the opportunity to explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students take part in laboratory investigations and field work, scientific principles, concepts, and methodologies required to understand the	1

Table A: Courses Offered

		interrelationships of the natural world. This course prepares students for the AP Environmental Science exam.	
	AP® Physics 1	In AP® Physics 1, an algebra-based physics course, students learn about the foundational principles of physics as you explore Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. They do hands-on laboratory work to investigate phenomena. This course prepares students to take the College Board’s Advanced Placement Physics exam.	1
N.H. Code Admin. R. Ed 306.46 - Social Studies Program	Economics	Economics is the study of how humans make decisions in the face of scarcity. Students will learn the principles of economics and how the subject applies to everyday life.	1
	U.S. Government	U.S. Government will introduce to students the main concepts that have become inherent within our modern government. Students will learn the function of political systems, the purpose of a party system, how policy is decided, elections, voting, and the basic ideas that are associated with being a participant within a political system. Students will look at the development of our government from its inception to the modern incarnation that it has become. A primary goal of this course will be to teach students the concepts associated with the idea of civil efficacy.	1
	U.S. History	Students in this course will apply their broader knowledge of historical study and American history to a more specific era within U.S. history. The course explores the dynamic growth and change of the nation following important events such as the Civil War.	1
	World History	This course explores the variety of cultures, beliefs and lifestyles that have existed throughout human existence. Students will gain an understanding of human progression and appreciation for the achievements necessary to allow us to exist in our modern world.	1
	AP® European History	In AP® European History students study the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. Students analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. This course prepares students for the AP European History exam.	1
	AP® Modern World History	In this course, students study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. They analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. This course	1

Table A: Courses Offered

		prepares students to take the College Board’s Advanced Placement World History exam.	
	AP® U.S. Government and Politics	Within AP® U.S. Government and Politics, a semester-long course, students study the key concepts and institutions of the political system and culture of the United States. They read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. This course prepares students for the AP U.S. Government and Politics exam.	0.5
	AP® U.S. History	AP® U.S. History, an introductory college-level course, gives students an opportunity to study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. This course prepares students for the AP United States History exam.	1
	AP® Macroeconomics	AP® Macroeconomics is a semester-length introductory college-level course in which students explore the principles of economics that apply to an economic system as a whole. Students use graphs, charts, and data to analyze, describe, and explain economic concepts. This course prepares students for the AP Macroeconomics exam.	0.5
	AP® Microeconomics	AP® Microeconomics, a semester-long introductory college-level microeconomics course, allows students to study the principles of economics that apply to the behavior of individuals within an economic system. They use graphs, charts, and data to analyze, describe, and explain economic concepts. This course prepares students for the AP Microeconomics exam.	0.5

English : Entry # 25**Applicant****Application ID**

24

EmailKrista.Martin@unlockedlearning.info**Competencies****Competency Areas**

- Expository Writing
- Literature

Narrative Writing

- Narrative Writing

Writing Arguments

- Writing Arguments

Explanatory Writing

- Explanatory Writing

Reading Informational Sources

- Reading Informational Sources

Research Using Technology

- Research Using Technology

Gothic Genre

- Gothic Genre

Influence of Victorian Culture

- Influence of Victorian Culture

Gothic Short Stories

English : Entry # 25

- Gothic Short Stories

Understanding Language and Symbolism

- Understanding Language and Symbolism

Analyzing Multiple Interpretations

- Analyzing Multiple Interpretations

Central Ideas of a Text

- Central Ideas of a Text

Author's Intent

- Author's Intent

Characterization

- Characterization

Key Ideas of Mythology and Folklore

- Key Ideas of Mythology and Folklore

Student Outcomes**Narrative Writing**

The student engages reader interest through use of descriptive language, incorporates dialogue into narrative writing, and transitions from one idea to the next within a narrative. The student also reviews a classmate's narrative writing for descriptive language, effective and correct dialogue, and transitions and revises narrative writing based on peer feedback. (English III)

Writing Arguments

The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a first draft of an argument, integrates in-text citations, creates a works cited page, analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft. (English I, English II, English III, English IV)

Explanatory Writing

English : Entry # 25

The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy. (English III, English IV, AP English Language and Composition, AP English Literature and Composition)

Reading Informational Sources

The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility. (English I, English II, English III, English IV)

Research Using Technology

The uses the internet to find credible and relevant information evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism. (English I, English II, English III, English IV)

Gothic Genre

The student identifies the influence of Romanticism and the Gothic on the work of Mary Shelley and identifies and analyzes themes in Mary Shelley's *Frankenstein*. (English II). The student defines American Romanticism and Gothic literature and analyzes how they are embodied within Washington Irving's "The Devil and Tom Walker." (English III) The student identifies characteristics of Gothic novels and analyzes the characteristics within *The Strange Case of Dr. Jekyll an Mr. Hyde*. Analyze how themes within the novel connect to Gothic and Romantic literature. (English IV)

Influence of Victorian Culture

The student predicts impacts on literature based on historical events, identifies the characteristics of Realism, identifies the characteristics of Naturalism, identifies social criticism in literature, and identifies Utilitarianism. The student analyzes literature such as Charlotte Brontë's *Jane Eyre* and Charles Dickens' *Hard Times*. (English II, III, IV) In the context of *The Importance of Being Earnest*, the student analyzes Victoria elements in a play, identifies epigrams, analyzes satire, identifies traditional gender roles in the Victoria era, analyzes how women subvert gender roles in Victorian literature, identifies characteristics of a New Woman, analyzes how the New Woman is portrayed in Victoria literature. (English IV)

Gothic Short Stories

The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme. (English II, III, IV, AP English Language and Composition, AP English Literature and Composition)

Understanding Language and Symbolism

The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills. (English II, III, IV, AP English Language and Composition, AP English Literature and Composition)

Analyzing Multiple Interpretations

English : Entry # 25

The student identifies different interpretations of The Metamorphosis and compares different interpretations of themes such as manifest destiny from authors. (English II, English III)

Central Ideas of a Text

The student examines themes from Romeo and Juliet, analyzes how two genres address a similar theme such as tragic lovers, determines the theme of The Call of the Wild, The Red Badge of Courage; and recalls details in a story that support a theme. (English I) The student identifies and analyzes themes and epic conventions in Homer's The Odyssey and The Nicomachean Ethics, identifies the theme and its impact in poetry, and identifies themes of the Enlightenment and Victorian literature within the reading. (English II) The student identifies the themes of early American literature, Romanticism, modernism, Southern Renaissance literature, Harlem Renaissance, and postmodernism within the text, identifies common American Romantic themes in the writing of the period, identify Dark Romantic and Gothic themes expressed in "The Fall of the House of Usher," recognize themes and controversy within Adventures of Huckleberry Finn, and identify and analyze themes such as power and privilege and friendship and betrayal within the text. (English III) The student compares and contrasts central themes within The Canterbury Tales, identifies the themes within a text, and analyzes how themes within the text connect to Gothic and Romantic literature, Modernist literature, and contemporary literature. (English IV). (English II, III, IV, AP English Language and Composition, AP English Literature and Composition)

Author's Intent

The student identifies the author's purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays. (English II, III, IV, AP English Language and Composition, AP English Literature and Composition)

Characterization

The student identifies different types of characterization, analyzes the use of characterization, interprets a character's motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works such as Metamorphoses: "The Transformation of Arachne Into a Spider," identifies and analyzes how characters use themes such as power and privilege in the text, analyzes how Huckleberry Finn develops morally and emotionally into adulthood (e.g., English III), compares and contrasts characters in the text. (English II, III, IV, AP English Language and Composition, AP English Literature and Composition)

Key Ideas of Mythology and Folklore

The student identifies the importance of myths, identifies the purpose of different myths, identifies gods and goddesses, determines the main lesson in a myth, identifies the theme of a myth, compare two myths, recalls details from creation stories from different cultures, compare and contrast creation stories, identify and sequence the parts of a hero's journey, identifies qualities of an epic hero and applies them to Odysseus, defines and analyzes epic simile, and understands the impact of mythology in identifying human truth and experiences. (English I)

Communication**Communication of Student Progress**

English : Entry # 25

Sylvan for Credit utilizes a combination of timely outreach, monthly conferences, and automated tools within the My Virtual School environment, to keep students and their family members informed of the student's progress toward completing their course(s).

First, each Sylvan for Credit student is assigned a Student Success Coach. The Student Success Coach monitors the student's pacing and performance in the course and notifies the Sylvan management and instructional team of issues that could impact the student's understanding and achievement in the course. Each Sylvan for Credit student also works with a Sylvan Academic Coach. The Sylvan Academic Coach interfaces with the Student Success Coach, work with the student to set goals for each Academic Coaching session, support the student in the development of skills for note-taking, test preparation, time management, and executive functioning; and escalate concerns to the Sylvan Director.

Secondly, the Sylvan Director meets with each student and their family member(s) on a monthly basis to review progress, share feedback from the coaches, and reconfirm the schedule and program details.

Lastly, My Virtual School offers students valuable tools for managing their course workload and ensuring that they are on track to complete the course within the 18- or 36-week timeline. The To-Do List and Calendar features surface and display the activities the student must complete in the course. As the student completes activities, items drop off of the To-Do List. Within My Virtual School, the student's dashboard displays a pacing bar for each course. The pacing bar provides a visual indicator of the student's progress within the course based on the percent complete. The pacing bar also displays the number of activities the student has completed versus the number of activities in the course. The student's coaches also generate and review on at least a weekly basis course reports of the student's course attendance, time spent in the course, and other predictors of success within the course.

Notes



Event Tracking

added October 2, 2021 at 6:25 pm

An event has been sent using the Google Analytics Measurement Protocol.



Admin Notification (ID: 60eef980b4a67)

added October 2, 2021 at 6:25 pm

WordPress successfully passed the notification email to the sending server.



Applicant Copy (ID: 60eefe092afcc)

added October 2, 2021 at 6:25 pm

WordPress successfully passed the notification email to the sending server.

Algebra I Syllabus

Course Description:

Welcome to Algebra I. This is a year-long course which is the bridge from the concrete to the abstract study of mathematics. The main goal of algebra is to develop fluency in working with linear equations while providing a formal development of the algebraic skills and concepts necessary for students to succeed in a wide range of advanced math and science courses. Throughout this course, students will extend their experience with tables, graphs, and equations; solve linear equations, inequalities, and systems of linear equations and inequalities; and begin the process of working with polynomials and quadratic relationships. Algebra I pupils will expand their knowledge of the number system to include irrational numbers, generate equivalent expressions, and use formulas. (1 credit)

PREREQUISITES: none

REQUIRED MATERIALS: none

Year-At-A-Glance:

Some topics within this course may be considered sensitive to some audiences. Teachers may modify content which could be culturally or politically sensitive.

Algebra I A

Introduction to Algebra: Whole Numbers
Introduction to Algebra: Integers, Fractions, and Decimals
Introduction to Algebra: The Real Number System
Solving Linear Equations
Solving Linear Inequalities
Mathematical Models: Working with Percentages
Mathematical Models: Mixture and Uniform Motions Problems
Mathematical Models: Geometry and Linear Inequality Applications
Linear Relations and Functions
Linear Equations with Two Variables
Slope and Rate of Change
Forms of Linear Equations and Inequalities with Two Variables
Systems of Linear Equations
Systems of Linear Equations and Inequalities
Introduction to Statistics

Algebra I B

Polynomials
Scientific Notation and Factoring
Rational Expressions and Equations
Roots and Radicals
Quadratic Equations

SEMESTER A

Suggested pacing below is designed for an 18-week semester. Please adjust as needed based on your school schedule.

Week 1: Orientation: Getting Started

Lesson Title	Objectives	Practices and Assignments
Welcome to Algebra I A	n/a	n/a

Week 2: Introduction to Algebra: Whole Numbers (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Place Value and Rounding	<ul style="list-style-type: none"> • identify place value in whole numbers • write whole numbers using words and digits • round whole numbers 	Practice: Place Value and Rounding Assignment: Place Value and Rounding
Factors and Multiples	<ul style="list-style-type: none"> • identify multiples of numbers • find the least common multiple for two or more given numbers • determine the divisibility of a number • determine the prime factorization of a number 	Practice: Factors and Multiples Assignment: Factors and Multiples
The Language of Whole Numbers: Algebraic Expressions, Equations, and Inequalities	<ul style="list-style-type: none"> • use variables and algebraic symbols • translate algebraic expressions into verbal expressions • translate verbal expressions into algebraic expressions 	Practice: The Language of Whole Numbers: Algebraic Expressions, Equations, and Inequalities Assignment: The Language of Whole Numbers: Algebraic Expressions, Equations, and Inequalities

Simplifying and Evaluating Expressions	<ul style="list-style-type: none"> • simplify exponential expressions • use order of operations to simplify numerical expressions • evaluate algebraic expressions • simplify algebraic expressions by combining like terms 	Practice: Simplifying and Evaluating Expressions Assignment: Simplifying and Evaluating Expressions
Reflection: Week 2 Quiz: Introduction to Algebra: Whole Numbers		

Week 3: Introduction to Algebra: Integers, Fractions, and Decimals (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Integers	<ul style="list-style-type: none"> • use integers to represent quantities • compare and order integers • find the absolute value of integers • add and subtract integers • multiply and divide integers 	Practice: Integers Assignment: Integers
Expressions with Integers	<ul style="list-style-type: none"> • simplify expressions that include integers • evaluate expressions that include integers 	Practice: Expressions with Integers Assignment: Expressions with Integers
Fractions	<ul style="list-style-type: none"> • identify equivalent fractions • simplify fractions • multiply and divide fractions • add and subtract fractions • simplify expressions with fractions 	Practice: Fractions Assignment: Fractions
Decimals	<ul style="list-style-type: none"> • name and write decimals • round decimals • add and subtract decimals • multiply and divide decimals • convert decimals, fractions, and percents 	Practice: Decimals Assignment: Decimals

Quiz: Introduction to Algebra: Integers, Fractions, and Decimals

Week 4: Introduction to Algebra: The Real Number System (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Real Number System	<ul style="list-style-type: none"> classify numbers into subsets of the real number system order and compare numbers in the real number system 	Practice: The Real Number System Assignment: The Real Number System
Square Roots	<ul style="list-style-type: none"> simplify square roots of perfect squares 	Practice: Square Roots Assignment: Square Roots
Properties of Real Numbers	<ul style="list-style-type: none"> identify and use the commutative property identify and use the associative property identify and use the inverse properties identify and use the identity properties identify and use the distributive property 	Practice: Properties of Real Numbers Assignment: Properties of Real Numbers
Systems of Measurement	<ul style="list-style-type: none"> convert measurements in the English Standard Units system convert measurements in the Metric system identify and use the inverse properties convert between the English Standard Units system and the metric systems of measurement convert between Fahrenheit and Celsius temperatures 	Practice: Systems of Measurement Assignment: Systems of Measurement
Reflection: Weeks 3–4 Quiz: Introduction to Algebra: The Real Number System		

Week 5: Solving Linear Equations (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
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Solving Equations Using the Addition and Subtraction Properties of Equality	<ul style="list-style-type: none"> • verify a solution of an equation • solve equations using the Subtraction and Addition Properties of Equality 	Practice: Solving Equations Using the Addition and Subtraction Properties of Equality Assignment: Solving Equations Using the Addition and Subtraction Properties of Equality
Solving Equations Using the Multiplication and Division Properties of Equality	<ul style="list-style-type: none"> • solve equations using the multiplication property of equality • solve equations using the division property of equality • translate real-world problems into equations and solve 	Practice: Solving Equations Using the Multiplication and Division Properties of Equality Assignment: Solving Equations Using the Multiplication and Division Properties of Equality
Solving Two-Step Equations	<ul style="list-style-type: none"> • solve two-step equations 	Practice: Solving Two-Step Equations Assignment: Solving Two-Step Equations
Solving Equations with the Distributive Property	<ul style="list-style-type: none"> • solve equations that have parenthesis • use the distributive property to clear fractions 	Practice: Solving Equations with the Distributive Property Assignment: Solving Equations with the Distributive Property Discussion: Name
Quiz: Solving Linear Equations		

Week 6: Solving Linear Equations (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
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Solving Equations with Variables on Both Sides	<ul style="list-style-type: none"> • solve equations with variables on both sides of the equal sign 	Practice: Solving Equations with Variables on Both Sides Assignment: Solving Equations with Variables on Both Sides
Solving Multi-Step Equations	<ul style="list-style-type: none"> • solve multi-step equations • identify identity equations • identify equations with no solution 	Practice: Solving Multi-Step Equations Assignment: Solving Multi-Step Equations
Solving Literal Equations	<ul style="list-style-type: none"> • solve equations for a given variable 	Practice: Solving Literal Equations Assignment: Solving Literal Equations
Solving a Formula for a Given Variable	<ul style="list-style-type: none"> • solve a formula for a given variable 	Practice: Solving a Formula for a Given Variable Assignment: Solving a Formula for a Given Variable
Quiz: Solving Linear Equations		

Week 7: Solving Linear Inequalities (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Solving and Graphing One-Step Linear Inequalities	<ul style="list-style-type: none"> • graph inequalities on the number line • write the solution to linear inequalities using interval notation • solve inequalities using the Subtraction and Addition Properties of Inequality • solve inequalities using the Division and Multiplication Properties of Inequality 	Practice: Solving and Graphing One-Step Linear Inequalities Assignment: Solving and Graphing One-Step Linear Inequalities
Solving Two-Step Linear Inequalities	<ul style="list-style-type: none"> • solve two-step inequalities 	Practice: Solving Two-Step Inequalities

		Assignment: Solving Two-Step Inequalities
Solving Multi-Step Linear Inequalities	<ul style="list-style-type: none"> • solve multi-step inequalities 	Practice: Solving Multi-Step Linear Inequalities Assignment: Solving Multi-Step Linear Inequalities
Translating Expressions to Inequalities	<ul style="list-style-type: none"> • translate verbal statements to algebraic inequalities 	Practice: Translate Expressions to Inequalities Assignment: Translate Expressions to Inequalities
Reflection: Weeks 5–7 Quiz: Solving Linear Inequalities		

Week 8: Mathematical Models: Working with Percentages (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Using a Problem-Solving Strategy	<ul style="list-style-type: none"> • use a problem-solving strategy for solving word problems 	Practice: Using a Problem-Solving Strategy Assignment: Using a Problem-Solving Strategy
Solving Percent Equations	<ul style="list-style-type: none"> • translate and solve percent equations 	Practice: Solving Percent Equations Assignment: Solve Percent Equations
Solving Percent of Change Problems	<ul style="list-style-type: none"> • find the percent of change between two quantities 	Practice: Solving Percent of Change Problems Assignment: Solving Percent of Change Problems
Solving Simple Interest Problems	<ul style="list-style-type: none"> • solve simple interest problems 	Practice: Solve Simple Interest Problems

		Assignment: Solve Simple Interest Problems
Quiz: Mathematical Models: Working with Percentages		

Week 9: Mathematical Models: Mixture and Uniform Motions Problems (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Mixture Problems (Part 1)	<ul style="list-style-type: none"> • solve mixture problems involving coins • solve mixture problems involving items in the marketplace 	Practice: Mixture Problems (Part 1) Assignment: Mixture Problems (Part 1)
Mixture Problems (Part 2)	<ul style="list-style-type: none"> • solve interest rate mixture problems • solve chemical solution mixture problems 	Practice: Mixture Problems (Part 2) Assignment: Mixture Problems (Part 2)
Uniform Motion Problems (D1 = D2)	<ul style="list-style-type: none"> • solve uniform motion problems involving equal distances 	Practice: Uniform Motion Problems (D1 = D2) Assignment: Uniform Motion Problems (D1 = D2)
Uniform Motion Problems: D1 + D2 = Total Distance	<ul style="list-style-type: none"> • solve uniform motion problems that involve combined distances 	Practice: Uniform Motion Problems (D1 + D2 = Total Distance) Assignment: Uniform Motion Problems (D1 + D2 = Total Distance)
Quiz: Mathematical Models – Mixture and Uniform Motions Problems		

Week 10: Mathematical Models: Geometry and Linear Inequality Applications (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Solving Applications Involving Triangles	<ul style="list-style-type: none"> find a missing angle when given two angles solve problems involving the perimeter of a triangle solve problems involving the area of a triangle 	Practice: Solving Applications Involving Triangles Assignment: Solving Applications Involving Triangles
Solving Applications Involving Rectangles	<ul style="list-style-type: none"> solve problems involving perimeter of rectangles solve problems involving area of rectangles 	Practice: Solving Applications Involving Rectangles Assignment: Solving Applications Involving Rectangles
Solving Applications Involving the Pythagorean Theorem	<ul style="list-style-type: none"> use the Pythagorean Theorem to find missing sides in a right triangle 	Practice: Solving Applications Involving the Pythagorean Theorem Assignment: Solving Applications Involving the Pythagorean Theorem
Solving Applications Involving Linear Inequalities	<ul style="list-style-type: none"> solve applications of linear inequalities 	Practice: Solving Applications Involving Linear Inequalities Assignment: Solving Applications Involving Linear Inequalities
Quiz: Mathematical Models: Geometry and Linear Inequality Applications		

Week 11: Linear Relations and Functions (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Coordinate Plane	<ul style="list-style-type: none"> identify parts of the coordinate system graph ordered pairs identify ordered pairs 	Practice: The Coordinate Plane

		Assignment: The Coordinate Plane
Representing Relations	<ul style="list-style-type: none"> represent relations as ordered pairs, tables, mappings, and graphs identify the domain and range of a relation 	Practice: Representing Relations Assignment: Representing Relations
Identifying Functions	<ul style="list-style-type: none"> identify a function 	Practice: Identifying Functions Assignment: Identifying Functions
Function Notation	<ul style="list-style-type: none"> evaluate using function notation 	Practice: Function Notation Assignment: Function Notation
Reflection: Weeks 8-11 Quiz: Linear Relations and Functions		

Week 12: Linear Equations with Two Variables (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Identifying Linear Equations and their Solutions	<ul style="list-style-type: none"> determine if a given equation is linear determine if a given point is a solution to a linear equation 	Practice: Identifying Linear Equations and their Solutions Assignment: Identifying Linear Equations and their Solutions
Graphing Using a Table of Values	<ul style="list-style-type: none"> graph a linear equation using a table of values 	Practice: Graphing Using a Table of Values Assignment: Graphing Using a Table of Values
Standard Form and Graphing Using Intercepts	<ul style="list-style-type: none"> write equations in standard form find the x and y intercepts for the equation of a line 	Practice: Standard Form and Graphing Using Intercepts

	<ul style="list-style-type: none"> graph equations using x and y intercepts 	Assignment: Standard Form and Graphing Using Intercepts
Graphing Horizontal and Vertical Lines	<ul style="list-style-type: none"> graph equations of vertical lines graph equations of horizontal lines 	Practice: Graphing Horizontal and Vertical Lines Assignment: Graphing Horizontal and Vertical Lines
Quiz: Linear Equations with Two Variables		

Week 13: Slope and Rate of Change (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Rate of Change	<ul style="list-style-type: none"> find rates of change 	Assignment: Rate of Change
Slope	<ul style="list-style-type: none"> find the slope of a line when given a graph graph a line with a given slope use the slope formula to find the slope of a line 	Practice: Slope Assignment: Slope
Slope–Intercept Form (Part 1)	<ul style="list-style-type: none"> write equations in slope–intercept form when given a graph graph equations in slope–intercept form write equations in slope–intercept form when given the slope and y intercept identify the slope and y intercept from the equation of a graph 	Practice: Slope–Intercept Form (Part 1) Assignment: Slope–Intercept Form (Part 1) Discussion: Name
Slope–Intercept Form (Part 2)	<ul style="list-style-type: none"> write the equation of a line when given the slope and a point on the line write the equation of a line when given two points 	Practice: Slope–Intercept Form (Part 2) Assignment: Slope–Intercept Form (Part 2)
Quiz: Linear Equations in Two Variables		

Week 14: Forms of Linear Equations and Inequalities with Two Variables (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Applications of Slope–Intercept Form	<ul style="list-style-type: none"> interpret slope–intercept form models of real-world problems 	Practice: Applications of Slope–Intercept Form Assignment: Applications of Slope–Intercept Form
Writing the Equation of a Line in Point–Slope Form	<ul style="list-style-type: none"> write equations of lines in point–slope form 	Practice: Writing Equations in Point–Slope Form Assignment: Writing Equations in Point–Slope Form
Equations of Parallel and Perpendicular Lines	<ul style="list-style-type: none"> write equations of parallel lines write equations of perpendicular lines 	Practice: Equations of Parallel and Perpendicular Lines Assignment: Equations of Parallel and Perpendicular Lines
Linear Inequalities with Two Variables	<ul style="list-style-type: none"> verify solutions of linear inequalities with two variables graph linear inequalities with two variables 	Practice: Linear Inequalities with Two Variables Assignment: Linear Inequalities with Two Variables
Reflection: Weeks 12-14 Quiz: Forms of Linear Equations and Inequalities in Two Variables		

Week 15: Systems of Linear Equations (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Solving Systems of Linear Equations by Graphing	<ul style="list-style-type: none"> classify a system of linear equations solve a system of linear equations by graphing 	Practice: Solving Systems of Linear Equations by Graphing

		Assignment: Solving Systems of Linear Equations by Graphing
Solving Systems of Linear Equations by Elimination – Addition and Subtraction	<ul style="list-style-type: none"> • solve systems of equations by elimination by addition or subtraction 	Practice: Solving Systems of Linear Equations by Elimination – Addition and Subtraction Assignment: Solving Systems of Linear Equations by Elimination – Addition and Subtraction
Solving Systems of Linear Equations by Elimination – Changing One Equation	<ul style="list-style-type: none"> • solve systems of linear equations using elimination by changing one equation 	Practice: Solving Systems of Linear Equations by Elimination – Changing One Equation Assignment: Solving Systems of Linear Equations by Elimination – Changing One Equation
Solving Systems of Linear Equations by Elimination – Changing Both Equations	<ul style="list-style-type: none"> • solve a system of linear equations using elimination when both equations must be changed 	Practice: Solving Systems of Linear Equations by Elimination – Changing Both Equations Assignment: Solving Systems of Linear Equations by Elimination – Changing Both Equations Discussion: Systems of Equations in Real-World Problems
Quiz: Systems of Linear Equations		

Week 16: Systems of Linear Equations and Inequalities (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Solving Systems of Linear Equations by Substitution	<ul style="list-style-type: none"> • solve systems of equations by substitution 	Practice: Solving Systems of Linear Equations by Substitution Assignment: Solving Systems of Linear Equations by Substitution
Solving Applications with Systems of Equations	<ul style="list-style-type: none"> • solve application problems using systems of linear equations 	Practice: Solving Applications with Systems of Equations Assignment: Solving Applications with Systems of Equations
Solving Mixture Problems Using Systems of Equations	<ul style="list-style-type: none"> • solve mixture problems using systems of equations 	Practice: Solving Mixture Problems Using Systems of Equations Assignment: Solving Mixture Problems Using Systems of Equations
Solving Systems of Linear Inequalities	<ul style="list-style-type: none"> • solve a system of linear inequalities 	Practice: Solving Systems of Linear Inequalities Assignment: Solving Systems of Linear Inequalities Discussion: Method Preference
Quiz: Systems of Linear Equations and Inequalities		

Week 17: Introduction to Statistics (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Measures of Center and Spread	<ul style="list-style-type: none"> determine the mean of a data set determine the median of a data set determine the mode of a data set determine the range of a data set determine the variance of a data set determine the standard deviation of a data set 	Practice: Measures of Center and Spread Assignment: Measures of Center and Spread
Representing Data	<ul style="list-style-type: none"> create a stem and leaf plot create a dot plot create a histogram find a five-number summary for a data set create a box plot 	Practice: Representing Data Assignment: Representing Data
Scatter Plots	<ul style="list-style-type: none"> draw a scatter plot for a set of data find the equation for a line of fit use the equation for a line of fit to make predictions for a data set 	Practice: Scatter Plots Assignment: Scatter Plots
Interpreting Data	<ul style="list-style-type: none"> analyze data in a variety of representations 	Practice: Interpreting Data Assignment: Interpreting Data
Reflection: Weeks 15–17 Quiz: Introduction to Statistics		

Week 18: Final Review and Exam (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Create a Study Plan	<ul style="list-style-type: none"> develop a plan for studying for the final exam 	n/a

Tips for Improving Concentration	<ul style="list-style-type: none"> establish an effective environment for concentrating use effective time-management strategies to maximize concentration monitor study and self-talk habits that impact concentration 	n/a
Specific Question Types	<ul style="list-style-type: none"> use effective strategies for answering multiple-choice questions use effective strategies for answering true-false questions use effective strategies for answering short-answer questions 	n/a
Brain-Based Learning	<ul style="list-style-type: none"> determine why studying is better than cramming 	n/a
Final Exam: Algebra I A		

SEMESTER B

Suggested pacing below is designed for an 18-week semester. Please adjust as needed based on your school schedule.

Week 2: Polynomials (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Polynomials in Standard Form	<ul style="list-style-type: none"> identify polynomials, monomials, binomials, and trinomials determine the degree of polynomials 	Practice: Polynomials in Standard Form Assignment: Polynomials in Standard Form
Adding and Subtracting Polynomials	<ul style="list-style-type: none"> add and subtract monomials add and subtract polynomials 	Practice: Adding and Subtracting Polynomials Assignment: Adding and Subtracting Polynomials

Evaluating Polynomials for a Given Value	<ul style="list-style-type: none"> evaluate a polynomial for a given value 	Practice: Evaluating Polynomials for a Given Value Assignment: Evaluating Polynomials for a Given Value
Using the Multiplication Properties of Exponents	<ul style="list-style-type: none"> simplify expressions with exponents simplify expressions using the Product Property for Exponents simplify expressions using the Power Property for Exponents simplify expressions using the Product to a Power Property simplify expressions by applying several multiplication properties of exponents 	Practice: Using the Multiplication Properties of Exponents Assignment: Using the Multiplication Properties of Exponents
Reflection: Week 2 Quiz: Polynomials (Part 1)		

Week 3: Polynomials (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Multiplying Polynomials by Monomials	<ul style="list-style-type: none"> multiply monomials multiply a polynomial by a monomial 	Practice: Multiplying Polynomials by Monomials Assignment: Multiplying Polynomials by Monomials
Multiplying a Binomial by a Binomial	<ul style="list-style-type: none"> use the Distributive Property to multiply a binomial by a binomial use the FOIL method to multiply a binomial by a binomial use the vertical method to multiply a binomial by a binomial 	Practice: Multiplying a Binomial by a Binomial Assignment: Multiplying a Binomial by a Binomial
Multiplying Trinomials by Binomials	<ul style="list-style-type: none"> multiply a trinomial by a binomial using the Distributive Property multiply a trinomial by a binomial using the vertical method 	Practice: Multiplying Trinomials by Binomials Assignment: Multiplying Trinomials by Binomials
Using the Binomial Squares Pattern	<ul style="list-style-type: none"> square a binomial using the Binomial Squares Pattern 	Practice: Using the Binomial Squares Pattern

		Assignment: Using the Binomial Squares Pattern
Quiz: Polynomials (Part 2)		

Week 4: Polynomials (Part 3) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Product of Conjugates Pattern	<ul style="list-style-type: none"> multiply conjugates by using the Product of Conjugates Pattern recognize and use appropriate a special product pattern 	Practice: Product of Conjugates Pattern Assignment: Product of Conjugates Pattern
Using the Quotient Property for Exponents	<ul style="list-style-type: none"> simplify expressions using the Quotient Property for Exponents simplify expressions with zero exponents 	Practice: Using the Quotient Property for Exponents Assignment: Using the Quotient Property for Exponents
Using the Quotient to a Power Property for Exponents	<ul style="list-style-type: none"> simplify expressions using the Quotient to a Power Property for Exponents simplify expressions by applying several properties 	Practice: Using the Quotient to a Power Property for Exponents Assignment: Using the Quotient to a Power Property for Exponents
Dividing Monomials	<ul style="list-style-type: none"> divide monomials apply multiple operations to simplify monomials 	Practice: Dividing Monomials Assignment: Dividing Monomials
Quiz: Polynomials (Part 3)		

Week 5: Polynomials (Part 4) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
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Dividing a Polynomial by a Monomial	<ul style="list-style-type: none"> divide a polynomial by a monomial 	Practice: Dividing a Polynomial by a Monomial Assignment: Dividing a Polynomial by a Monomial
Dividing a Polynomial by a Binomial	<ul style="list-style-type: none"> divide a polynomial by a binomial 	Practice: Dividing a Polynomial by a Binomial Assignment: Dividing a Polynomial by a Binomial
Understanding Negative Exponents	<ul style="list-style-type: none"> apply the definition of a negative exponent 	Practice: Understanding Negative Exponents Assignment: Understanding Negative Exponents
Simplifying Expressions with Integer Exponents	<ul style="list-style-type: none"> objectives 	Practice: Simplifying Expressions with Integer Exponents Assignment: Simplifying Expressions with Integer Exponents
Quiz: Polynomials (Part 4)		

Week 6: Scientific Notation and Factoring (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Working with Scientific Notation	<ul style="list-style-type: none"> convert from decimal notation to scientific notation convert scientific notation to decimal form multiply and divide using scientific notation 	Practice: Working with Scientific Notation Assignment: Working with Scientific Notation
Finding the Greatest Common Factor	<ul style="list-style-type: none"> find the greatest common factor of two or more expressions factor the greatest common factor from a polynomial 	Practice: Factoring Out the Greatest Common Factor (GCF)

		Assignment: Factoring Out the Greatest Common Factor (GCF)
Factor by Grouping	<ul style="list-style-type: none"> factor by grouping 	Practice: Factoring by Grouping Assignment: Factoring by Grouping
Factor Quadratic Trinomials with Leading Coefficient 1	<ul style="list-style-type: none"> factor trinomials in the form of $x^2 + bx + c$ 	Practice: Factoring Trinomials When the Leading Coefficient Is $a = 1$ Assignment: What Are My Factors?
Quiz: Factoring (Part 1)		

Week 7: Factoring (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Factor Quadratic Trinomials with Leading Coefficient 1 (copy)	<ul style="list-style-type: none"> factor trinomials in the form of $x^2 + bxy + y^2$ 	Practice: Factoring Trinomials Assignment: Factoring Trinomials
Factoring Quadratic Trinomials with Leading Coefficient Other than 1	<ul style="list-style-type: none"> recognize a preliminary strategy to factor polynomials completely factor trinomials of the form $ax^2 + bx + c$ with a GCF 	Practice: Practice: Factoring Quadratic Trinomials with Leading Coefficient Other than 1 Assignment: Factoring Quadratic Trinomials with Leading Coefficient Other than 1
Factor Trinomials using Trial and Error	<ul style="list-style-type: none"> factor trinomials using trial and error 	Practice: Factoring Trinomials Using Trial and Error

		Assignment: Factoring Trinomials Using Trial and Error
Factor Quadratic Trinomials with Leading Coefficient 1 using the “ac” method	<ul style="list-style-type: none"> factor trinomials using the “ac” method 	Practice: Factoring Using the "ac" Method Assignment: Factoring Using the "ac" Method
Quiz: Factoring (Part 2)		

Week 8: Factoring (Part 3) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Factoring Perfect Square Trinomials	<ul style="list-style-type: none"> factor perfect square trinomials 	Practice: Factoring Perfect Square Trinomials Assignment: Factoring
Finding the Difference of Squares	<ul style="list-style-type: none"> factor perfect square trinomials 	Practice: Difference of Squares Assignment: Difference of Squares
Factoring the Sums and Differences of Cubes	<ul style="list-style-type: none"> factor sums and differences of cubes 	Practice: Factoring the Sums and Differences of Cubes Assignment: Factoring the Sums and Differences of Cubes
General Strategy for Factoring Polynomials	<ul style="list-style-type: none"> recognize and use the appropriate method to factor a polynomial completely 	Practice: General Strategy for Factoring Polynomials Assignment: General Strategy for Factoring Polynomials
Quiz: Factoring (Part 3)		

Week 9: Rational Expressions and Equations (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Quadratic Equations	<ul style="list-style-type: none"> • solve quadratic equations by using the Zero Product Property • solve quadratic equations by factoring • solve applications modeled by quadratic equations 	Practice: Solving Quadratic Equations by Factoring Assignment: Solving Quadratic Equations by Factoring
Reflection: Factoring		
Introduction to Rational Expressions	<ul style="list-style-type: none"> • determine the values for which a rational expression is undefined • evaluate rational expressions 	Practice: Introduction into Rational Expressions Assignment: Introduction into Rational Expressions
Simplifying Rational Expressions	<ul style="list-style-type: none"> • simplify rational expressions • simplify rational expressions with opposite factors 	Practice: Simplifying Rational Expressions Assignment: Simplifying Rational Expressions
Multiplying Rational Expressions	<ul style="list-style-type: none"> • multiply rational expressions 	Practice: Multiplying Rational Expressions
Quiz: Rational Expressions and Equations (Part 1)		

Week 10: Rational Expressions and Equations (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Dividing Rational Expressions	<ul style="list-style-type: none"> • divide rational expressions 	Practice: Dividing Rational Expressions Assignment: Dividing Rational Expressions

Adding and Subtracting Rational Expressions with a Common Denominator	<ul style="list-style-type: none"> add rational expressions with a common denominator subtract rational expressions with a common denominator add and subtract rational expressions whose denominators are opposites 	Practice: Adding and Subtracting Rational Expressions with a Common Denominator Assignment: Adding and Subtracting Rational Expressions with a Common Denominator
Adding and Subtracting Rational Expressions with Unlike Denominators	<ul style="list-style-type: none"> find the least common denominator of rational expressions find equivalent rational expressions add rational expressions with different denominators subtract rational expressions with different denominators 	Practice: Adding and Subtracting Rational Expressions with Unlike Denominators Assignment: Adding and Subtracting Rational Expressions with Unlike Denominators
Simplifying Complex Rational Expressions	<ul style="list-style-type: none"> simplify a complex rational expression by writing it as division simplify a complex rational expression by using the LCD 	Practice: Simplifying Complex Rational Expressions Assignment: Simplifying Complex Rational Expressions
Quiz: Rational Expressions and Equations (Part 2)		

Week 11: Rational Expressions and Equations (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Solving Rational Equations	<ul style="list-style-type: none"> solve rational equations solve a rational equation for a specific variable 	Practice: Solving Rational Equations Assignment: Solving Rational Equations
Solving Proportion and Similar Figure Applications	<ul style="list-style-type: none"> solve proportions 	Practice: Solving Rational Equations

	<ul style="list-style-type: none"> • solve similar figure applications 	Assignment: Solving Rational Equations
Solving Uniform Motion and Work Applications	<ul style="list-style-type: none"> • solve uniform motion applications • solve work applications 	Practice: Solving Uniform Motion and Work Applications Assignment: Solving Uniform Motion and Work Applications Discussion: Rational Expressions
Solving Direct Variation Problems	<ul style="list-style-type: none"> • solve direct variation problems 	Practice: Solving Direct Variation Problems Assignment: Solving Direct Variation Problems Discussion: Name
Quiz: Rational Expressions and Equations		

Week 12: Roots and Radicals (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Solving Inverse Variation Problems	<ul style="list-style-type: none"> • solve inverse variation problems 	Practice: Inverse Variation Assignment: Inverse Variation
Reflection: Variation		
Simplifying and Using Square Roots	<ul style="list-style-type: none"> • simplify expressions with square roots • estimate square roots • approximate square roots • simplify variable expressions with square roots 	Practice: Simplifying and Using Square Roots Assignment: Simplifying and Using Square Roots
Using the Product and Quotient Properties	<ul style="list-style-type: none"> • use the Product Property to simplify square roots • use the Quotient Property to simplify square roots 	Practice: Using the Product and Quotient Properties

		Assignment: Using the Product and Quotient Properties
Adding and Subtracting Square Roots	<ul style="list-style-type: none"> • add and subtract like square roots • add and subtract square roots that need simplification 	Practice: Adding and Subtracting Square Roots Assignment: Adding and Subtracting Square Roots
Quiz: Roots and Radicals (Part 1)		

Week 13: Roots and Radicals (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Multiplying Square Roots	<ul style="list-style-type: none"> • multiply square roots • use polynomial multiplication to multiply square roots 	Practice: Multiplying Square Roots Assignment: Multiplying Square Roots
Dividing Square Roots	<ul style="list-style-type: none"> • divide square roots 	Practice: Dividing Square Roots Assignment: Dividing Square Roots
Rationalizing Denominators	<ul style="list-style-type: none"> • rationalize a one-term denominator • rationalize a two-term denominator 	Practice: Rationalizing Denominators Assignment: Rationalizing Denominators
Solving Radical Equations	<ul style="list-style-type: none"> • solve radical equations 	Practice: Solving Radical Equations Assignment: Solving Radical Equations
Quiz: Roots and Radicals (Part 2)		

Week 14: Roots and Radicals (Part 3) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Using Square Roots in Applications	<ul style="list-style-type: none"> use square roots in applications 	Practice: Square Root Applications Assignment: Square Root Applications Assignment: Square Root Applications (2)
Simplifying Expressions with Higher Roots	<ul style="list-style-type: none"> simplify expressions with higher roots use the Product Property to simplify expressions with higher roots use the Quotient Property to simplify expressions with higher roots add and subtract higher roots 	Practice: Simplifying Expressions with Higher Roots Assignment: Simplifying Expressions with Higher Roots
Simplifying Expressions with Rational Exponents	<ul style="list-style-type: none"> simplify expressions raised to the power $1/n$ simplify expressions raised to the power m/n 	Practice: Simplifying Expressions with Rational Exponents Assignment: Simplifying Expressions with Rational Exponents
Using the Laws of Exponents	<ul style="list-style-type: none"> use the Laws of Exponents to simplify expressions with rational exponents 	Practice: Using the Laws of Exponents Assignment: Using the Laws of Exponents
Reflection: Rational Exponents Quiz: Roots and Radicals (Part 3)		

Week 15: Quadratic Equations (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Using the Square Root Property to Solve Quadratic Equations	<ul style="list-style-type: none"> solve quadratic equations of the form $ax^2 = k$ using the Square Root Property 	Practice: Using the Square Root Property to Solve Quadratic Equations Assignment: Using the Square Root Property to Solve Quadratic Equations
Using the Square Root Property to Solve More Quadratic Equations	<ul style="list-style-type: none"> solve quadratic equations of the form $a(x - h)^2 = k$ using the Square Root Property 	Practice: Using the Square Root Property to Solve More Quadratic Equations Assignment: Using the Square Root Property to Solve More Quadratic Equations
Completing the Square of a Binomial	<ul style="list-style-type: none"> complete the square of a binomial expression 	Practice: Completing the Square of a Binomial Assignment: Completing the Square of a Binomial
Completing the Square to Solve Quadratic Equations with Coefficients of 1	<ul style="list-style-type: none"> solve quadratic equations of the form $x^2 + bx + c = 0$ by completing the square 	Practice: Completing the Square to Solve Quadratic Equations with Coefficients of 1 Assignment: Completing the Square to Solve Quadratic Equations with Coefficients of 1
Quiz: Quadratic Equations (Part 1)		

Week 16: Quadratic Equations (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
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Completing the Square to Solve Quadratic Equations with Coefficients Other than 1	<ul style="list-style-type: none"> • solve quadratic equations of the form $ax^2 + bx + c = 0$ by completing the square 	Practice: Practice Completing the Square and Solving Quadratic Equations with Coefficients Other than 1 Assignment: Solve Quadratic Equations with Coefficients Other than 1 by Completing the Square
Solving Quadratic Equations Using the Quadratic Formula	<ul style="list-style-type: none"> • solve quadratic equations using the quadratic formula 	Practice: Solving Quadratic Equations Using the Quadratic Formula Assignment: Solving Quadratic Equations Using the Quadratic Formula
Predicting the Number of Solutions of a Quadratic Equation	<ul style="list-style-type: none"> • use the discriminant to predict the number of solutions of a quadratic equation • identify the most appropriate method to use to solve a quadratic equation 	Practice: Predicting the Number of Solutions of a Quadratic Equation and the Best Method of Solving Assignment: Predicting the Number of Solutions of a Quadratic Equation and the Best Method of Solving
Solving Applications Modeled by Quadratic Equations	<ul style="list-style-type: none"> • solve applications modeled by quadratic equations 	Practice: Solving Applications Modeled by Quadratic Equations Assignment: Applications of Quadratic Equations
Quiz: Quadratic Equations (Part 2)		

Week 17: Quadratic Equations (Part 3) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Recognizing the Graph of a Quadratic Equation in Two Variables	<ul style="list-style-type: none"> recognize the graph of a quadratic equation in two variables 	Practice: Recognizing the Graph of a Quadratic Equation in Two Variables Assignment: Recognizing the Graph of a Quadratic Equation in Two Variables
Finding the Axis of Symmetry, Vertex, and Intercepts of a Parabola	<ul style="list-style-type: none"> find the axis of symmetry and vertex of a parabola find the intercepts of a parabola 	Practice: Finding the Axis of Symmetry, Vertex, and Intercepts of a Parabola Assignment: Finding the Axis of Symmetry, Vertex, and Intercepts of a Parabola
Graphing Quadratic Equations in Two Variables	<ul style="list-style-type: none"> graph quadratic equations in two variables 	Practice: Graphing Quadratic Equations in Two Variables Assignment: Graphing Quadratic Equations in Two Variables
Solving Maximum and Minimum Applications	<ul style="list-style-type: none"> solve maximum and minimum applications 	Practice: Solving Maximum and Minimum Applications Assignment: Solving Maximum and Minimum Applications
Reflection: Quadratic Equations Quiz: Quadratic Equations (Part 3)		

Week 18: Final Review and Exam (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Create a Study Plan	<ul style="list-style-type: none"> develop a plan for studying for the final exam 	n/a

Tips for Improving Concentration	<ul style="list-style-type: none"> • establish an effective environment for concentrating • use effective time-management strategies to maximize concentration • monitor study and self-talk habits that impact concentration 	n/a
Specific Question Types	<ul style="list-style-type: none"> • use effective strategies for answering multiple-choice questions • use effective strategies for answering true-false questions • use effective strategies for answering short-answer questions 	n/a
Brain-Based Learning	<ul style="list-style-type: none"> • determine why studying is better than cramming 	n/a
Final Exam: Algebra I B		

Student Grading:

Students are graded using a wide variety of assessments, including but not limited to:

- quizzes and tests – auto-scored and teacher-graded
- group discussions – in-class or online (Teachers may choose to include in-class participation, group projects, exit tickets, and other similar types of activities in this category.)
- assignments – work that is submitted for grading like projects, practice worksheets, homework, labs, essays, artwork, etc. Assignments are a combination of auto-scored and teacher-graded.
- course final – combination of auto-scored and teacher-graded questions demonstrating mastery of course content

Two-semester courses have a final for each semester. The semester A final may be considered a mid-term assessment for the school year based on grading guidelines in each school’s academic program. Single semester courses will not have a midterm since the course is not offered for the entire school year.

The final grade for each semester is based on various methods of assessment including, but not limited to, tests, homework assignments, labs, quizzes, and class participation. Classroom participation, both online and in face-to-face courses, is mandatory for

success in this course. Regular attendance and staying on pace with assignments is also a requirement and counted as part of the final course grade.

Grading Categories and Weights	
quizzes and tests	25%
discussions and participation	20%
assignments, presentations, labs, essays, and artwork	35%
course final	20%

Academic Honesty:

Students are expected to be familiar with the student handbook which outlines academic misconduct. Examples of academic misconduct include: plagiarism, cheating, fabrication copying someone else's work, assisting another student with copying or misrepresenting intellectual property, inappropriate behavior online or in a classroom, and hurtful or misuse of computer or other forms of social media and technology.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Plagiarism is a form of cheating. Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.

Students are expected to maintain high degrees of professionalism, commitment to active learning, and participation in class, and integrity in behavior in and out of the online and face-to-face classroom.

Biology Syllabus

Course Description:

Biology is the science of life or living matter in all its forms and phenomena, including its origin, growth, reproduction, structure, and behavior. Throughout this year-long course, students will investigate the relationship between structure and function and apply it to the study of topics such as molecules, cells, organisms, and biological systems. They will learn how the human body works and what makes living things unique. Students will also learn about the interdependence and interactions of biotic and abiotic components of the environment, and about mechanisms that maintain continuity and lead to changes in populations over time. (1 credit)

PREREQUISITES: list any prerequisite courses

REQUIRED MATERIALS: list any required materials

Year-At-A-Glance:

Some topics within this course may be considered sensitive to some audiences. Teachers may modify content which could be culturally or politically sensitive.

Biology A

- Introduction to Biology
- The Chemistry of Life
- Introduction to Cells
- Cell Structure
- Cellular Processes
- Genetics
- Human Genetics and Biotechnology
- Evolution of Life
- Principles of Ecology
- Communities and Populations
- Final Review and Exam

Biology B

- Prokaryotes
- Viruses
- Protists
- Fungi
- Plants
- Introduction to Vertebrates
- Fish and Amphibians
- Reptiles and Birds
- Mammals
- The Human Body
- Final Review and Exam

SEMESTER A

Suggested pacing below is designed for an 18-week semester. Please adjust as needed based on your school schedule.

Week 1: Orientation: Getting Started

Lesson Title	Objectives	Practices and Assignments
Welcome to Biology A	n/a	n/a

Week 2: Introduction to Biology (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Science and the Natural World	<ul style="list-style-type: none"> identify the goal of science describe how scientists study the natural world 	Discussion: Science and the Natural World
The Scientific Method	<ul style="list-style-type: none"> explain how and why scientists do experiments describe types of scientific investigations explain what a scientific theory is 	Practice: The Scientific Method And Science And The Natural World Vocabulary Assignment: The Scientific Method
The Study Of Life	<ul style="list-style-type: none"> objectives list the characteristics of all living things state four unifying principles of biology describe how living things interact 	Practice: The Study Of Life Vocabulary Assignment: The Study Of Life
Organisms	<ul style="list-style-type: none"> explain how life on Earth evolves explain the levels of organization of individual organisms 	Practice: Organisms Vocabulary Assignment: Organisms
Reflection: Introduction to Biology Quiz: Introduction to Biology		

Week 3: The Chemistry of Life (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Matter and Organic Compounds	<ul style="list-style-type: none"> define elements and compounds explain why carbon is essential to life on Earth describe the structure and function of the four major types of organic compounds 	Practice: Matter and Organic Compounds Vocabulary Assignment: Polysaccharides
Lipids, Proteins, and Nucleic Acids	<ul style="list-style-type: none"> identify different types of lipids explain the functions of different proteins explain the role of nucleic acids 	Practice: Lipids, Proteins, and Nucleic Acids Vocabulary Assignment: Lipids, Proteins, and Nucleic Acids
Biochemical Reactions	<ul style="list-style-type: none"> describe what happens in chemical reactions state the role of energy in chemical reactions explain the importance of enzymes to living organisms 	Assignment: Biochemical Reactions
Water	<ul style="list-style-type: none"> describe the distribution of Earth's water identify water's structure and properties explain why water is essential for life 	Practice: Water and Biochemical Reactions Vocabulary Discussion: Water
Quiz: The Chemistry of Life		

Week 4: Introduction to Cells (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Acids and Bases	<ul style="list-style-type: none"> define acids, bases, and pH explain the role of acids and bases in organisms 	Assignment: Acids and Bases
Cells	<ul style="list-style-type: none"> state the cell theory, and list the discoveries that led to it 	Practice: Acids and Bases and Cells Vocabulary Assignment: Cells

	<ul style="list-style-type: none"> describe the diversity of cell shapes, and explain why cells are so small 	
Parts of a Cell	<ul style="list-style-type: none"> identify the parts that all cells have in common contrast prokaryotic and eukaryotic cells 	Assignment: Parts of a Cell
Cell Membranes	<ul style="list-style-type: none"> describe the structure and function of the plasma membrane identify the roles of the cytoplasm and cytoskeleton 	Practice: Cell Membranes and Parts of a Cell Vocabulary Discussion: Cell Membranes
Reflection: The Chemistry of Life and Introduction to Cells Quiz: Introduction to Cells		

Week 5: Cell Structure (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Plant and Animal Cell Structure	<ul style="list-style-type: none"> outline the form and function of the nucleus and other organelles list special structures of plant cells and state what they do 	Discussion: Plant and Animal Cell Structure
Organization of Cells	<ul style="list-style-type: none"> explain how cells are organized in living things 	Practice: Organization of Cells and Plant and Animal Cell Structure Vocabulary Assignment: Organization of Cells
Passive Transport	<ul style="list-style-type: none"> describe different types of passive transport 	Assignment: Passive Transport
Active Transport	<ul style="list-style-type: none"> explain how different types of active transport occur outline the role of cell transport in homeostasis 	Practice: Active Transport and Passive Transport Vocabulary Assignment: Active Transport
Quiz: Cell Structure		

Week 6: Cellular Processes (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Energy for Life	<ul style="list-style-type: none"> state why living things need energy describe how autotrophs and heterotrophs obtain energy 	Assignment: Energy for Life
Energy Molecules and Food	<ul style="list-style-type: none"> compare and contrast glucose and ATP outline how living things make and use food 	Practice: Energy Molecules and Food and Energy for Life Vocabulary Assignment: Energy Molecules and Food
Photosynthesis	<ul style="list-style-type: none"> outline the stages of photosynthesis describe the chloroplast and its role in photosynthesis list the steps of the light reactions 	Practice: Photosynthesis Vocabulary Assignment: Photosynthesis
The Calvin Cycle and Chemosynthesis	<ul style="list-style-type: none"> describe the Calvin cycle define chemosynthesis 	Practice: The Calvin Cycle and Chemosynthesis Vocabulary Assignment: The Calvin Cycle and Chemosynthesis
Quiz: Cellular Processes (Part 1)		

Week 7: Cellular Processes (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Cellular Respiration Stage I: Glycolysis	<ul style="list-style-type: none"> name the three stages of cellular respiration give an overview of glycolysis explain why glycolysis probably evolved before the other stages of aerobic respiration describe the mitochondrion and its role in aerobic respiration 	Assignment: Cellular Respiration Stage I: Glycolysis
Cellular Respiration Stage II and III	<ul style="list-style-type: none"> list the steps of the Krebs cycle and identify its products 	Assignment: Cellular Respiration Stage II and III

	<ul style="list-style-type: none"> explain how electron transport results in many molecules of ATP state the possible number of ATP molecules that can result from aerobic respiration 	
Fermentation	<ul style="list-style-type: none"> define fermentation describe lactic acid fermentation and alcoholic fermentation compare the advantages of aerobic respiration and fermentation 	Discussion: Fermentation
Cell Division	<ul style="list-style-type: none"> contrast cell division in prokaryotes and eukaryotes 	Practice: Cellular Processes (Part 2) Vocabulary Assignment: Cell Division
Reflection: Cell Structure and Cellular Processes Quiz: Cellular Processes (Part 2)		

Week 8: Cellular Processes (Part 3) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Cell Cycle	<ul style="list-style-type: none"> identify the phases of the eukaryotic cell cycle explain how the cell cycle is controlled define cancer and relate it to the cell cycle 	Assignment: The Cell Cycle
Chromosomes	<ul style="list-style-type: none"> describe chromosomes and their role in mitosis 	Practice: Chromosomes and The Cell Cycle Vocabulary Assignment: Chromosomes
Mitosis	<ul style="list-style-type: none"> outline the phases of mitosis 	Assignment: Mitosis
Asexual Reproduction	<ul style="list-style-type: none"> describe the variations and advantages of asexual reproduction 	Assignment: Asexual Reproduction and Mitosis Vocabulary

		Discussion: Asexual Reproduction
Quiz: Cellular Processes (Part 3)		

Week 9: Genetics (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Sexual Reproduction and Meiosis	<ul style="list-style-type: none"> compare and contrast asexual and sexual reproduction give an overview of sexual reproduction and outline the phases of meiosis explain why sexual reproduction leads to variation in offspring define life cycle and identify different types of sexual life cycles 	Assignment: Sexual Reproduction and Meiosis
Gregor Mendel and the Law of Segregation	<ul style="list-style-type: none"> explain why and how Mendel studied pea plants describe the results of Mendel's experiments state Mendel's Law of Segregation 	Practice: Reproduction and the Law of Segregation Vocabulary Assignment: Gregor Mendel and the Law of Segregation
Mendel and the Law of Independent Assortment	<ul style="list-style-type: none"> state Mendel's Law of Independent Assortment outline the genetics of inheritance 	Assignment: Mendel and the Law of Independent Assortment
Probability and Inheritance	<ul style="list-style-type: none"> define probability explain how probability is related to inheritance 	Practice: Genetics Vocabulary Discussion: Probability and Inheritance
Quiz: Genetics (Part 1)		

Week 10: Genetics (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Punnett Squares	<ul style="list-style-type: none"> describe how to use a Punnett square 	Assignment: Punnett Squares

	<ul style="list-style-type: none"> explain how Mendel interpreted the results of his experiments 	
Non-Mendelian Inheritance	<ul style="list-style-type: none"> describe complex patterns of inheritance 	Practice: Non-Mendelian Inheritance and Punnett Squares Vocabulary Assignment: Non-Mendelian Inheritance
DNA	<ul style="list-style-type: none"> state the central dogma of molecular biology outline discoveries that led to knowledge of DNA's structure and function 	Discussion: DNA
The Double Helix and RNA	<ul style="list-style-type: none"> describe the structures of DNA and RNA identify the steps of DNA replication identify the three main types of RNA 	Practice: The Double-Helix and RNA and DNA. Vocabulary Assignment: The Double Helix and RNA
Quiz: Genetics (Part 2)		

Week 11: Genetics (Part 3) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Transcription	<ul style="list-style-type: none"> give an overview of transcription 	Assignment: Transcription
The Genetic Code	<ul style="list-style-type: none"> describe the genetic code explain how translation occurs 	Assignment: The Genetic Code
Mutations	<ul style="list-style-type: none"> identify causes of mutations compare and contrast types of mutations explain how mutations may affect the organisms in which they occur 	Practice: Mutations, The Genetic Code, and Transcription Vocabulary Discussion: Mutations

Regulation of Gene Expression	<ul style="list-style-type: none"> • identify general mechanisms that regulate gene expression • describe how gene regulation occurs in prokaryotes • give an overview of gene regulation in eukaryotes 	Practice: Regulation of Gene Expression Vocabulary Assignment: Regulation of Gene Expression
Reflection: Cellular Processes and Genetics Quiz: Genetics (Part 3)		

Week 12: Human Genetics and Biotechnology (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Human Genes	<ul style="list-style-type: none"> • define the human genome • describe human chromosomes • describe human genes • explain linkage and linkage maps 	Assignment: Human Genes
Human Inheritance Patterns	<ul style="list-style-type: none"> • describe inheritance in humans for autosomal and X-linked traits 	Practice: Human Genes and Human Inheritance Patterns Vocabulary Assignment: Human Inheritance Patterns
Non-Mendelian Genetics in Humans	<ul style="list-style-type: none"> • identify complex modes of human inheritance • describe genetic disorders caused by mutations or abnormal numbers of chromosomes 	Assignment: Non-Mendelian Genetics in Humans
Biotechnology	<ul style="list-style-type: none"> • describe gene cloning and the polymerase chain reaction • explain how DNA technology is applied in medicine and agriculture • identify some of the ethical, legal, and social issues raised by biotechnology 	Practice: Biotechnology and Non-Mendelian Genetics in Humans Vocabulary Discussion: Biotechnology
Quiz: Human Genetics and Biotechnology		

Week 13: Evolution of Life (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Record of Earth's Formation	<ul style="list-style-type: none"> explain how scientists learn about the history of life on Earth describe theories of how and when planet Earth formed 	Assignment: The Record of Earth's Formation
The Origin of Life on Earth	<ul style="list-style-type: none"> outline how the first organic molecules arose describe the characteristics of the first cells explain how eukaryotes are thought to have evolved 	Discussion: The Origin of Life on Earth
The Late Precambrian and Paleozoic Eras	<ul style="list-style-type: none"> describe important events of late Precambrian give an overview of evolution during the Paleozoic Era 	Assignment: The Late Precambrian and Paleozoic Eras
The Mesozoic and Cenozoic Eras	<ul style="list-style-type: none"> explain why the Mesozoic era is called the age of the dinosaurs outline the main evolutionary events of the Cenozoic era 	Practice: Evolution of Life (Part 1) Vocabulary Assignment: The Mesozoic and Cenozoic Eras
Quiz: Evolution of Life (Part 1)		

Week 14: Evolution of Life (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Charles Darwin and the Theory of Natural Selection (Part 1)	<ul style="list-style-type: none"> state Darwin's theory of evolution by natural selection describe observations Darwin made on the voyage of the Beagle 	Discussion: Charles Darwin and the Theory of Natural Selection (Part 1)
Charles Darwin and the Theory of Natural Selection (Part 2)	<ul style="list-style-type: none"> identify influences on Darwin's development of evolutionary theory explain how a species can evolve through natural selection 	Assignment: Charles Darwin and the Theory of Natural Selection (Part Two)
Evidence of Evolution	<ul style="list-style-type: none"> describe how fossils help us understand the past 	Assignment: Evidence of Evolution

	<ul style="list-style-type: none"> explain how evidence from living species gives clues about evolution state how biogeography relates to evolutionary change 	
Classification of Species	<ul style="list-style-type: none"> outline the Linnaean classification, and define binomial nomenclature describe phylogenetic classification, and explain how it differs from Linnaean classification 	Practice: Evolution of Life (Part 2) Vocabulary Assignment: Classification of Species
Reflection: Genetics, Biotechnology, and Evolution Quiz: Evolution of Life (Part 2)		

Week 15: Evolution of Life (Part 3) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Microevolution	<ul style="list-style-type: none"> distinguish between microevolution and macroevolution define gene pool calculate allele frequencies state the Hardy-Weinberg Theorem 	Assignment: Microevolution
Forces of Evolution	<ul style="list-style-type: none"> identify the four forces of evolution 	Practice: Forces of Evolution and Microevolution Vocabulary Assignment: Forces of Evolution
Macroevolution	<ul style="list-style-type: none"> describe two ways new species may originate define coevolution and give an example distinguish between gradualism and punctuated equilibrium 	Assignment: Macroevolution
Ecosystems	<ul style="list-style-type: none"> distinguish between abiotic and biotic factors define ecosystem and other ecological concepts 	Practice: Ecosystems and Macroevolution Vocabulary Discussion: Ecosystems
Quiz: Evolution of Life (Part 3)		

Week 16: Principles of Ecology (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Flow of Energy	<ul style="list-style-type: none"> describe how energy flows through ecosystems explain how food chains and webs model feeding relationships identify trophic levels in a food chain or web 	Practice: Flow of Energy Vocabulary Assignment: Flow of Energy
Recycling Matter	<ul style="list-style-type: none"> define biogeochemical cycles describe the water cycle and its processes give an overview of the carbon cycle outline the steps of the nitrogen cycle 	Practice: Recycling Matter Vocabulary Assignment: Recycling Matter
Biomes	<ul style="list-style-type: none"> identify and describe terrestrial biomes 	Assignment: Biomes
Aquatic Biomes	<ul style="list-style-type: none"> give an overview of aquatic biomes 	Practice: Biomes and Aquatic Biomes Vocabulary Discussion: Aquatic Biomes
Quiz: Principles of Ecology		

Week 17: Communities and Populations (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Community Interactions	<ul style="list-style-type: none"> define community as the term is used in ecology describe predation and its effects on population size and evolution explain why interspecific competition leads to extinction or greater specialization compare and contrast mutualism, commensalism, and parasitism 	Practice: Community Interactions Vocabulary Assignment: Community Interactions

	<ul style="list-style-type: none"> outline primary and secondary succession and define climax community 	
Community Population and Growth	<ul style="list-style-type: none"> define population size, density, and dispersion relate population pyramids and survivorship curves to population structure identify factors that determine population growth rate compare and contrast exponential and logistic growth 	Practice: Community Population and Growth Vocabulary Assignment: Community Population and Growth
Human Population Growth and the Biodiversity Crisis	<ul style="list-style-type: none"> describe early human population growth outline the stages of the demographic transition explain trends in recent human population growth summarize the human population problem and possible solutions to the problem define biodiversity identify economic benefits and ecosystem services of biodiversity relate human actions to the sixth mass extinction 	Discussion: Human Population Growth and the Biodiversity Crisis
Natural Resources and Climate Change	<ul style="list-style-type: none"> distinguish between renewable and nonrenewable resources describe threats to soil and water resources identify the causes and effects of air pollution explain global climate change 	Practice: Communities and Populations Vocabulary Assignment: Natural Resources and Climate Change
Reflection: Evolution, Ecology, and Communities and Populations Quiz: Communities and Populations		

Week 18: Final Review and Exam (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Create a Study Plan	<ul style="list-style-type: none"> develop a plan for studying for the final exam 	n/a

Tips for Improving Concentration	<ul style="list-style-type: none"> establish an effective environment for concentrating use effective time-management strategies to maximize concentration monitor study and self-talk habits that impact concentration 	n/a
Specific Question Types	<ul style="list-style-type: none"> use effective strategies for answering multiple-choice questions use effective strategies for answering true-false questions use effective strategies for answering short-answer questions 	n/a
Brain-Based Learning	<ul style="list-style-type: none"> determine why studying is better than cramming 	n/a
Final Exam: Biology A		

SEMESTER B

Suggested pacing below is designed for an 18-week semester. Please adjust as needed based on your school schedule.

Week 2: Prokaryotes (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Introduction to Prokaryotes	<ul style="list-style-type: none"> identify the main characteristics of prokaryotes describe the different types of prokaryotic morphology 	Practice: Introduction to Prokaryotes Assignment: Prokaryote Characteristics
Bacterial Evolution and Classification	<ul style="list-style-type: none"> identify the characteristics of bacteria describe the differences between Archaea extremophiles 	Practice: Bacteria and Archaea Characteristics

		Assignment: Bacterial Classification
Characteristics of Bacteria	<ul style="list-style-type: none"> identify structures present in prokaryotic cells describe ways that prokaryotes obtain matter and energy from the environment summarize the environmental conditions of different prokaryotic habitats 	Practice: Characteristics of Bacteria Assignment: Prokaryotic Structure, Metabolism, and Environmental Characteristics
Bacteria and Humans	<ul style="list-style-type: none"> understand how prokaryotic organisms benefit humans identify and describe human diseases caused by prokaryotes explain ways that bacterial illnesses can be controlled and treated using antibiotics 	Practice: Bacteria and Humans Assignment: Bacterial Disease Discussion: Name
Quiz: Prokaryotes		

Week 3: Viruses (4 lessons)

Lesson Title	Objectives	Practices and Assignments
What is a Virus?	<ul style="list-style-type: none"> summarize the characteristics of viruses explain why viruses are not considered living organisms 	Practice: What is a Virus? Assignment: Virus Identification and Characteristics Discussion: Are Viruses Alive?
Virus Classification	<ul style="list-style-type: none"> identify the different classifications of viruses 	Practice: Virus Families Assignment: Virus Classification
Viral Replication	<ul style="list-style-type: none"> discuss the life cycle of a virus identify the differences between RNA and DNA viruses 	Practice: Viral Replication Assignment: Compare and Contrast Viral Replication

Viruses and Humans	<ul style="list-style-type: none"> describe the different causes of viral diseases analyze the effects of viruses on human health identify how vaccines can prevent disease 	Practice: Viruses and Humans Assignment: Properties of Viral Illness
Reflection: Viruses Quiz: Viruses		

Week 4: Protists (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Kingdom Protista	<ul style="list-style-type: none"> identify different types of protists and their characteristics 	Practice: Kingdom Protista Assignment: Introduction to Protists
Evolution of Protists	<ul style="list-style-type: none"> explain the endosymbiotic theory describe the evidence that supports endosymbiotic theory 	Practice: Evolution of Protists Assignment: Protist Evolution
Types of Protists	<ul style="list-style-type: none"> compare and contrast the characteristics of different protists describe how protists move and respond to the environment describe the life cycle of protists 	Practice: Types of Protists Assignment: Protists Properties
Protists and Disease	<ul style="list-style-type: none"> describe the mechanisms by which protists cause human disease identify the characteristics of protist infection in humans 	Practice: Protists and Disease Assignment: Reducing Protist Disease
Quiz: Protists		

Week 5: Fungi (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Characteristics of Fungi	<ul style="list-style-type: none"> describe the characteristics of fungi identify important structures in fungi list and explain the life cycle of fungi 	Practice: Characteristics of Fungi Assignment: Fungal Life Cycles
Classification and Evolution of Fungi	<ul style="list-style-type: none"> summarize the evolution of fungi describe how fungi are classified 	Practice: Classification and Evolution of Fungi Assignment: Fungal Classification
Fungi in Ecosystems	<ul style="list-style-type: none"> explain why fungi are essential organisms in ecosystems identify the types of habitats in which fungi live 	Practice: Fungi in Ecosystems Assignment: Fungal Relationships
Fungi and Humans	<ul style="list-style-type: none"> describe ways that fungi are used by humans explain the importance of fungi in the development of antibiotics 	Practice: Fungi and Humans Assignment: Penicillin
Quiz: Fungi		

Week 6: Plants (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
What Are Plants?	<ul style="list-style-type: none"> describe the main characteristics of plants identify how plants obtain matter and energy from the environment 	Practice: What Are Plants? Assignment: Plant Characteristics
Evolution and Types of Plants	<ul style="list-style-type: none"> describe theories about the evolution of plants identify adaptations that were necessary for plants to colonize land 	Practice: Evolution and Types of Plants

	<ul style="list-style-type: none"> identify the four main types of plants 	Assignment: Plant Classification
Plant Structures	<ul style="list-style-type: none"> identify the main plant organs describe how leaves are important in photosynthesis 	Practice: Plant Parts Assignment: Vascular Tissue
Alternation of Generations	<ul style="list-style-type: none"> explain the alternation of generation in plants identify haploid and diploid life stages in plants describe plant adaptations to various environments 	Practice: Plant Life Cycle Assignment: Alternation of Generations
Quiz: Plants (Part 1)		

Week 7: Plants (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Nonvascular and Seedless Vascular Plants	<ul style="list-style-type: none"> identify the structure and function of nonvascular and vascular tissue describe the characteristics of nonvascular and seedless vascular plants explain the evolution and diversity of nonvascular plants 	Practice: Nonvascular and Seedless Vascular Plants Assignment: Vascular or Nonvascular Plants
Life Cycle of Gymnosperms	<ul style="list-style-type: none"> identify the important characteristics of gymnosperms detail the life cycle of gymnosperms 	Practice: Gymnosperms Assignment: Vascular Tissue
Angiosperms	<ul style="list-style-type: none"> identify the important characteristics of angiosperms detail the life cycle of angiosperms identify the parts of a flower 	Practice: Angiosperms Assignment: Pollination
Plant Adaptations and Responses	<ul style="list-style-type: none"> identify adaptations that plants have to their environments examine tropism and state different examples of plant responses 	Practice: Plant Adaptations and Responses Assignment: Plant Tropism

	<ul style="list-style-type: none"> describe the role of hormones in plants 	
Quiz: Plants (Part 2)		

Week 8: Introduction to Animals (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Overview of Animals	<ul style="list-style-type: none"> describe the characteristics that all animals share identify the structure and function of animal characteristics explain how animals reproduce 	Practice: Overview of Animals Assignment: Animal Characteristics
Animal Classification	<ul style="list-style-type: none"> describe ways that animals are classified identify the major groups of animals 	Practice: Animal Classification Assignment: Animal Classification Examples
Animal Behavior (Part 1)	<ul style="list-style-type: none"> identify different types of individual behavior in animals distinguish between innate and learned behavior restate the theory of nature versus nurture 	Practice: Individual Behavior Assignment: Learned and Innate Behavior
Animal Behavior (Part 2)	<ul style="list-style-type: none"> identify different types of group behaviors in animals identify ways in which group behavior benefits animals 	Practice: Group Behavior Assignment: Types of Group Behavior
Quiz: Introduction to Animals		

Week 9: Invertebrates and Phylum Porifera (4 lessons)

Lesson Title	Objectives	Practices and Assignments
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Introduction to Invertebrates	<ul style="list-style-type: none"> describe the characteristics that invertebrate animals share compare and contrast complete and incomplete digestive systems compare and contrast open and closed circulatory systems 	Practice: Introduction to Invertebrates Assignment: Invertebrate Characteristics
Invertebrate Evolution and Body Plans	<ul style="list-style-type: none"> explain the different types of body plans observed in invertebrates describe the structure and function of the coelom 	Practice: name Assignment: Name Discussion: Name
Invertebrate Classification	<ul style="list-style-type: none"> compare and contrast protostomes and deuterostomes identify the main phyla of invertebrates 	Practice: Invertebrate Classification Assignment: Invertebrate Classification
Porifera	<ul style="list-style-type: none"> describe the main features of animals in phylum Porifera explain why sponges are classified as animals 	Practice: Porifera Assignment: Sponges
Reflection: Invertebrates Quiz: Invertebrates and Phylum Porifera		

Week 10: Invertebrate Phyla (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Phylum Cnidaria	<ul style="list-style-type: none"> identify the main characteristics of Cnidarians detail the steps in the Cnidarian life cycle distinguish between polyp and medusa life stages 	Practice: Cnidaria Assignment: Cnidaria Functions
Phylum Platyhelminthes	<ul style="list-style-type: none"> describe the characteristics of organisms in phylum Platyhelminthes 	Practice: Phylum Platyhelminthes

	<ul style="list-style-type: none"> identify the relationship between flatworms and humans 	Assignment: Roundworm Features
Phyla Nematoda and Rotifera	<ul style="list-style-type: none"> identify characteristics of nematodes and rotifers describe how roundworms survive and reproduce 	Practice: Nematoda and Rotifera
Phylum Mollusca	<ul style="list-style-type: none"> describe the main classes of mollusks contrast cephalopods with other mollusks identify complex features of mollusks 	Practice: Phylum Mollusca Assignment: Mollusk Anatomy
Quiz: Invertebrate Phyla (Part 1)		

Week 11: Invertebrate Phyla (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Phylum Annelida	<ul style="list-style-type: none"> describe the characteristics of annelids describe body systems of annelids distinguish between classes of annelids 	Practice: Annelida Structures and Classes Assignment: Annelids
Phylum Arthropoda	<ul style="list-style-type: none"> identify characteristics of arthropods distinguish between different classes of arthropods 	Practice: Arthropoda Assignment: Sub-Classes of Arthropods
Phylum Echinodermata	<ul style="list-style-type: none"> describe the characteristics of echinoderms identify important body features of echinoderms 	Practice: Echinodermata Assignment: Water-Vascular System
Invertebrate Chordates	<ul style="list-style-type: none"> identify the types of invertebrate chordates describe characteristics of invertebrate chordates 	Practice: Invertebrate Chordates

		Assignment: Invertebrate Chordate Characteristics
Quiz: Invertebrate Phyla (Part 2)		

Week 12: Introduction to Vertebrates (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Phylum Chordata (Vertebrates)	<ul style="list-style-type: none"> describe the characteristics of chordates identify the main features of the five classes of vertebrates 	Practice: Vertebrate Chordata Assignment: Vertebrate Characteristics
Vertebrate Classification and Evolution	<ul style="list-style-type: none"> identify the classes of vertebrates identify the traits shared among all vertebrates 	Practice: Vertebrate Classification and Evolution Assignment: Vertebrate Classification
Reproductive Strategies	<ul style="list-style-type: none"> distinguish between the different reproductive strategies observed in various types of vertebrates identify the features of amniotic eggs 	Practice: Reproductive Strategies Assignment: Reproductive Strategies
Temperature and Homeostasis	<ul style="list-style-type: none"> distinguish between endothermy and ectothermy distinguish between homeothermy and heterothermy identify strategies vertebrates use to maintain temperature homeostasis 	Practice: Temperature and Homeostasis Assignment: Endothermy
Quiz: Introduction to Vertebrates		

Week 13: Fish and Amphibians (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Fish (Part 1)	<ul style="list-style-type: none"> explain the adaptations observed in fish identify the types of reproductive strategies observed in fish 	Practice: Fish Vocabulary Assignment: Fish Characteristics
Fish (Part 2)	<ul style="list-style-type: none"> distinguish between ray-finned and lobe-finned fish identify key differences between the different classes of fish explain theories on the evolution of fish 	Practice: Fish (Part 2) Assignment: Fish Classes
Amphibians (Part 1)	<ul style="list-style-type: none"> identify the characteristics of amphibians identify the reproductive strategies observed in amphibians 	Practice: Amphibians (Part 1) Assignment: Amphibian Characteristics
Amphibians (Part 2)	<ul style="list-style-type: none"> identify how amphibians evolved identify habitats in which amphibians live compare and contrast the major groups of amphibians 	Practice: Amphibians (Part 2) Assignment: Amphibians Structures and Functions
Quiz: Fish and Amphibians		

Week 14: Reptiles and Birds (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Reptiles (Part 1)	<ul style="list-style-type: none"> identify the characteristics of reptiles compare and contrast the major groups of reptiles 	Practice: Reptiles Assignment: Reptile Orders
Reptiles (Part 2)	<ul style="list-style-type: none"> explain the evolution of reptiles identify the different habitats occupied by reptiles 	Practice: Reptiles Vocabulary Assignment: Dinosaur Evolution and Adaptation

	<ul style="list-style-type: none"> explain how reptiles reproduce 	
Birds (Part 1)	<ul style="list-style-type: none"> explain the characteristics of birds explain how flight occurs in birds identify main features of the bird respiratory and circulatory systems 	Practice: Birds (Part 1) Assignment: Bird Adaptation and Classification
Birds (Part 2)	<ul style="list-style-type: none"> identify reproductive behaviors observed in birds compare and contrast dinosaurs and birds 	Practice: Birds (Part 2) Discussion: Birds vs. Reptiles, Amphibians and Fish
Quiz: Reptiles and Birds		

Week 15: Mammals (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Characteristics of Mammals	<ul style="list-style-type: none"> identify the defining characteristics of mammals identify the characteristics that all mammals share 	Practice: Characteristics of Mammals Assignment: Mammalian Processes
Types of Mammals	<ul style="list-style-type: none"> compare and contrast the three groups of mammals 	Practice: Types of Mammals Assignment: Mammalian Categories
Placental Mammals	<ul style="list-style-type: none"> identify the structure and function of the placenta identify how the placenta contributes to the diversity and success of placental mammals 	Practice: Placental Mammals Assignment: Placental Mammals Characteristics
Evolution of Mammals	<ul style="list-style-type: none"> identify key events in the evolution of mammals explain the mammal super tree 	Practice: Evolution of Mammals

		Discussion: Mammal Evolution
Quiz: Mammals		

Week 16: The Human Body (Part 1) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Organization of the Human Body	<ul style="list-style-type: none"> identify the levels of organization in the human body identify the main tissue types found in the human body summarize the main organ systems 	Practice: The Human Body Assignment: Human Body Organization
Integumentary, Muscular, Skeletal, and Immune Systems	<ul style="list-style-type: none"> identify the main structures of the integumentary, muscular, skeletal, and immune systems explain the importance of the integumentary system in preventing disease and maintaining homeostasis explain how the immune system fights disease identify the diseases of the integumentary, muscular, skeletal, and immune systems 	Practice: Integumentary, Muscular, Skeletal, and Immune Systems Assignment: Body Protection
Circulatory, Respiratory, and Lymphatic Systems	<ul style="list-style-type: none"> identify the main structures of the circulatory, respiratory, and lymphatic systems explain how the circulatory, respiratory, and lymphatic systems work together to maintain homeostasis 	Practice: Circulatory, Respiratory, and Lymphatic Systems Assignment: Circulation
Digestive, Urinary, and Reproductive Systems	<ul style="list-style-type: none"> identify the main structures of the digestive, urinary, and reproductive systems explain the process of digestion describe how the urinary system helps maintain homeostasis identify the key structures of the male and female reproductive systems 	Practice: Digestive, Urinary, and Reproductive Systems Assignment: Digestive, Urinary, and Reproductive Systems

	<ul style="list-style-type: none"> identify the diseases of the digestive, urinary, and reproductive systems 	
Quiz: The Human Body (Part 1)		

Week 17: The Human Body (Part 2) (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Nervous and Endocrine Systems	<ul style="list-style-type: none"> identify the main structures of the nervous and endocrine systems identify the importance of hormone regulation in the human body identify the diseases of the nervous and endocrine systems 	Practice: Nervous and Endocrine Systems Vocabulary Assignment: Nervous and Endocrine Systems
Human Development	<ul style="list-style-type: none"> identify the main events during embryonic development distinguish between the ectoderm, mesoderm, and endoderm explain the role of cell differentiation in the production of a multicellular organism 	Practice: Human Development Vocabulary Assignment: Human Development
Signaling and Feedback Mechanism	<ul style="list-style-type: none"> distinguish between positive and negative feedback mechanisms explain how negative feedback regulates homeostasis identify the role of positive feedback in childbirth 	Practice: Hormone Vocabulary Assignment: Feedback Mechanisms
Health and Wellness	<ul style="list-style-type: none"> identify the importance of nutrition in preventing disease explain how cancer develops 	Practice: Health and Wellness Assignment: Cancer
Reflection: The Human Body Quiz: The Human Body (Part 2)		

Week 18: Final Review and Exam (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Create a Study Plan	<ul style="list-style-type: none"> develop a plan for studying for the final exam 	n/a
Tips for Improving Concentration	<ul style="list-style-type: none"> establish an effective environment for concentrating use effective time-management strategies to maximize concentration monitor study and self-talk habits that impact concentration 	n/a
Specific Question Types	<ul style="list-style-type: none"> use effective strategies for answering multiple-choice questions use effective strategies for answering true-false questions use effective strategies for answering short-answer questions 	n/a
Brain-Based Learning	<ul style="list-style-type: none"> determine why studying is better than cramming 	n/a
Final Exam: Biology B		

Student Grading:

Students are graded using a wide variety of assessments, including but not limited to:

- quizzes and tests – auto-scored and teacher-graded
- group discussions – in-class or online (Teachers may choose to include in-class participation, group projects, exit tickets, and other similar types of activities in this category.)
- assignments – work that is submitted for grading like projects, practice worksheets, homework, labs, essays, artwork, etc. Assignments are a combination of auto-scored and teacher-graded.
- course final – combination of auto-scored and teacher-graded questions demonstrating mastery of course content

Two-semester courses have a final for each semester. The semester A final may be considered a mid-term assessment for the school year based on grading guidelines in each school's academic program. Single semester courses will not have a midterm since the course is not offered for the entire school year.

The final grade for each semester is based on various methods of assessment including, but not limited to, tests, homework assignments, labs, quizzes, and class participation. Classroom participation, both online and in face-to-face courses, is mandatory for success in this course. Regular attendance and staying on pace with assignments is also a requirement and counted as part of the final course grade.

Grading Categories and Weights	
quizzes and tests	25%
discussions and participation	20%
assignments, presentations, labs, essays, and artwork	35%
course final	20%

Academic Honesty:

Students are expected to be familiar with the student handbook which outlines academic misconduct. Examples of academic misconduct include: plagiarism, cheating, fabrication copying someone else's work, assisting another student with copying or misrepresenting intellectual property, inappropriate behavior online or in a classroom, and hurtful or misuse of computer or other forms of social media and technology.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Plagiarism is a form of cheating. Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.

Students are expected to maintain high degrees of professionalism, commitment to active learning, and participation in class, and integrity in behavior in and out of the online and face-to-face classroom.

U.S. History Syllabus

Course Description:

United States History expands on basic skills and knowledge acquired from previous history and social studies courses. Students will learn about historical trends, social changes, and systems of political thought that gave rise to the U.S. as a democratic republic. The course supports the development of an understanding of social, political, economic, cultural, and military experiences that have played a crucial role in shaping the history of the United States. (1 credit)

PREREQUISITES: none

REQUIRED MATERIALS: none

Year-At-A-Glance:

Some topics within this course may be considered sensitive to some audiences. Teachers may modify content which could be culturally or politically sensitive.

U.S. History A

- The Americas, Europe, and Africa Before 1492
- The New World, 1492–1650
- Colonial Societies in The New World, 1500–1700
- The English Empire, 1660–1763
- Imperial Reforms and Colonial Protests, 1763–1774
- War for Independence, 1775–1783
- Creating Republican Governments, 1776–1790
- A New Republic, 1790–1820
- Industrial Transformation in The North, 1800–1850
- The Age of Jackson and Democracy, 1820–1840
- Westward Expansion, 1800–1860
- The Antebellum South, 1800–1860
- Antebellum Reform, 1820–1860
- Conflict Over Slavery, 1850s

U.S. History B

- Moving Westward, 1860–1900
- The Second Industrial Revolution, 1870–1900
- Growth of American Cities, 1870–1900
- Gilded Age Politics, 1870–1900
- The Progressive Era, 1890–1920
- American Imperialism, 1890–1920
- World War I, 1914–1919
- The Roaring Twenties, 1920–1929
- Origins of the Great Depression, 1929–1932
- The Great Depression and FDR's New Deal (1932–1941)
- World War II, 1939–1949
- Life in America After World War II, 1945–1960
- The Cold War, 1945–1980
- Civil Rights and Change, 1960–1980

The Civil War, 1860–1865
The Reconstruction, 1865–1877

Change and Transformation (1980–2000)
A New Millennium, 2000s
Final Review and Exam

SEMESTER A

Suggested pacing below is designed for an 18-week semester. Please adjust as needed based on your school schedule.

Week 1: Orientation: Getting Started

Lesson Title	Objectives	Practices and Assignments
Welcome to U.S. History A	n/a	n/a

Week 2: The Americas, Europe, And Africa Before 1492 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lesson: The Americas	<ul style="list-style-type: none"> locate on a map the major civilizations in the Americas prior to 1492 describe the cultural achievements of civilizations in the Americas prior to 1492 compare the lifestyles, practices, and customs of civilizations in the Americas prior to 1492 	Assignment: Ancient Mayan Map
Lesson: Native Americans	<ul style="list-style-type: none"> identify characteristics of Native American groups in what became the United States analyze similarities and differences between the Hopewell, Pueblo, and Eastern Woodland Native Americans 	Practice: Indigenous Peoples
Lesson: Europe On the Brink of Change	<ul style="list-style-type: none"> describe the European societies that engaged in conversion, conquest, and commerce explain the motives for and mechanisms of early European exploration 	Assignment: Motives For European Exploration

Lesson: West Africa and the Role of Slavery	<ul style="list-style-type: none"> locate the major West African empires on a map summarize the roles of Islam and Europe in the slave trade 	Vocabulary Review: The Americas, Europe, and Africa Before 1492 Practice: Vocabulary the Americas, Europe, and Africa Before 1492
Quiz: The Americas, Europe, and Africa Before 1492		

Week 3: The New World, 1492–1650 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lesson: Portuguese Exploration and Spanish Conquest	<ul style="list-style-type: none"> describe Portuguese exploration of the Atlantic Ocean and Spanish exploration of the Americas explain the importance of European voyages to the New World explain the importance of Spanish exploration of the Americas to the expansion of Spain’s empire summarize the development of Spanish Renaissance culture 	Assignment: Motives for Portuguese Exploration
Lesson: Upheavals in the New World	<ul style="list-style-type: none"> explain the changes brought by the Protestant Reformation and how it influenced the development of the New World describe Spain’s response to the Protestant Reformation 	Practice: Upheavals in the New World
Lesson: Challenges to Spain’s Supremacy	<ul style="list-style-type: none"> identify regions where the English, French, and Dutch explored and established settlements describe the differences among the early colonies explain the role of the American colonies in European nations’ struggles for domination 	Assignment: Motives for Jamestown

Lesson: The Columbian Exchange	<ul style="list-style-type: none"> describe how Europeans solved their labor problems summarize the theory of mercantilism and the process of commodification analyze the effects of the Columbian Exchange 	Vocabulary Review: The New World, 1492–1650 Practice: The New World, 1492–1650
Quiz: The New World, 1492–1650		

Week 4: Colonial Societies in The New World, 1500–1700 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lesson: Spanish Exploration and Colonial Society	<ul style="list-style-type: none"> identify the main Spanish American colonial settlements of the 1500s and 1600s compare and contrast the economic, political, and demographic similarities and differences between the Spanish colonies 	Assignment: Spanish Colonies
Lesson: Dutch and French Colonies in the New World	<ul style="list-style-type: none"> compare and contrast the development and character of the French and Dutch colonies in North America describe the economies of the French and Dutch colonies in North America summarize the relationship between French settlers and the Algonquian people 	Assignment: The French and Native Americans
Lesson: English Settlements in the Americas	<ul style="list-style-type: none"> identify the first English settlements in America identify the differences between the Chesapeake Bay colonies and the New England colonies compare and contrast the wars between native inhabitants and English colonists in both the Chesapeake Bay and New England colonies 	Practice: English Settlements in The Americas

	<ul style="list-style-type: none"> explain the role of Bacon’s Rebellion in the rise of chattel slavery in Virginia 	
Lesson: The Impact of Colonization	<ul style="list-style-type: none"> explain the reasons for the rise of slavery in the American colonies describe changes to Native American life, including warfare and hunting contrast European and Native American views on property identify the impact of European settlement on the environment 	Vocabulary Review: Colonial Societies in the New World, 1500–1700 Practice: Colonial Societies in the New World, 1500–1700
Quiz: Colonial Societies in the New World, 1500–1700		

Week 5: The English Empire, 1660–1763 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lesson: Charles II and the Restoration Colonies	<ul style="list-style-type: none"> analyze the causes and consequences of the Restoration identify the Restoration colonies explain the role of the Restoration colonies in the expansion of the British Empire 	Assignment: Restoration and the Colonies
Lesson: The Glorious Revolution and the Colonies	<ul style="list-style-type: none"> identify the causes of the Glorious Revolution explain the outcomes of the Glorious Revolution 	Assignment: The Glorious Revolution and the Colonies
Lesson: Slavery and the Consumer Revolution	<ul style="list-style-type: none"> analyze the role slavery played in the history and economy of the British Empire explain the effects of the 1739 Stono Rebellion and the 1741 New York Conspiracy Trials 	Practice: English Settlements in the Americas

	<ul style="list-style-type: none"> describe the consumer revolution and its effect on the life of the colonial gentry and other settlers 	
Lesson: Great Awakening, Enlightenment, and Wars for Empire	<ul style="list-style-type: none"> explain the significance of the Great Awakening describe the central ideas and effects of the Enlightenment in British North America describe and analyze the effects of European warfare on colonial North America 	Vocabulary Review: The English Empire Practice: Vocabulary The English Empire, 1660–1763
Reflection: Exploration Quiz: The English Empire, 1660–1763		

Week 6: Imperial Reforms and Colonial Protests, 1763–1774 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lesson: The Effect of Debt from War	<ul style="list-style-type: none"> describe political changes in the British North American colonies after the French and Indian War evaluate the size and scope of the British debt at the end of the French and Indian War explain how the British Parliament responded to the debt crisis summarize the purpose of the Proclamation Line, the Sugar Act, and the Currency Act 	Assignment: The Effect of Debt from War
Lesson: The Stamp Act and the Sons and Daughters of Liberty	<ul style="list-style-type: none"> explain the purpose of the 1765 Stamp Act describe the colonial responses to the Stamp Act 	Assignment: Daughters of Liberty
Lesson: The Townshend Acts and Colonial Protest	<ul style="list-style-type: none"> describe the purpose of the 1767 Townshend Acts 	Practice: The Townshend Acts

	<ul style="list-style-type: none"> • identify why many colonists protested the 1767 Townshend Acts • evaluate the consequences of the Townshend Acts protests 	
Lesson: The Boston Tea Party and The First Continental Congress	<ul style="list-style-type: none"> • describe the socio-political environment of the colonies in the early 1770s • explain the purpose of the Tea Act of 1773 and discuss colonial reactions to it • identify and describe the Coercive Acts of 1774 • explain the purpose and results of the First Continental Congress 	Vocabulary Review: Vocabulary Imperial Reforms and Colonial Protests, 1763–1774 Practice: Vocabulary Imperial Reforms and Colonial Protests, 1763–1774
Quiz: Imperial Reforms and Colonial Protests, 1763–1774		

Week 7: War For Independence, 1775–1783 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lesson: Britain’s Colonial Strategy Backfires	<ul style="list-style-type: none"> • explain how Great Britain’s response to the destruction of a British shipment of tea in Boston Harbor in 1773 set the stage for the Revolution • describe the beginnings of the American Revolution 	Discussion: Declaration of Independence
Lesson: The Early Years of Revolution	<ul style="list-style-type: none"> • explain the British and American strategies of 1776 through 1778 • identify the key battles of the early years of the American Revolution 	Practice: The Early Years of Revolution
Lesson: American Victory	<ul style="list-style-type: none"> • summarize the British southern strategy and its results • describe key American victories and the end of the war • identify the main terms of the Treaty of Paris (1783) 	Assignment: The World Turned Upside Down

Lesson: Americans During Revolution	<ul style="list-style-type: none"> explain Loyalist and Patriot sentiments identify different groups that participated in the Revolutionary War 	Vocabulary Review: War for Independence, 1775–1783 Practice: War for Independence, 1775–1783
Quiz: War for Independence, 1775–1783		

Week 8: Creating Republican Governments, 1776–1790 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lesson: An American Republic	<ul style="list-style-type: none"> compare and contrast democracy and republican government describe the basic principles of republicanism 	Assignment: Republic Versus Monarchy
Lesson: How Much Revolutionary Change?	<ul style="list-style-type: none"> describe the status of women in the new republic describe the status of minority populations in the new republic 	Practice: How Much Revolutionary Change?
Lesson: Debating Democracy	<ul style="list-style-type: none"> explain the development of state constitutions describe the features of the Articles of Confederation analyze the causes and consequences of Shays’ Rebellion 	Assignment: Weak Articles of Confederation
Lesson: The Constitutional Convention	<ul style="list-style-type: none"> identify the central issues of the 1787 Constitutional Convention and their solutions describe the conflicts over the ratification of the federal constitution 	Vocabulary Review: Creating Republican Governments, 1776–1790 Practice: Creating Republican Governments, 1776–1790
Quiz: Creating Republican Governments, 1776–1790		

Week 9: A New Republic, 1790–1820 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lesson: Federalists Versus Democratic-Republicans	<ul style="list-style-type: none"> describe the competing visions of the Federalists and the Democratic-Republicans identify the protections granted to citizens under the Bill of Rights explain Alexander Hamilton’s financial programs as secretary of the treasury 	Assignment: Federalists Versus Democratic-Republicans
Lesson: The New American Republic	<ul style="list-style-type: none"> identify the major foreign and domestic uprisings of the early 1790s explain the effect of these uprisings on the political system of the United States 	Practice: Practice: The New American Republic
Lesson: Political Parties and Expansion	<ul style="list-style-type: none"> identify key examples of partisan wrangling between the Federalists and Democratic-Republicans describe how foreign relations affected American politics evaluate the importance of the Louisiana Purchase 	Assignment: Political Parties And Expansion
Lesson: The War of 1812	<ul style="list-style-type: none"> describe the causes and consequences of the War of 1812 identify the important events of the War of 1812 and explain their significance 	Vocabulary Review: A New Republic, 1790-1820 Practice: Vocabulary A New Republic, 1790-1820
Reflection: A New Republic Quiz: A New Republic, 1790–1820		

Week 10: Industrial Transformation in The North, 1800–1850 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
The Rise of Factories and Mills	<ul style="list-style-type: none"> explain the role of the putting-out system in the rise of industrialization identify how the Industrial Revolution transformed labor and society describe the effect of industrialization on consumption identify the goals of workers' organizations like the Working Men's Party 	Assignment: The Rise of Factories and Mills
Economic Expansion	<ul style="list-style-type: none"> explain the process of selling western land discuss the causes of the Panic of 1819 identify key American innovators and inventors 	
Transportation Revolution	<ul style="list-style-type: none"> describe the development of improved methods of transportation in the 1800s identify the ways in which roads, canals, and railroads impacted Americans' lives in the 1800s 	Assignment: Transportation Revolution
Class Divisions in American Society	<ul style="list-style-type: none"> identify the perceptions and ideals of wealthy, middle class, and working class Americans identify different views of slavery shaped by social class 	Vocabulary Review: Vocabulary Industrial Transformation in The North, 1800–1850 Practice: Vocabulary Industrial Transformation in The North, 1800–1850
Quiz: Industrial Transformation in The North, 1800–1850		

Week 11: The Age of Jackson and Democracy, 1820–1840 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
From Quincy Adams to Andrew Jackson	<ul style="list-style-type: none"> explain and illustrate the new style of American politics in the 1820s describe the policies of John Quincy Adams's presidency and explain the political divisions that resulted 	Assignment: From John Quincy Adams to Andrew Jackson
The Age of Jackson	<ul style="list-style-type: none"> describe the key points of the election of 1828 explain challenges in Andrew Jackson's first term in office 	Assignment: The Age of Jackson
The Rise of Democracy	<ul style="list-style-type: none"> explain the factors that contributed to the Nullification Crisis summarize the origins and creation of the Whig Party explain Alexis de Tocqueville's analysis of American democracy describe the election of 1840 and its outcome 	Practice: The Rise of Democracy
Removal of Indigenous Peoples	<ul style="list-style-type: none"> explain the purpose and effect of the Indian Removal Act describe factors that led to the removal of Native Americans 	Vocabulary Review: The Age of Jackson and Democracy, 1820–1840 Practice: The Age of Jackson and Democracy, 1820–1840
Quiz: The Age of Jackson and Democracy, 1820–1840		

Week 12: Westward Expansion, 1800–1860 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Lewis and Clark	<ul style="list-style-type: none"> explain the significance of the Louisiana Purchase describe the terms of the Adams-Onís Treaty describe the role played by the filibuster in American expansion 	Assignment: Lewis and Clark

Independence for Texas	<ul style="list-style-type: none"> explain why American settlers in Texas sought independence from Mexico discuss early attempts to make Texas independent of Mexico describe the relationship between Anglo-Americans and Tejanos in Texas before and after independence 	Assignment: Independence for Texas
American Expansion	<ul style="list-style-type: none"> identify the causes of the Mexican-American War describe the outcomes of the war in 1848, especially the Mexican Cession describe the effect of the California Gold Rush on westward expansion 	Practice: American Expansion
Slavery and the West	<ul style="list-style-type: none"> explain how the question of slavery affected the admission of Missouri and other states to the country describe the terms of the Wilmot Proviso explain why sectional and political divisions in the United States grew describe the terms of the Compromise of 1850 	Vocabulary Review: Westward Expansion, 1800–1860 Practice: Westward Expansion, 1800–1860
Reflection: A Growing Country Quiz: Westward Expansion, 1800–1860		

Week 13: The Antebellum South, 1800–1860 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Economics of Cotton	<ul style="list-style-type: none"> explain the labor-intensive processes of cotton production describe the importance of cotton to the Atlantic and American antebellum economy 	Assignment: Economics of Cotton
African Americans in Antebellum United States	<ul style="list-style-type: none"> discuss the similarities and differences in the lives of enslaved people and free Black people 	Assignment: African Americans in Antebellum United States

	<ul style="list-style-type: none"> describe the independent culture and customs that enslaved people developed 	
Wealth and Culture in the South	<ul style="list-style-type: none"> explain the distribution of wealth in the antebellum South describe the southern culture of honor identify the main proslavery arguments in the years prior to the Civil War 	Practice: Wealth and Culture in the South
The Filibuster and New Slave States	<ul style="list-style-type: none"> explain the expansionist goals of advocates of slavery describe the filibuster expeditions undertaken during the antebellum era 	Vocabulary Review: The Antebellum South, 1800–1860 Practice: The Antebellum South, 1800–1860
Quiz: The Antebellum South, 1800–1860		

Week 14: Antebellum Reform, 1820–1860 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Second Great Awakening	<ul style="list-style-type: none"> explain the connection between evangelical Protestantism and the Second Great Awakening describe the message of the transcendentalists 	Assignment: The Second Great Awakening
Antebellum Communal Experiments	<ul style="list-style-type: none"> identify similarities and differences among utopian groups of the antebellum era explain how religious utopian communities differed from nonreligious ones 	Assignment: Antebellum Communal Experiments
Reforms and Women’s Rights	<ul style="list-style-type: none"> explain the different reforms aimed at improving the health of the human body 	Practice: Reforms and Women’s Rights

	<ul style="list-style-type: none"> describe the various factions and concerns within the temperance movement explain the connections between abolition, reform, and antebellum feminism describe the ways antebellum women’s movements were both traditional and revolutionary 	
Addressing Slavery	<ul style="list-style-type: none"> identify the different approaches to reforming the institution of slavery describe the abolitionist movement in the early to mid-nineteenth century 	Vocabulary Review: Antebellum Reform, 1820–1860 Practice: Antebellum Reform, 1820–1860
Quiz: Antebellum Reform, 1820–1860		

Week 15: Conflict Over Slavery, 1850s (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Compromise of 1850	<ul style="list-style-type: none"> explain the contested issues that led to the Compromise of 1850 describe and analyze the reactions to the 1850 Fugitive Slave Act 	Assignment: Compromise of 1850
The Kansas–Nebraska Act and the Republican Party	<ul style="list-style-type: none"> explain the political ramifications of the Kansas-Nebraska Act describe the founding of the Republican Party 	Practice: The Kansas–Nebraska Act and the Republican Party
The Dred Scott Decision	<ul style="list-style-type: none"> explain the importance of the Supreme Court's Dred Scott ruling 	Discussion: Lincoln and the Republican Party

	<ul style="list-style-type: none"> discuss the principles of the Republican Party as expressed by Abraham Lincoln in 1858 	
John Brown and The Election of 1860	<ul style="list-style-type: none"> describe the cause and effect of John Brown's raid on Harpers Ferry analyze the results of the election of 1860 	Vocabulary Review: Conflict Over Slavery, 1850s Practice: Conflict Over Slavery, 1850s
Quiz: Conflict Over Slavery, 1850s		

Week 16: The Civil War, 1860–1865 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
The Civil War Begins	<ul style="list-style-type: none"> explain the major events that occurred during the Secession Crisis describe the creation and founding principles of the Confederate States of America 	Assignment: The Civil War Begins
Early Mobilization and War	<ul style="list-style-type: none"> assess the strengths and weaknesses of the Confederacy and the Union explain the strategic importance of the Battle of Bull Run and the Battle of Shiloh 	Assignment: Early Mobilization and War
The Changing Nature of the War	<ul style="list-style-type: none"> explain what is meant by the term total war and provide examples describe mobilization efforts in the North and the South explain why 1863 was a pivotal year in the war 	Practice: The Changing Nature of the War
The Union Triumphant	<ul style="list-style-type: none"> describe the reasons why many Americans doubted that Abraham Lincoln would be reelected explain how the Union forces overpowered the Confederacy 	Vocabulary Review: The Civil War, 1860–1865 Practice: The Civil War, 1860–1865
Reflection: A Country Divided		

Quiz: The Civil War, 1860–1865

Week 17: The Reconstruction, 1865–1877 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Restoring the Union	<ul style="list-style-type: none"> describe Lincoln’s plan to restore the Union at the end of the Civil War discuss the tenets of Radical Republicanism analyze the success or failure of the Thirteenth Amendment 	Assignment: Restoring the Union
Congress and the Remaking of the South	<ul style="list-style-type: none"> describe the efforts made by Congress in 1865 and 1866 to bring to life its vision of Reconstruction explain how the Fourteenth Amendment transformed the Constitution 	Assignment: Congress and the Remaking of the South
Radical Reconstruction	<ul style="list-style-type: none"> explain the purpose of the second phase of Reconstruction and some of the key legislation put forward by Congress describe the impeachment of President Johnson discuss the benefits and drawbacks of the Fifteenth Amendment 	Practice: Radical Reconstruction
End of the Reconstruction	<ul style="list-style-type: none"> explain the reasons for the collapse of Reconstruction describe the efforts of white southern “redeemers” to roll back the gains of Reconstruction 	Vocabulary Review: The Reconstruction, 1865–1877 Practice: The Reconstruction, 1865–1877
Quiz: The Reconstruction, 1865–1877		

Week 18: Final Review and Exam (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Create a Study Plan	<ul style="list-style-type: none"> develop a plan for studying for the final exam 	n/a

Tips for Improving Concentration	<ul style="list-style-type: none"> establish an effective environment for concentrating use effective time-management strategies to maximize concentration monitor study and self-talk habits that impact concentration 	n/a
Specific Question Types	<ul style="list-style-type: none"> use effective strategies for answering multiple-choice questions use effective strategies for answering true-false questions use effective strategies for answering short-answer questions 	n/a
Brain-Based Learning	<ul style="list-style-type: none"> determine why studying is better than cramming 	n/a
Final Exam: U.S. History A		

SEMESTER B

Suggested pacing below is designed for an 18-week semester. Please adjust as needed based on your school schedule.

Week 2: Moving Westward, 1860–1900 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Manifest Destiny	<ul style="list-style-type: none"> explain changes in American opinions about westward migration analyze the ways in which the government assisted with westward migration identify ways in which Manifest Destiny, the Homestead Act, and the Pacific Railway Act affected U.S. expansion 	Assignment: Impact of the Homestead Act and the Pacific Railway Act
Life Out West: Farming, Ranching, and Mining	<ul style="list-style-type: none"> describe the challenges that farmers faced as they settled west of the Mississippi River 	Practice: Manifest Destiny Fill in the Blank

	<ul style="list-style-type: none"> • explain the role of women in the West • explain the role of the cattle industry in the development of the West and in the Fence Cutting War 	
Native American Wars in the West	<ul style="list-style-type: none"> • describe the U.S. government’s methods to address the “Indian threat” during the settlement of the West • explain the process of “Americanization” as it applied to Native Americans in the 19th century 	Practice: Americanization
Diversity in the American West	<ul style="list-style-type: none"> • describe how Chinese immigrants and Hispanic citizens were treated during the westward expansion of the 19th century • explain the contributions of Chinese immigrants and Hispanic citizens in the West 	Practice: Life in the American West
Quiz: Westward Expansion, 1870–1900		

Week 3: The Second Industrial Revolution, 1870–1900 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
New Inventions	<ul style="list-style-type: none"> • identify inventors and inventions from the turn of the 20th century • describe how new technology changed everyday life 	Practice: Inventors and Inventions
Growth of Industry	<ul style="list-style-type: none"> • analyze the effects of industrialization in the late 1800s • identify the roles of Andrew Carnegie, John Rockefeller, J.P Morgan and other industrialists of the late 1800s 	Assignment: Growth of Industry
Changes in Labor	<ul style="list-style-type: none"> • summarize changes in the labor force during American industrialization • explain work conditions and methods workers used to improve conditions 	Practice: Changes in Labor

Americans as Consumers	<ul style="list-style-type: none"> compare American consumerism in history and present day describe the characteristics of consumer culture at the turn of the 20th century 	Practice: Second Industrial Revolution Assignment: Consumerism Then and Now
Quiz: The Second Industrial Revolution, 1870–1900		

Week 4: Growth of American Cities, 1870–1900 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Challenges of Growing Cities	<ul style="list-style-type: none"> identify and explain the causes and consequences of urbanization 	Practice: Urbanization Critical Thinking
The Great Migration and Immigration	<ul style="list-style-type: none"> analyze migration and immigration patterns in the United States identify and evaluate push and pull factors involved in the Great Migration 	Assignment: Using Census Data to Make Sense of Growing Cities
City Life	<ul style="list-style-type: none"> compare the lifestyles of city-dwellers from different socioeconomic groups identify forms of leisure and entertainment in American cities at the turn of the century 	Assignment: Lifestyles of Different Social Classes
Changing Perspectives	<ul style="list-style-type: none"> explain how writers shaped and reflected American ideals in the late 1800s identify writers and thinkers that influenced the Gilded Age 	Practice: Growth of American Cities Assignment: Changing Perspectives
Quiz: Growth of American Cities (1870–1900)		

Week 5: Gilded Age Politics, 1870–1900 (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Corruption in Government	<ul style="list-style-type: none"> identify examples of political corruption analyze the reason that many critics consider the Gilded Age to be a period of ineffective leadership 	Assignment: Gilded Age Political Cartoons
Politics of the Gilded Age	<ul style="list-style-type: none"> explain the difference between the spoils system and civil service reform and discuss the importance of this issue in the period from 1872 to 1896 identify how the issue of tariffs impacted different sectors of the economy in late nineteenth-century America explain why Americans were split on the issue of a national gold standard versus free coinage of silver 	Practice: Politics of the Gilded Age Assignment: Politics of the Gilded Age
Farmers and Populist Movement	<ul style="list-style-type: none"> explain how farmers influenced politics during the Populist era explain the economic and political conditions that prompted farmers to protest 	Practice: Motivations of the Populist Party
Social and Labor Tensions at the End of the Gilded Age	<ul style="list-style-type: none"> summarize the Gilded Age and analyze its impact on American history explain the causes and consequences of the economic depression in the 1890s 	Practice: Gilded Age Politics Assignment: The Legacy of the Gilded Age
Reflection: The Gilded Age Quiz: Quiz Name		

Week 6: The Progressive Era, 1890–1920 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
Origins of Progressivism	<ul style="list-style-type: none"> analyze muckrakers' writing as a catalyst for Progressivism 	Practice: The Progressive Era

	<ul style="list-style-type: none"> identify and explain the features of Progressivism 	Assignment: Analyzing Muckraking
Women's Suffrage Movement	<ul style="list-style-type: none"> describe the origins and growth of the women's rights movement explain the methods and outcomes of the women's suffrage movement 	Assignment: Women's Suffrage Methods and Outcomes
Early Civil Rights Movement	<ul style="list-style-type: none"> identify early civil rights leaders and their contributions explain the different approaches to the civil rights movement 	Assignment: Early Civil Rights Leaders
Progressive Era Presidents	<ul style="list-style-type: none"> explain the key features of Theodore Roosevelt's Square Deal explain the key features of William Howard Taft's Progressive agenda identify the legislation that comprised Woodrow Wilson's New Freedom agenda 	Practice: The Progressive Era Assignment: Name Discussion: Name
Quiz: The Progressive Era, 1890–1920		

Week 7: American Imperialism, 1890–1920 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
The Spanish–American War	<ul style="list-style-type: none"> explain the characteristics of the Spanish-American War analyze the impact of yellow journalism on foreign policy describe how the Spanish-American War intersected with other American expansions to solidify the nation's new position as an empire 	Practice: The Impact of Spanish–America War on American Imperialism Assignment: Analyzing Yellow Journalism
Economic Influence in Asia	<ul style="list-style-type: none"> explain how economic power helped to expand America's empire in China 	Practice: American Imperialism in Asia

	<ul style="list-style-type: none"> describe how the foreign partitioning of China influenced American policy 	
President Roosevelt and “Big Stick” Foreign Policy	<ul style="list-style-type: none"> explain the meaning of “big stick” foreign policy describe Roosevelt’s use of the “big stick” to exert control in areas of Latin America 	Assignment: President Roosevelt’s Foreign Policy
President Taft and Dollar Diplomacy	<ul style="list-style-type: none"> explain how William Howard Taft used American economic power to protect the nation’s interests in its new empire 	Practice: President Taft and Dollar Diplomacy
Quiz: American Imperialism, 1890–1914		

Week 8: World War I, 1914–1919 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
American Isolationism and Origins of World War I	<ul style="list-style-type: none"> explain Woodrow Wilson’s policy of isolationism explain the causes of World War I and the reasons for U.S. involvement 	Practice: American Isolationism and Origins of World War I Assignment: Analyzing the Causes of WWI
Preparing for War	<ul style="list-style-type: none"> identify the steps taken by the U.S. government to secure enough men, money, food, and supplies to enter World War I explain how the U.S. government attempted to sway popular opinion in favor of the war effort analyze propaganda and its purpose 	Practice: The United States in WWI Assignment: WWI at Home
The Homefront During WWI	<ul style="list-style-type: none"> explain how organized labor changed during WWI explain how America’s participation in WWI allowed for the passage of prohibition and women’s suffrage 	Practice: Changes During WWI
From War to Peace	<ul style="list-style-type: none"> explain the role of the United States at the end of WWI identify factors that contributed to chaos in postwar United States 	Practice: World War I

Quiz: World War I, 1914–1919

Week 9: The Roaring Twenties, 1920–1929 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
Post-War Prosperity	<ul style="list-style-type: none"> explain the roles of new entertainment such as movies and sports in the 1920s analyze the impact of the automobile on American culture 	Assignment: What Made the Twenties Roar?
Cultural and Social Issues	<ul style="list-style-type: none"> define nativism and analyze the ways in which it affected the politics and society of the 1920s explain the issues in question in the Scopes trial 	Practice: Characteristics of the 1920s Assignment: 1920s Social Changes
Cultural Change in the 1920s	<ul style="list-style-type: none"> explain the factors that shaped the changing role of women in the United States during the 1920s describe the Harlem Renaissance and Lost Generation analyze the effects of prohibition on American society and culture 	Assignment: 1920s Culture
Politics in the 1920s	<ul style="list-style-type: none"> identify Warren G. Harding’s strengths and weaknesses as president explain how Calvin Coolidge affected the American economy in the 1920s 	Practice: Politics in the 1920s Assignment: Return to Normalcy
Reflection: 1890–1929 Quiz: The Roaring Twenties, 1920–1929		

Week 10: Origins of the Great Depression, 1929–1932 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
The Stock Market Crash	<ul style="list-style-type: none"> • identify the causes of the stock market crash of 1929 • explain the underlying weaknesses in the economy that resulted in America’s spiraling from prosperity to depression so quickly • explain how a stock market crash might contribute to a nationwide economic disaster 	Assignment: Causes of the Great Depression
Life During the Great Depression	<ul style="list-style-type: none"> • identify the challenges that everyday Americans faced as a result of the Great Depression • explain challenges that African Americans faced during the Great Depression • identify the unique challenges that farmers in the Great Plains faced during this period 	Assignment: The Great Depression in Pictures
President Hoover’s Response	<ul style="list-style-type: none"> • explain President Hoover’s responses to the Great Depression • identify the effect of Hoover’s policies on the Great Depression • identify initial local, state, and federal efforts to combat the Great Depression 	Assignment: Hoover and the Great Depression
Seeking Solutions	<ul style="list-style-type: none"> • identify the successes and failures of Herbert Hoover’s presidency • determine the fairness and accuracy of assessments of Hoover’s presidency • 	Assignment: Hoover’s Legacy Practice: The Great Depression
Reflection: 1890–1932 Quiz: The Origins of The Great Depression, 1929–1932		

Week 11: The Great Depression and FDR's New Deal, 1932–1941 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
President Franklin D. Roosevelt	<ul style="list-style-type: none"> describe the events of the 1932 presidential election and identify the characteristics that made Franklin Roosevelt a desirable candidate identify and analyze differences in policy between President Hoover and President Roosevelt 	Practice: President Franklin D. Roosevelt Assignment: The Election of 1932
The First New Deal	<ul style="list-style-type: none"> identify the key pieces of legislation, actions, and events associated with Roosevelt's First New Deal assess the strengths, weaknesses, and general effectiveness of the First New Deal 	Practice: The First New Deal Assignment: Fireside Chat
The Second New Deal	<ul style="list-style-type: none"> identify key pieces of legislation, actions, and events associated from the Second New Deal assess the impact of the New Deal on Americans 	Assignment: New Deal Programs
Legacy of the New Deal	<ul style="list-style-type: none"> identify New Deal programs that still exist explain the effect and legacy of the New Deal 	Practice: FDR's New Deal Assignment: New Deal
Quiz: The Great Depression and FDR's New Deal, 1932–1941		

Week 12: World War II, 1939–1949 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
Origins of World War II	<ul style="list-style-type: none"> identify responses to the rise of the Axis Powers 	Assignment: Origins of WWII

	<ul style="list-style-type: none"> identify and analyze conditions and events that contributed and caused World War II to begin 	
The War in Europe	<ul style="list-style-type: none"> identify major battles and the key international agreements in Europe related to World War II identify and analyze the causes and effect of the Holocaust 	Practice: Allied and Axis Power Assignment: The War in Europe
The War in the Pacific	<ul style="list-style-type: none"> identify military strategies used in the Pacific theater during World War II identify and analyze significant battles of the Pacific theater during World War II describe the cause and effects of the atomic bombing of Hiroshima and Nagasaki 	Practice: World War II Timeline Assignment: The War in the Pacific
The Homefront	<ul style="list-style-type: none"> identify and analyze how World War II affected Americans at home explain the contributions of civilians on the home front to the war effort 	Practice: World War II Vocabulary Assignment: The Homefront
Quiz: World War II, 1939–1949		

Week 13: Life in America After World War II, 1945–1960 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
The Legacy of World War II	<ul style="list-style-type: none"> explain the goals and objectives of the Truman administration analyze how World War II affected political boundaries 	Assignment: Mapping the Legacy of World War II
The American Dream	<ul style="list-style-type: none"> identify and analyze President Dwight D. Eisenhower’s domestic and foreign policies 	Discussion: The American Dream

	<ul style="list-style-type: none"> • identify significant developments in the Cold War between the U.S. and USSR • identify the cause and effect of suburbanization in the U.S. • analyze and evaluate the post-World War II American Dream 	Assignment: The Cold War and the 1950s
Culture of the Fifties	<ul style="list-style-type: none"> • identify the cultural formation and significance of rock and roll music to postwar American society • analyze ways in which movies and television reflected postwar American society • identify and analyze the resurgence of religion and other significant cultural movements in postwar United States 	Assignment: The 1950s Culture
The Civil Rights Movement in the 1950s	<ul style="list-style-type: none"> • identify key responses to civil rights issues from the 1930s through the 1950s • describe efforts by Black Americans to end discrimination and segregation • identify and analyze the significance of <i>Brown v. the Board of Education</i> and the Montgomery Bus Boycott 	Practice: Life in America after World War II Assignment: Civil Rights in the 1950s
Quiz: Life in America After World War II, 1945–1960		

Week 14: The Cold War, 1945–1980 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
Origins of the Cold War	<ul style="list-style-type: none"> • identify and analyze causes of the Cold War between the U.S. and the USSR • identify how the U.S. government opposed Communist expansion in Europe and Asia • describe the U.S. government’s efforts to root out Communist influences 	Assignment: Origins of the Cold War

War in Korea	<ul style="list-style-type: none"> • identify how the Cold War contributed to the Korean War • describe and analyze key events in the Korean War • identify and analyze the cause and effect of the Second Red Scare 	Practice: Korean War Timeline Assignment: War in Korea
The Presidency of John F. Kennedy	<ul style="list-style-type: none"> • identify and analyze the significance of John F. Kennedy's election and presidency • describe key responses of the Kennedy administration to the Cold War, such as the Space Race • identify and evaluate the Cuban Missile Crisis and the Bay of Pigs in relation to the Cold War 	Assignment: The Cuban Missile Crisis
The Vietnam War	<ul style="list-style-type: none"> • identify and analyze American involvement in Vietnam • describe ideas and events that fueled anti-war sentiment against the Vietnam War • explain key events during the Vietnam War 	Practice: The Cold War Assignment: Cold War Era Conflicts
Quiz: The Cold War, 1945–1980		

Week 15: Civil Rights and Change, 1960–1980 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
The Civil Rights Movement in the 1960s	<ul style="list-style-type: none"> • describe President Kennedy's association with the civil rights movement • identify and analyze the key strategies and events in the Black civil rights movement of the 1960s • identify achievements of the civil rights movement in the 1960s for Native Americans and Mexican Americans 	Assignment: Civil Rights in the 1960s
Cultural Changes	<ul style="list-style-type: none"> • describe the goals and activities of political groups and counterculture movements in the 1960s and 1970s 	Assignment: Change in the 1960s

	<ul style="list-style-type: none"> identify key leaders and events related to the women’s rights movement and feminism in the 1960s and 1970s 	
Nixon and Watergate	<ul style="list-style-type: none"> identify the key events in President Nixon’s reelection in 1972 identify and analyze the significance of the Watergate scandal describe President Ford’s domestic policies and achievements in foreign affairs 	Assignment: The Watergate Scandal
President Carter	<ul style="list-style-type: none"> identify and analyze the presidential election of 1976 describe Jimmy Carter’s domestic and foreign policies and achievements explain and evaluate how the Iranian hostage crisis affected the Carter’s presidency 	Practice: Civil Rights and Change Assignment: President Carter
Quiz: Civil Rights and Change, 1960–1970		

Week 16: Change and Transformation, 1980–2000 (4 of lessons)

Lesson Title	Objectives	Practices and Assignments
The Reagan Era	<ul style="list-style-type: none"> identify and analyze the contributing factors and conditions under which Ronald Reagan became president in 1980 identify Ronald Reagan’s policies and their effects on government and politics describe the Reagan administration’s economic policies and their effects on the nation 	Assignment: Assessing Reagan’s Presidency
Policies and Key Events of the Reagan Era	<ul style="list-style-type: none"> identify social and cultural transformation in the Reagan era identify and analyze key events and crises of the Reagan era 	Practice: Characteristics of the Reagan Revolution Assignment: Political and Social Changes in the 1980s

A New World Order	<ul style="list-style-type: none"> describe the successes and failures of Ronald Reagan’s foreign policy compare and contrast the policies of Ronald Reagan and George H. W. Bush identify the causes and effects of the Persian Gulf War describe the events that contributed to the easing of Cold War tensions 	Assignment: New World Order
The Presidency of Bill Clinton	<ul style="list-style-type: none"> identify and analyze key policies and developments during the Clinton administration identify and evaluate President Clinton’s responses to key international events and crises in the 1990s evaluate the conditions and effects of President Clinton’s election and impeachment 	Practice: Change and Transformation Assignment: Clinton’s Presidency
Quiz: Change and Transformation, 1980–2000		

Week 17: A New Millennium, 2000s (# of lessons)

Lesson Title	Objectives	Practices and Assignments
The War on Terror	<ul style="list-style-type: none"> identify and analyze the terrorist attacks of September 11, 2001 and subsequent key events in the War on Terror explain why the United States went to war against Afghanistan and Iraq in the early 2000s identify the contested vote and outcome of the 2000 election 	Practice: War on Terror Discussion: Evaluating the U.S. Response to September 11 Attacks
President George W. Bush’s Domestic Policies	<ul style="list-style-type: none"> describe key events and policies of the George W. Bush administration identify changes to the American public education system during the 2000s identify and analyze the federal response to Hurricane Katrina 	Practice: Events in George W. Bush’s Presidency Assignment: The Presidency of George W. Bush

	<ul style="list-style-type: none"> evaluate the causes and effects of the 2008 recession and government responses 	
The Presidency of Barack Obama	<ul style="list-style-type: none"> describe key events and crises during Barack Obama’s presidency identify and analyze the cultural importance of Barack Obama’s presidency evaluate the policies and reforms of Barack Obama’s presidency 	Assignment: Bush and Obama Presidencies
Globalization	<ul style="list-style-type: none"> describe the causes of globalization and its effects on international economics and politics identify and analyze recent responses to globalization in the United States 	Practice: A New Millenium Assignment: Globalization
Reflection: World War II to Present Day Quiz: A New Millennium, 2000s		

Week 18: Final Review and Exam (4 lessons)

Lesson Title	Objectives	Practices and Assignments
Create a Study Plan	<ul style="list-style-type: none"> develop a plan for studying for the final exam 	n/a
Tips for Improving Concentration	<ul style="list-style-type: none"> establish an effective environment for concentrating use effective time-management strategies to maximize concentration monitor study and self-talk habits that impact concentration 	n/a
Specific Question Types	<ul style="list-style-type: none"> use effective strategies for answering multiple-choice questions use effective strategies for answering true-false questions 	n/a

	<ul style="list-style-type: none"> • use effective strategies for answering short-answer questions 	
Brain-Based Learning	<ul style="list-style-type: none"> • determine why studying is better than cramming 	n/a
Final Exam: U.S. History		

Student Grading:

Students are graded using a wide variety of assessments, including but not limited to:

- quizzes and tests – auto-scored and teacher-graded
- group discussions – in-class or online (Teachers may choose to include in-class participation, group projects, exit tickets, and other similar types of activities in this category.)
- assignments – work that is submitted for grading like projects, practice worksheets, homework, labs, essays, artwork, etc. Assignments are a combination of auto-scored and teacher-graded.
- course final – combination of auto-scored and teacher-graded questions demonstrating mastery of course content

Two-semester courses have a final for each semester. The semester A final may be considered a mid-term assessment for the school year based on grading guidelines in each school’s academic program. Single semester courses will not have a midterm since the course is not offered for the entire school year.

The final grade for each semester is based on various methods of assessment including, but not limited to, tests, homework assignments, labs, quizzes, and class participation. Classroom participation, both online and in face-to-face courses, is mandatory for success in this course. Regular attendance and staying on pace with assignments is also a requirement and counted as part of the final course grade.

Grading Categories and Weights	
quizzes and tests	25%
discussions and participation	20%

assignments, presentations, labs, essays, and artwork	35%
course final	20%

Academic Honesty:

Students are expected to be familiar with the student handbook which outlines academic misconduct. Examples of academic misconduct include: plagiarism, cheating, fabrication copying someone else's work, assisting another student with copying or misrepresenting intellectual property, inappropriate behavior online or in a classroom, and hurtful or misuse of computer or other forms of social media and technology.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Plagiarism is a form of cheating. Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.

Students are expected to maintain high degrees of professionalism, commitment to active learning, and participation in class, and integrity in behavior in and out of the online and face-to-face classroom.

Social Sciences : Entry # 26**Applicant****Application ID**

24

EmailKrista.Martin@unlockedlearning.info**Competencies****Competency Areas**

- Civics

Rights and Responsibilities of Citizenship

- Rights and Responsibilities of Citizenship

The Nature and Purpose of Government

- The Nature and Purpose of Government

Structure and Function of Government

- Structure and Function of Government

Foreign Policy

- Foreign Policy

Student Outcomes**Rights and Responsibilities of Citizenship**

The student explains the importance of citizen engagement in a democracy, describes the main ways Americans can influence and become engaged in government, discusses factors that may affect people's willingness to become engaged in government, explain the contents and significance of the Bill of Rights, discusses the importance of the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments; defines civil liberties and civil rights, identifies key events in the history of African American civil rights; describes the ways in which women acquired greater rights, and describes the discrimination faced by Native Americans, Hispanic and Latino Americans, and Asian Americans. (U.S. Government, AP U.S. Government)

The Nature and Purpose of Government

Social Sciences : Entry # 26

The student identifies the type of government in the United States and compares it to other forms of government, defines elitism and pluralism, describes the pluralism-elitism debate, explains the trade-offs perspective on government, identifies the origins of the core values in American political thought, including ideas regarding representational government, describes arguments the framers raised in support of a strong national government and counterpoints raised by the Anti-Federalists, explains the concept of federalism, describes how federalism has evolved in the United States, compares different conceptions of federalism, identifies the advantages and disadvantages of federalism, summarizes similarities and differences in states' voter registration methods, describes states in the election process, compare primary and caucus systems, describes political parties and what they do, explains how political parties were formed, compares plurality and proportional representation, describes the institutional, level, and social forces that limit the number of parties; and describes party organization at the county, state, and national levels. (U.S. Government, AP U.S. Government)

Structure and Function of Government

The student summarizes the core features of the structure of U.S. government under the Constitution, identifies the steps required to ratify the Constitution, identifies the powers and responsibilities of federal, state, and local governments; describes the role of Congress in the U.S. constitutional system, defines bicameralism, describes the three kinds of powers granted to Congress, describes the basics of representation, explains the division of labor in the House and in the Senate, explains the steps in the classic bill-becomes-law diagram, describes changes over time in the way the president and vice president are selected, identifies the states in the modern presidential selection process, assesses the advantages and disadvantages of the Electoral College, identifies the power presidents have to effect change, describes the evolving role of the courts since the ratification of the Constitution, describes the dual court system and its three tiers, compares the positive and negative aspects of a dual court system, describes the differences between the U.S. district courts, circuit courts, and the Supreme Court; explains the Supreme Court's processes and procedures, identifies parts of the Constitution that grant power to the national government and parts that support states' rights, identifies the formal powers and responsibilities of modern-day governors, lists the basic functions performed by state legislatures, identifies the differences between county and municipal governments in terms of their responsibilities and funding sources, and describes the two primary types of municipal government and the three basic types of county government. (U.S. Government, AP U.S. Government)

Foreign Policy

The student explains what foreign policy is and how it differs from domestic policy, identifies the objectives of U.S. foreign policy, describes the different types of foreign policy, identifies the U.S. government's main challenges in the foreign policy realm, describes the outputs of sharply focused U.S. foreign policy, analyzes the role of Congress in foreign policy, describes the use of shared power in U.S. foreign policymaking, explains why presidents lead more in foreign policy than in domestic policy, explains why individual House and Senate members rarely venture into foreign policy, lists the actors who engage in foreign policy, explains classic schools of thought on U.S. foreign policy, describes contemporary schools of thought on U.S. foreign policy, and delineates the U.S. foreign policy approach with Russia. The student completes the Foreign Policy Reflection and Foreign Policy Quiz. (U.S. Government)

Communication

Communication of Student Progress

Social Sciences : Entry # 26

Sylvan for Credit utilizes a combination of timely outreach, monthly conferences, and automated tools within the My Virtual School environment, to keep students and their family members informed of the student's progress toward completing their course(s).

First, each Sylvan for Credit student is assigned a Student Success Coach. The Student Success Coach monitors the student's pacing and performance in the course and notifies the Sylvan management and instructional team of issues that could impact the student's understanding and achievement in the course. Each Sylvan for Credit student also works with a Sylvan Academic Coach. The Sylvan Academic Coach interfaces with the Student Success Coach, work with the student to set goals for each Academic Coaching session, support the student in the development of skills for note-taking, test preparation, time management, and executive functioning; and escalate concerns to the Sylvan Director.

Secondly, the Sylvan Director meets with each student and their family member(s) on a monthly basis to review progress, share feedback from the coaches, and reconfirm the schedule and program details.

Lastly, My Virtual School offers students valuable tools for managing their course workload and ensuring that they are on track to complete the course within the 18- or 36-week timeline. The To-Do List and Calendar features surface and display the activities the student must complete in the course. As the student completes activities, items drop off of the To-Do List. Within My Virtual School, the student's dashboard displays a pacing bar for each course. The pacing bar provides a visual indicator of the student's progress within the course based on the percent complete. The pacing bar also displays the number of activities the student has completed versus the number of activities in the course. The student's coaches also generate and review on at least a weekly basis course reports of the student's course attendance, time spent in the course, and other predictors of success within the course.

Notes



Event Tracking

added October 2, 2021 at 7:59 pm

An event has been sent using the Google Analytics Measurement Protocol.



Admin Notification (ID: 60eef980b4a67)

added October 2, 2021 at 7:59 pm

WordPress successfully passed the notification email to the sending server.



Applicant Copy (ID: 60eefe092afcc)

added October 2, 2021 at 7:59 pm

WordPress successfully passed the notification email to the sending server.

August 31, 2021

Drew Cline, Chairman
NH State Board of Education
101 Pleasant Street
Concord, NH 03301
credentialing.docs@doe.nh.gov

Dear Mr. Cline,

I am writing to express my interest in serving on the Professional Standards Board for New Hampshire educators. I have been the Dean of Humanities at Bedford High School since 2012, have my MEd in Curriculum and Instruction, and will have my Principal certification in May. I would love the opportunity to bring some of that knowledge and expertise to my work as a member of the Professional Standards Board. I was speaking with our Assistant Superintendent, Tom Laliberte, over the summer about some work I was doing and he suggested I look into this opportunity. I am glad I did.

The NH DOE website states, “The Professional Standards Board is authorized by statute RSA 186:60 to advise the State Board of Education regarding professional growth, licensure, and governance of the education profession in this state.” In my role, I supervise and evaluate 30+ teachers and work extensively with interns coming into the field. I am confident my experience will make me an asset to the group.

Part of our Bedford High School mission statement is to push our community “beyond our comfortable limits.” We are also an International Baccalaureate (IB) school, whose mission asks us to “guide our students to be critical thinkers, inquisitive learners, and independent students.” I think we should do that for all stakeholders. If given the opportunity to join the Professional Standards Board, I would work collaboratively with all members to hold our teachers to high standards and to become lifelong learners who excel at their craft.

In my nine years as the Dean of Humanities at Bedford High School, I have learned a lot from working closely with 17 different administrators. I am quite passionate about working with both new and experienced teachers to help them develop into the kind of teachers our students desire and deserve. Teaching is becoming more complex, and we must keep up with the demands of the profession.

Thank you for your consideration of my credentials. I would love the opportunity to discuss this opportunity with you more thoroughly.

Sincerely,

Christina O’Hara, Dean of Humanities
Bedford High School

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: Christina O'Hara

WORK ADDRESS: Bedford High School Dean of Humanities, 47B Nashua Rd, Bedford NH 03110

(please include position/title)

LENGTH OF SERVICE: 10 years

WORK TELEPHONE: 603-310-9000 x33445

WORK EMAIL: oharac@sau25.net

HOME ADDRESS: 51 Scobie Rd, New Boston NH 03070

HOME TELEPHONE: 603-315-7530

PERSONAL EMAIL: cmohara1970@gmail.com

Please attach:

1. A resume that includes educational preparation, location(s) and date(s); area(s) of certification; professional experiences; honor and awards; and contact information for 3 professional references
2. A statement describing why you wish to serve on the professional standards board

SIGNATURE: Christina O'Hara **DATE:** August 31, 2021

Please submit the completed application form POSTMARKED by June 30, 2021 to:

Drew Cline, Chairman, New Hampshire State Board of Education, 101 Pleasant Street, Concord, NH 03301 or email it to credentialing.docs@doe.nh.gov.

CHRISTINA M. O'HARA

51 Scobie Road

New Boston, NH 03070

cmohara1970@gmail.com, 603-315-7530

Education

Keene State College, Keene NH

- ❖ Post-Graduate Certificate in Educational Leadership with Principal Certification, Anticipated May 2022

Plymouth State University, Plymouth NH

- ❖ MEd in Curriculum and Instruction, 2016

Franklin Pierce College, Rindge, NH

- ❖ Teacher Certification Program, 1996

University of New Hampshire, Durham NH

- ❖ Bachelor of Arts, English, 1992

Boston College, Chestnut Hill MA

- ❖ Transferred to UNH, 1990

Specialized Training

Florida League of International Baccalaureate Schools (FLIBS), St. Pete Beach FL

- ❖ International Baccalaureate (IB) Literature Training Seminar, Level 2, 2011

St. Johnsbury Academy, St. Johnsbury VT

- ❖ Advanced Placement (AP) Institute for English Literature, 2008

Bedford School District, Bedford NH

- ❖ Mentor Training Series, 2008

Center for the Advancement and Study of International Education (CASIE), Atlanta GA

- ❖ International Baccalaureate (IB) Literature Training Seminar, Level 1, 2007

Administrative Experience

Dean of Humanities, Bedford High School, Bedford NH, 2012 to present

- ❖ Supervise and evaluate 31 teachers in English, Social Studies, and Film
- ❖ Interview and hire for said departments
- ❖ Oversee development and implementation of curriculum for Humanities department
- ❖ Create and oversee Professional Learning Communities and Critical Friends Groups
- ❖ Coach teachers on Curriculum, Instruction, and Assessment
- ❖ Key member of Leadership Teams, at both the building and district levels
- ❖ Help build the master schedule for Bedford High School each spring
- ❖ Coordinate, design, and implement professional development opportunities
- ❖ Develop and maintain budget for Humanities departments each year
- ❖ Member of Bedford Curriculum Team (7-12) and Bedford Curriculum Committee

- ❖ Oversee teacher teams at Summer Curriculum and Technology Institute each June
- ❖ Attend and present at Bedford School Board meetings as needed

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Teaching Experience

Humanities Teacher, Bedford High School, Bedford NH, 2007-2012

- ❖ Taught team approach humanities courses, IB courses, AP Lit, Senior Project, and electives
- ❖ Faculty Council for National Honor Society, 2008 and 2009
- ❖ High school representative on the District's Vertical Writing Team to align curriculum K-12
- ❖ Worked on a District initiative using Performance Pathways to incorporate a web-based Curriculum Map into the long-term planning of instruction at all grade levels
- ❖ Member of principal search committee, 2009
- ❖ Assistant Supervisor for Summer Curriculum and Technology Institute for the Bedford School District, 2009 and 2010
- ❖ Member of the School-wide Rubric Writing Committee
- ❖ Mentor Teacher for new teachers
- ❖ Faculty Advisor for Literary Magazine, 2009 and 2010

Instructor, Second Start, Concord NH, 2003-2007

- ❖ GED Prep: Prepared adults for the exam in writing, reading, math, science, and social studies
- ❖ College Transition Program: Taught algebra, college-level reading, writing, study skills, computer literacy, and college survival skills to adults who had received a GED/diploma
- ❖ Created a curriculum through a grant in conjunction with standards set by the Nellie Mae Education Foundation and World Education
- ❖ Marketed, recruited, and interviewed candidates to be students in the College Transition Program
- ❖ Writer, editor, and publisher of *NH Adult Education News*, the statewide quarterly newsletter

English Teacher, Londonderry High School, Londonderry NH, 1996-2001

- ❖ Taught all levels and realigned curriculum with state and national frameworks
- ❖ Member of the Transition Team to ease school-wide communication as the High School adapted to a new house system
- ❖ National Honor Society Faculty Council
- ❖ Co-advised the Newspaper Club and oversaw production of *The Lancer Spirit*
- ❖ Participated in the Big Buddy/Little Buddy program with a local elementary school

Presentations

Implementing Competencies in Secondary Education

- ❖ NEASC Annual Conference on Best Practices, 2012

College Transition Program

- ❖ Waterville Valley Conference Center, 2005

- ❖ How to integrate a College Transition Program into any school district. It covered topics such as how to secure funding, components of the program, training for staff, establishing contracts with community colleges, and the importance of an ongoing mentor program for graduates.

Honors

Nominee for NCTE English Teacher of the Year, 2009

Phi Beta Kappa, Beta of New Hampshire National Honor Society, Inducted April 1992

Licensure

Secondary English Teacher, NH Experienced Educator Certificate Ed ID 57939, Expires June 2023

Principal Certification, *Anticipated* May 2022

Professional References

Tom Laliberte, Assistant Superintendent, Bedford School District

lalibertet@sau25.net, 603-724-0435

Chip McGee, Superintendent, Pelham School District (formerly in Bedford)

cmcgee@pelhamsd.org, 603-759-9882

Bob Jozokos, Principal, Bedford High School

jozokosb@sau25.net, 603-856-5140



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Littleton

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Dover

Phil Nazzaro
Newmarket

Drew Cline, Chairman
Bedford

Ryan Terrell
Nashua

Richard Sala
Dorchester

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EXECUTIVE SUMMARY

Interim Rule: Ed 504.12, Ed 505.07, Ed 505.08, and Ed 512.01, and Ed 604.09– Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educatory Preparation Program (PEPP) Candidates

Submitted to the State Board of Education, December 9, 2021:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the interim rule proposal for Ed 504.12, Ed 505.07, Ed 505.08, and Ed 512.01, and Ed 604.09 regarding Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educatory Preparation Program (PEPP) Candidates.

B. RATIONALE FOR ACTION

Newly enacted statutes and amendments to statutes during the 2021 legislative session require the department to run criminal history record checks on all first-time applicants in NH as well as any educatory preparation program applicant prior to filed experiences. These rule amendments address the changes to the statutory requirements.

C. EFFECTS OF THIS ACTION

If the Board approves this interim proposal it will be submitted to the Office of Legislative Services (OLS) to begin the interim rulemaking process.

D. POSSIBLE MOTION

I move that the State Board of Education approve the interim rule proposal for Ed 504.12, Ed 505.07, Ed 505.08, and Ed 512.01, and Ed 604.09 regarding Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educatory Preparation Program (PEPP) Candidates.

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, **or a professional educator preparation program (PEPP) candidate prior to unsupervised placement in a field experience as described in Ed 604.**

(b) Individuals currently employed as a school bus driver shall apply for a criminal history record check clearance no 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, October 2021;

(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 **not** be considered complete ~~upon~~ **without** 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.~~ **be denied to any individual in accordance with Ed 512.01.**

(f) A completed application for criminal history records check clearance shall be reviewed by the department in accordance Ed 505.09(a)-(d).

(g) ~~Board issued~~ Criminal history records check clearance credentials **for bus drivers and transportation monitors** 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) Criminal history records check clearance credentials for PEPP candidates shall be valid for 3 years.

(hi) Renewal applications **for bus drivers and transportation monitors** 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).

(j) Renewal applications for PEPP candidates shall be submitted no less than 60 days prior to the expiration of the last criminal history records check clearance credential, as applicable, by submission of the requirements enumerated in Ed 504.12(c).

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) DOE-BOC 1 “Application - Statement of Eligibility (SOE)” form, October 2021, for applicants seeking an SOE as outlined in Ed 505.05(a);
- (2) DOE-BOC 2 “Application for Licensure – Educator Preparation Program Completer” form, October 2021, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.04;
- (3) DOE-BOC 3 “Educator Transmittal Form”, October 2021, for all New Hampshire licensed educators seeking to renew after recommendation as outlined in Ed 509.01;
- (4) Renewal application forms for New Hampshire licensed educators seeking to renew directly to the bureau, as outlined in Ed 509.02, as follows:
 - a. DOE-BOC 4a “DOE Renewal Application - Educator” form, October 2021;
 - b. DOE-BOC 4b “DOE Renewal Form Paraeducator I/ II and Educational Interpreter/Transliterater License” form, October 2021; and
 - c. DOE-BOC 4c “License Renewal Form for School Nurse I, II, and III;
- (5) DOE-BOC 5 “Emergency Authorization (EA)” form, October 2021, for senior educational officials requesting to employ an unlicensed educator as described in Ed 504.04;
- (6) DOE-BOC 6 “Application for Emergency Authorization” form, October 2021, for any unlicensed educator employed by a school district for which the employer is seeking an emergency authorization as described in Ed 504.04;
- (7) DOE-BOC 7 “In Process of Licensure Authorization (IPLA)” form, October 2021, for any senior educational official who seeks to hire an educator who is in the process of becoming a licensed educator as outlined in Ed 504.05;
- (8) DOE-BOC 8 “Paraeducator License Application” form, October 2021, for any applicant seeking a paraeducator license as outlined in Ed 504.06 and Ed 504.07; and

- (9) DOE-BOC 9 “School Nurse Application” form, October 2021, for any applicant seeking a school nurse I or III license as outlined in Ed 504.08 through Ed 504.10;
- (10) DOE-BOC 10 “Name Change Request” form, October 2021, for any credential holder seeking a credential issued with an official name change;
- (11) DOE-BOC 11 “Application for Educational Interpreter/Transliterater for Children and Youth ages 3-21” form, October 2021, as outlined in Ed 504.11.
- (12) DOE-BOC 12 “Application for Credential Verification Request” form, October 2021, for any credential holder seeking a verification of their New Hampshire credential;
- (13) DOE-BOC 13 “Application for Licensure - Demonstrated Competencies” form, October 2021, for any applicant seeking licensure as outlined in Ed 505.06(b), Ed 505.06(c), and Ed 505.06(d);
- (14) DOE-BOC 14 “Application for Portfolio and Oral Board Review” form, October 2021, for all applicants seeking licensure as outlined in Ed 505.06(a);
- (15) DOE-BOC 15 “Intern Authorization Application” form, October 2021, for all applicants seeking licensure as outlined in Ed 505.05;
- (16) DOE-BOC 16 “Site-Based Licensing Plan Completer Application” form, October 2021, for all applicants who have completed their SBLP and are ready for full licensure as outlined in Ed 505.09(f)(17); and
- (17) DOE-BOC 17 “Criminal History Record Check Clearance” form, October 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 provide a social security number, the applicant agrees that the social security number shall be used to search the “National Association of State Directors for Teacher Excellence and Certification (NASDTEC) Clearinghouse” as referenced in Appendix II, for action taken against the applicant’s license by other member states or jurisdictions. The application shall be denied and referred to the governance unit for review pursuant to Ed 511 and Ed 512.
- (e) Absent a social security number, applicants will be checked against the NASDTEC clearinghouse as referenced in (d) above using other personally identifiable information, including, but not limited to name, date of birth, and address.
- (f) 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) and (d) above.
- (g) 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.

(h) All first-time applicants and applying for any board-issued credential in New Hampshire shall agree to a criminal history record check as required under RSA 189:13-c, III.

(i) All first-time applicants applying for any board-issued credential in New Hampshire shall agree to a central registry check as described in RSA 169-C:35, VIII.

(j) Applications enumerated in Ed 505.07(b) filed by a first-time applicant shall not be considered complete until the department has received the criminal history records and central registry records for evaluation.

(k) Filing of the completed application, supporting documentation, and application fee shall be the responsibility of the applicant.

(l) All applicants for any credential or endorsement issued by the state board shall acknowledge the following statements:

“By checking this box, I certify that I have read the Educator Code of Ethics.

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf

By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf”

(m) 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.

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/Transliterators	\$25.00
Educational Interpreter/Transliterators Renewal (3 year cycle)	\$25.00
Criminal History Record Check Clearance-Credential	\$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)

Ed 512.01 Denial of Credential.

(a) A credential application shall be denied by the board based on the following grounds:

- (1) Failure to meet the conditions for issuance of the license, endorsement, renewal, or reinstatement;

(2) The applicant has been charged pending disposition for, or convicted, of any violation or attempted violation of one of the statutes listed in RSA 189:13-a, V, or has been convicted of any felony in any other state, territory, or country;

(3) *The applicant is confirmed to have a finding of abuse as described in RSA 169-C:35;*

(34) The applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04; or

(45) The applicant is under investigation, under suspension, or has been revoked in any other state, jurisdiction, territory, or country.

(b) An applicant aggrieved by the decision of the department to deny an application may file a petition for reconsideration along with supporting documentation to the director within 20 days after receipt of the denial decision. If the petition for reconsideration is denied, the applicant may appeal the department's decision pursuant to RSA 21-N:11, III, and Ed 200.

Adopt Ed 604.09 to read as follows:

Ed 604.09 Criminal History Records Check Credential.

(a) A criminal history records check clearance credential shall be required for any candidate who has been selected into a state board approved professional educator preparation program (PEPP) on or after January 1, 2022.

(b) Prior to admission, the PEPP shall notify candidates of the PEPPs procedure regarding its criminal history records check clearance.

(c) PEPPs shall not place candidates in or allow candidates to commence any unsupervised field experience as described in Ed 604 without the candidate first obtaining a criminal history records check clearance credential.

(d) Failure by a candidate to obtain a state board-issued criminal history records check clearance credential due to a finding under Ed 512.01(a)(3) shall result in a denial of a full admission into the PEPP's program.

(e) A candidate may appeal a denial of a credential in accordance with Ed 512.01(b).

(f) A PEPP candidate shall apply for a criminal history records check clearance credential as outlined in Ed 504.12.

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.nhsp.dos.nh.gov/resources/documents-and-forms

RECOMMENDATION TO ELIMINATE THE NHDOE LIBRARY MEDIA
COORDINATOR CREDENTIAL (Ed 507.20)

To: Professional Standards Board
State Board of Education
Fr: Dr. Christopher Benedetti PSU
Kimberly Yarlott Principal
Dt: March 20, 2021

Dear Reader,

As members of the PSB, and, co-chairs of the review committee for the credential: Library Media Coordinator (Ed 507.20), we formed and worked with a committee of volunteers who are in the field of library and media services, to determine necessary updates and proposed changes.

Upon review, the committee determined to recommend that this credential be eliminated. Our recommendation is based upon the following information:

The credential seems to be obsolete.

There are 68 credential holders in NH, of whom, only 6 persons are younger than 70 years old.

Most of these persons were credentialed prior to 1976 (lifetime credential), with it being unknown if any are deceased.

The recent revision to the Library Media Specialist Ed 508.06 absorbed the requirements within their credentialing requirements.

Respectfully,

Christopher Benedetti
Kimberly Yarlott



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

EXECUTIVE SUMMARY

Initial Proposal: Ed 501.02, Ed 504.13, Ed 504.14, Ed 505.03, Ed 505.05, and Ed 506.01 through Ed 506.08 relative to Definitions, Business Administrator, School Counseling Director, Professional Education Requirements, and all administrator endorsements contained in Ed 506

Submitted to the State Board of Education, December 9, 2021:

A. ACTION NEEDED

A vote is needed by the State Board to approve the initial proposal for Ed 501.02, Ed 504.13, Ed 504.14, Ed 505.03, Ed 505.05, and Ed 506.01 through Ed 506.08 relative to Definitions, Business Administrator, School Counseling Director, Professional Education Requirements, and all administrator endorsements contained in Ed 506.

B. RATIONALE FOR ACTION

The amendments contained in these rule are proposed by the Professional Standards Board. An executive summary of the PSB committee changes is attached. In addition to the committee summary, the following summarizes the substantive changes contained in these rules:

- Ed 504.13 Business Administrator and Ed 504.14 School Counseling Director – these licenses are moved to Ed 504 from Ed 506 as they do not align with traditional education administrator endorsements and are exempt from testing requirements.
- Ed 505.03 Professional Education Requirements – Ed 505.03(a) was amended by PSB committee to reflect current best practices. Ed 505.03(b) was created by PSB committee to reflect current best practices specific to education administrators.
- Ed 505.05 Statement of Eligibility (SOE) and Site-Based Licensing Plan (SBLP) – Amended to address the specific and varied SOE requirements for each endorsement.
- Ed 506.01 through Ed 506.08 Administrator Endorsements – Amended by PSB committee by removing redundant language contained in the New Ed 505.03(b) regarding the professional education requirements for administrators.

C. EFFECTS OF THIS ACTION

If the board votes to approve these rules they will be submitted to the Office of Legislative Services (OLS) and a public hearing will be held at a date to be determined.

D. POSSIBLE MOTION

I move that the State Board of Education approve Ed 501.02, Ed 504.13, Ed 504.14, Ed 505.03, Ed 505.05, and Ed 506.01 through Ed 506.08.

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:

(a) “Administrator” means a person who provides building-, district-, or school administrative unit (SAU)-level administrative services at the pre-K, elementary, or secondary level including a superintendent, assistant superintendent, principal instructional leader, ~~associate~~ **assistant** principal instructional leader, ~~business administrator~~, special education administrator, curriculum administrator, school counseling director, career and technical education director, and a district administrator;

(b) “Authorization” means permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;

(c) “Board” means the state board of education created by RSA 21-N:10;

(d) “Bureau” means the bureau of credentialing, division of educator support and higher education, department of education;

(e) “Certificate” means the electronic or paper form of any type of credential issued by the board;

(f) “College-level course” means a course from an institution accredited by a regional accrediting body approved by the U.S. Department of Education or from an institution approved by the New Hampshire higher education commission;

(g) “Commissioner” means the commissioner, department of education;

(h) “Credential” means any authorization, statement, or license issued by the state board including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), intern authorization (IA), emergency authorization (EA), statement of eligibility (SOE), educational interpreter/transliterater license (EITL), paraeducator I & II license (PARA I & PARA II), school nurse I, II & III license (SN I, SN II & SN III), and master teacher license (MTL);

(i) “Credential holder” means any individual who holds a credential, as defined in Ed 501.02(h);

(j) “Credential verification request” means a request from a credential holder to fulfill a request for verification of a New Hampshire credential;

(k) “*Career and technical education (CTE) director*” means *the administrator of a career and technical education school who directs the curriculum, instruction, and assessment activities of the school;*

(l) “*Curriculum administrator*” means *the administrator of a school district or school administrative unit who directs the curriculum, instruction, and assessment activities of a school district or administrative unit;*

(~~m~~) “Degree” means a degree from an institution accredited by a regional accrediting body approved by the U.S. Department of Education or from an institution approved by the New Hampshire higher education commission;

(~~n~~) “Denial” means the refusal to grant a credential to an applicant;

(~~no~~) “Department” means the New Hampshire department of education;

(~~np~~) “Director” means the director, division of educator support and higher education, department of education;

(*q*) “**District administrator**” means the administrator of a school district or school administrative unit with 400 or fewer total school age enrollments and with no more than 2 public schools, as defined in Ed 306;

(~~or~~) “Division” means the division of educator support and higher education, department of education;

(~~ps~~) “Educational interpreter/transliterator” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;

(~~qt~~) “Educational organization” means a public school, a school administrative unit, a school district, a chartered public school, or a non-public school;

(~~ru~~) “Educational specialist” means a person who provides non-instructional services, *or provides specialized instructional services outside of the classroom*, to students at the pre-K, elementary, or secondary level including; *a reading and writing specialist*, a school counselor, school psychologist, school social worker, specialist in assessment of intellectual functioning, library media coordinator, and a school speech-language specialist;

(~~sv~~) “Educator” means administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/transliterator, and school nurses;

(~~tw~~) “Emergency authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a vacancy as specified in Ed 504.04;

(~~ux~~) “Endorsement” means the area specified on a credential that indicates the role for which the credential holder is authorized for employment;

(*y*) “**Experience**” means *full-time, or equivalent to full-time, over an established period of time*;

(~~vz~~) “Instructional specialist” means a person who provides specialized instructional support to teachers and others who provide direct instruction to children at the pre-K, elementary, or secondary level, ~~including a reading and writing specialist~~, digital learning specialist, library media specialist, and an elementary mathematics specialist for grades k-6.

(~~wa~~) “In process of licensure authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator who is in the process of licensure to fill a vacancy as specified in Ed 504.05;

(~~ab~~) “Intern authorization” means the authorization granted to an applicant pursuant to Ed 505.05 to perform educational services while a plans is being implemented;

(~~yac~~) “License” means the document issued when an applicant meets full licensure requirements;

(~~zad~~) “Licensure” means the official recognition by the board that an individual has met all requirements and is approved to practice in an endorsement area(s);

(~~aae~~) “Paraeducator” means a person who works under the supervision of a teacher or other appropriate licensed education professional to provide specialized or concentrated non-initial instructional support to students at the pre-K, elementary, or secondary level and might be licensed by the board;

(af) “Principal instructional leader” means the administrator who directs the curriculum, instruction, and assessment activities of a school;

(~~abg~~) “Professional conduct” means a set of established professional norms and behaviors as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;

(~~ae~~h) “Reprimand” means a note to file of a credential holder for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which can be used in the event of a subsequent investigation;

(~~adi~~) “Revocation” means the department has permanently rescinded a credential from a credential holder;

(~~aej~~) “School nurse” means a person licensed by the board to provide health services in accordance with RSA 200:29;

(ak) School counseling director” means a person who oversees and manages the school counseling departments within a school district;

(~~af~~l) “Senior educational official” means the top executive in an education organization who makes the key decisions on spending, staffing and other education policies. For all New Hampshire public schools this is the superintendent and for all New Hampshire chartered public schools, semi-private academies, and non-public schools the senior education official is the head of school or headmaster, or similar title to indicate the head of the organization.

(am) “Special education administrator” means a person who oversees the eligibility and delivery of all special education and student support services for a district;

(an) “State” means any State of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, a Trust Territory of the Pacific Islands, or any territory or possession of the U.S.

(~~ago~~) “Statement of eligibility” means a credential issued by the department of education that indicates that an individual has successfully met the entry requirements to seek employment and begin the site-based licensing plan described in Ed 505.05;

(ap) “Superintendent” means a person who directs and oversees all functions of a school district and provides superintendent services in accordance with RSA 194-C:4;

(~~ahp~~) “Suspension” means the department has rescinded a credential from a credential holder for a specified period of time;

(~~aiq~~) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade 12, or any “adult student” as specified in Ed 1102.01(f)(1), at any school or education institution except as otherwise noted in these rules; and

(ajr) “Teacher” means a person who plans, provides, and assesses direct instruction to children at the pre-K, elementary, or secondary level in a content area specified in Ed 507. “Teacher” does not include paraeducator.

Readopt with amendment and renumber Ed 506.03, effective 2-22-13 (Document #10276), as Ed 504.14 and to read as follows:

Ed 5064.0313 Business Administrator.

~~(a) To be considered for a business administrator SOE~~ An individual shall have the following entry level requirements to be certified as a business administrator:

~~(1a) Have completed a state board of education approved program in the area of business administration at the bachelor’s or master’s degree level; or Provide a transcript showing passing grades in at least 4 college-level business courses; and~~

~~(2) Completed a bachelor’s or master’s degree in business, and:~~

~~a. Have acquired the competencies, skill and knowledge as itemized in (c) below through experience in comparable business management positions as specified in Ed 505.03; or~~

~~b. Have demonstrated the equivalent of completing an approved program in business administration through experience in comparable business management position(s) and successfully completed an individualized professional development plan as specified in Ed 505.04 Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.~~

~~(b) The candidate shall file the following materials and documents with the bureau of credentialing:~~

~~(1) Completed application forms containing the information required in Ed 508.05;~~

~~(2) Previous work record;~~

~~(3) Education record; and~~

~~(4) A minimum of 3 confidential references from persons who can attest to the candidate’s proficiencies in the required leadership area.~~

~~(eb) To be recommended for licensure as a~~ **Qualifications for business administrators, a candidate shall include have completed a bachelor’s or master’s degree gaining the following** skills, competencies, and knowledge in the following areas:

(1) Educational organization;

(2) Financial resource management;

(3) Human resource management;

(4) Facility and property management;

- (5) Information management;
- (6) Risk management;
- (7) Pupil transportation; and
- (8) Food service.

(~~dc~~) In the area of educational organization, the candidate shall have the ~~following abilities and~~ knowledge **and ability to**:

(1) ~~Ability to o~~Organize and administer, including the ability to:

a. Identify and apply management and leadership styles including, but not limited to, concepts of:

- 1. Behavioral science; and
- 2. Organizational structure theory;

b. Develop and maintain positive organizational culture; and

c. Manage organizational change;

(2) ~~Knowledge of and ability to m~~Manage public policy and intergovernmental relations, including the ability to:

a. Assist in the development and application of policies and rules of local boards of education, state educational authorities, state legislatures, and the federal government;

b. Develop a financial model to monitor a school district's financial health; and

c. Select professional advisors and contractors, including, but not limited to attorneys; and

(3) ~~Knowledge of and ability to m~~Manage legal issues, including familiarity with:

a. RSAs 32, 33, 35, and others relating to budget, debt, and capital reserve funds;

b. Laws around various state aid programs including adequate education aid, building aid, and catastrophic aid;

c. Laws relating to federal aid and program requirements including RSA 94-142, IDEA, and ESEA grant programs;

d. State reporting requirements including department and revenue administration forms and reporting requirements;

e. State and federal constitutional rights that apply to individuals within the public education system;

f. Appropriate statutory and constitutional authority regarding the administration of public schools and significant statutory and case law relative to:

1. Financial resource management;
2. Human resource management;
3. Facility and property management;
4. Information management; and
5. Management of ancillary services; and

g. Practice and application of ethical standards as they relate to the entire profession of school business administration.

(ed) In the area of financial resource management, the candidate shall have the following abilities and knowledge *and ability to*:

(1) ~~Knowledge of and the ability to~~ Apply the principles of school finance, including *the* ability to:

- a. Explore alternative available revenue sources;
- b. Interpret the state funding model; and
- c. Analyze the impact of shifts in local, state, and federal funding, and the effect on local spending plans;

(2) ~~Knowledge of and ability to~~ Implement budgeting and financial planning, including *the* ability to:

- a. Prepare a budget calendar to meet the time constraints of budget preparation; and
- b. Prepare revenue projections and estimates of expenditures for school sites and district-wide budgets;

(3) ~~Knowledge of and ability to~~ Manage purchasing including:

- a. Ability to apply the following:
 1. Generally accepted ethical concepts, as identified in the 2nd Edition of the International School of Business Management Professional Standards and Code of Ethics as referenced in Appendix II; and
 2. Computerized procedures in the bidding and purchasing process;
- b. Use of regional or cooperative purchasing with other school districts, municipalities, counties, and the state purchasing bureau;

- c. Specification and competitive bidding;
- d. Contracting and contract administration;
- e. Performance contracting;
- f. Insurance and bonding; and
- g. Lease purchasing;

(4) ~~Knowledge of and ability to m~~Manage supply and fixed asset management including the ability to:

- a. Manage and control inventories;
- b. Plan and implement a program for the maintenance and repair of equipment;
- c. Oversee the development and management of inventories; and
- d. Monitor and distribute supplies and equipment;

(5) ~~Knowledge of real property management including the ability to a~~Apply legal and ethical management policies, procedures, and practices ***in the area of property management***;

(6) ~~Knowledge of and ability to i~~Implement accounting, auditing, and financial reporting ***processes and procedures***, including ***the*** ability to:

- a. Develop and monitor systems to account for, control, and report school district revenue and expense;
- b. Prepare and analyze interim and annual financial reports for school board, community, and other appropriate entities;
- c. Determine revenues and expenditures by fund, using state-approved charts of accounts;
- d. Establish and verify compliance with finance-related legal and contractual provisions; and
- e. Facilitate management control of all financial operations and funds, using appropriate technology;

(7) ~~Ability to m~~Manage a school district's cash, investments, and debt, including ***the*** ability to:

- a. Comprehend procedures and legal constraints for cash collection and disbursement;
- b. Select professional advisors/contractors, including, but not limited to:
 - 1. Bond counsel;

2. Accountants and auditors;
3. Actuaries;
4. Financial advisors;
5. Underwriters; and
6. Banking institutions; and

c. Analyze the legal constraints and methods of issuing long-term general obligation bonds and lease purchasing, including:

1. The bond rating process;
2. Role of the bonding attorney; and
3. Rating services; and

(8) ~~Knowledge of and ability to e~~Evaluate technology available for school finance operations, including ability to:

- a. Keep current with technology applications;
- b. Maintain a working knowledge of the technology and software that are available for business and financial operations;
- c. Evaluate and apply various technology tools for use in the business office;
- d. Promote and assist in the development of staff training in technology for the business office;
- e. Determine and advocate for the allocation of appropriate resources toward the purchase and installation of technology and technology infrastructures in the school and business office; and
- f. Participate in the development and issuance of specifications for technology purchasing and technology infrastructure for school and business office functions.

(~~9~~) In the area of human resource management, the candidate shall have the following abilities and knowledge **and ability to**:

(1) ~~Knowledge of and ability to m~~Manage human relations including **the** ability to:

- a. Identify and apply management theory and leadership styles including concepts of behavioral science and organizational structure theory;
- b. Develop and maintain organizational culture; and
- c. Manage organizational change;

(2) ~~Knowledge of and ability to m~~Manage the administration of personnel and benefits, including:

- a. Knowledge of federal and state laws, rules and regulations including, but not limited to, wage and hour requirements, Family Medical Leave Act, Fair Labor Standards Act, Comprehensive Omnibus Budget Reconciliation Act, Americans with Disabilities Act, workers compensation;
- b. Ability to coordinate the development and management of an appropriate personnel information management system; and
- c. Ability to administer collective bargaining agreements and personnel policies;
- d. Procurement and contract management for employee benefits such as workers compensation, unemployment compensation, medical and disability insurance; and
- e. Coordination of efforts relating to various employee committees such as safety committees, and wellness committees;

(3) ~~Knowledge of and ability to m~~Manage business office staff development, including ability to assist district staff in determining their professional development needs for the enhancement of employee training and development programs; and

(4) ~~Knowledge of and ability to m~~Manage labor relations and collective bargaining, including:

- a. Knowledge of NH RSA 273, the public sector collective bargaining law, as well as case law pertaining to labor relations; and
- b. Ability to analyze and review jurisdictional, state, rules and federal laws and regulations with respect to collective bargaining and impasse procedures, including, but not limited to mediation and fact finding.

(~~g~~f) In the area of facility and property management, the candidate shall have the ~~following abilities and knowledge~~ **and ability to**:

(1) ~~Knowledge of and ability to m~~Manage facilities planning, including ability to assist in developing and implementing a strategic plan for facilities;

(2) ~~Knowledge of and ability to m~~Manage maintenance and operations, including ability to understand the steps and procedures required to keep schools clean, energy efficient, and well-kept through routine custodial services, preventive maintenance and energy management; and

(3) ~~Knowledge and ability to m~~Manage facility construction, reconstruction, and renovation projects, including the ability to enter into:

- a. Contracts for architectural, engineering, and construction;
- b. Bonding and insurance;

- c. Construction contract management and administration;
- d. Permitting; and
- e. School building approval and state construction aid programs.

(hg) In the area of **business information and technology** management, the candidate shall have a **the** knowledge of and ability to ~~manage business office technology, including ability to:~~

- (1) Oversee the technical aspects of information management;
- (2) Direct, protect, analyze, and update the information managed by the business office; and
- (3) Understand how district information is used in state and federal funding models.

(ih) In the area of risk management, the candidate shall have the ~~following abilities and~~ knowledge **and ability to:**

- (1) ~~Ability to a~~Assure that a comprehensive risk management program is in place;
- (2) Anticipate and manage risks, taking into consideration the individual nature of each situation;
- (3) Develop strategies and action plans to reduce exposure to risks;
- (4) ~~Knowledge of~~ **Understand and interpret** legal requirements for insurance; and
- (5) ~~Ability to d~~Direct the process of selecting/employing an insurance consultant or risk manager.

(ji) In the area of transportation, the candidate shall have the ~~following abilities and~~ knowledge **and ability to:**

- (1) ~~Knowledge of~~ **Ensure compliance with** state requirements for a student transportation program;
- (2) ~~Knowledge of and ability to a~~Analyze the methods available for providing transportation;
- (3) ~~Ability to a~~Assure that a school bus maintenance and replacement program is established and maintained;
- (4) ~~Ability to d~~Develop, implement, and maintain an efficient and comprehensive routing and bus stop plan; and
- (5) ~~Ability to d~~Develop and implement a comprehensive human resource plan to include recruiting, training, and retention of bus drivers.

(kj) In the area of food service, the candidate shall have the ~~following abilities and~~ knowledge **and ability to:**

- (1) ~~Knowledge of~~ **Comply with** state and federal requirements of the food service program;

- (2) ~~Knowledge of and ability to analyze the methods available for providing food service and;~~
- (3) ~~Knowledge of~~ **Manage and apply** food safety and sanitation **practices**.

Readopt with amendment and renumber Ed 506.10, effective 10-5-20 (Document # 13102), as Ed 504.14 to read as follows:

Ed 506.10 ~~14~~ **School Counseling Director**.

(a) ~~To be considered for~~ An individual shall have the following entry level education and employment experiences to be licensed as a school counseling director **critical shortage SOE, as described in Ed 505.05, an individual shall:**

- (1) ~~Completion of a state board of education approved school counseling program at the master's degree level or higher;~~ **Have either:**
 - a. **Passed at least 2 college-level courses meeting the competency requirements of (b) below; or**
 - b. **Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau;**
- (2) ~~Current possession of New Hampshire license as a school counselor; and~~ **Have at least 5 years' experience as a classroom teacher; and**
- (3) ~~At least 3 years of successful paid and progressively responsible experience in the field of school counseling, with recent leadership experience that encompasses comprehensive knowledge of school operations~~ **Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.**

(b) ~~A candidate for~~ **To be recommended for** licensure as a school counseling director **a candidate** shall have **earned a master's degree gaining** the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences **in the following areas:**

- (1) The skills, competencies, and knowledge required under Ed 508.01 for a school counselor; and
- (2) Skills, competencies, and knowledge relative to the principles and techniques of effective staff and program management as they relate to school counseling in the areas of:
 - a. Recruitment and selection;
 - b. Assignment and deployment of personnel;
 - c. Supervision;
 - d. Leadership and support;
 - e. Development and implementation of a comprehensive program;

- f. School equity and civil rights issues;
- g. Integrated use of technology and information systems;
- h. State and national laws, rules, policies, and ethical guidelines; and
- i. Individual and program evaluation.

Ed 505.03 Professional Education Requirements. ~~In addition to the requirements in Ed 505.05 for site-based licensing plans and Ed 505.06 for demonstrated competencies each applicant who is not already licensed shall demonstrate evidence of the following before licensure is granted~~

(a) Four domains of professional education requirements shall encompass the knowledge, skills, and abilities entry-level educators demonstrate prior to being eligible for an educator license with a teacher endorsement, as outlined in Ed 507, in New Hampshire as follows:

(a1) In the area of the learner and learning environment, all educators shall establish and maintain safe, effective, organized, and respectful environments for student learning as follows:

~~(1) Learner development, as demonstrated by:~~

~~a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions~~***Building respectful relationships with students; and***

~~b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;~~ ***Implementing clear classroom routines, procedures, and norms that foster positive student-to-student and student-to-teacher interactions;***

~~c. Maintaining high expectations for learning with appropriate support for the full range of students in the classroom;~~

~~d. Promoting students' critical and creative thinking, problem solving and analysis;~~

~~e. Creating all learning environments that promote productive student learning, reflect diversity and multiple perspectives, and are culturally responsive; and~~

~~f. Utilizing digital tools and learning technologies, as appropriate, to engage and support students in learning;~~

~~(2) Learning differences, as demonstrated by:~~

~~a. An understanding of individual differences and diverse cultures and communities;~~

~~b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and~~

~~c. The ability to employ universal design principles and assistive technology; and~~

~~(3) Learning environment, as demonstrated by:~~

~~a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and~~

~~b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;~~

~~(b2) In the area of content, *student learning, engage and support all students in learning by:*~~

~~(1) Content knowledge, as demonstrated by:~~

~~a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s) *Applying knowledge of students, including their prior experiences, interests, culture, language, social emotional learning needs, and socioeconomic backgrounds to involve them in learning;* and~~

~~b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners *Monitoring student learning, adjusting, and differentiating instruction while teaching so students continue to be actively engaged in learning;* and~~

~~(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;~~

~~*c. Knowing how to accessing resources within the school and community to support students;*~~

~~*d. Using strategies to promote active student engagement through inquiry, reflection, and responding to and framing meaningful questions;*~~

~~*e. Using resources and technologies to ensure accessibility and relevance for all students;*~~

~~*f. Developing appropriate sequencing of learning experiences and providing multiple means for students to demonstrate knowledge and skills;*~~

~~*g. Engaging students in generating and evaluating new ideas to develop diverse perspectives, expand their understanding of local and global issues and create novel approaches to solving problems; and*~~

~~*h. Providing students with opportunities to apply new learning across time and settings;*~~

~~(e3) In the area of learning facilitation practice *instructional practices, design, implement, and assess learning experiences for all students by:*~~

~~(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:~~

- ~~a. Engage learners in their own growth *Locating and applying information about students' current academic status, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes;*~~
- ~~b. Document learner progress *Integrating technology resources into instructional plans by creating, implementing, and managing digital learning;*~~
- ~~c. Provide learner feedback *Designing and implementing instruction and assessment that reflects the interconnectedness of academic content areas;* and~~
- ~~d. Inform the educator's ongoing planning and instructional practices *Constructing single lessons and sequences of lessons, setting long- and short-term learning goals for students, assessing and adjusting instruction during a lesson and at the conclusion of lessons;*~~

~~(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and~~

~~(3) Learning facilitation strategies, as demonstrated by:~~

- ~~a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and~~
- ~~b. An ability to build skills in accessing, applying, and communicating information; and~~
- ~~e. *Facilitating developmentally appropriate and challenging learning experiences based on the unique needs of each learner;*~~
- ~~e. *Supporting students' equitable access to the curriculum by utilizing resources, standards-aligned instructional materials, and evidence-based strategies;*~~
- ~~f. *Selecting and designing formative and summative assessments of student learning;*~~
- ~~g. *Providing students timely oral and written feedback regarding their learning;*~~
- ~~h. *Collecting and analyzing assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time;*~~
- ~~i. *Involving all students in self-assessment and reflection on their learning progress and providing students with skills to revise or reframe their work; and*~~
- ~~j. *Using assessment information in a timely manner to assist stakeholders in understanding student progress; and*~~

(d4) In the area of professional responsibility, *develop as a professional educator by:*

(1) ~~Reflection and continuous growth, as demonstrated by:~~

~~a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community~~ *Taking responsibility for student learning and classroom management;* and

~~b. Ability to adapt practice to meet the needs of each learner~~ *Engaging in reflective practices for the purpose of continual professional improvement;* and

(2) ~~Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.~~

c. Designing learning goals based on appropriate data and engaging in activities which improve practice;

d. Accessing resources for planning and instruction through collaboration with members of the learning community: students, parents, families, colleagues, other professionals, and community service members; and

e. Understanding and enacting professional roles and responsibilities as articulated in the code of conduct outlined in Ed 510.

(b) Ten domains of professional education requirements shall encompass the knowledge, skills, and abilities experienced educators demonstrate prior to being eligible for a license with an administrator endorsement, as outlined in Ed 506, in New Hampshire as follows:

(1) Effective educational leaders shall develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student as follows:

a. Develop an educational mission for the school to promote the academic success and wellbeing of each student;

b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success;

c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement;

d. Strategically develop, implement, and evaluate actions to achieve the vision for the school;

e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students;

f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community; and

g. Model and pursue the school's mission, vision, and core values in all aspects of leadership;

(2) Effective educational leaders shall act ethically and according to professional norms to promote each student's academic success and well-being as follows:

a. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership;

b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement;

c. Place children at the center of education and accept responsibility for each student's academic success and well-being;

d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity;

e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures; and

f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff;

(3) Effective educational leaders shall strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being as follows:

a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;

b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;

c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;

d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner;

e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status;

f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society;

g. Act with cultural competence and responsiveness in their interactions, decision making, and practice; and

h. Address matters of equity and cultural responsiveness in all aspects of leadership;

(4) Effective educational leaders shall develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and wellbeing as follows:

a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive;

b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self;

c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student;

d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized;

e. Promote the effective use of technology in the service of teaching and learning;

f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement; and

g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction;

(5) Effective educational leaders shall cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student as follows:

a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student;

b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community;

- c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student;*
- d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development;*
- e. Cultivate and reinforce student engagement in school and positive student conduct; and*
- f. Infuse the school's learning environment with the cultures and languages of the school's community;*

(6) Effective educational leaders shall develop the professional capacity and practice of school personnel to promote each student's academic success and well-being as follows:

- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty;*
- b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel;*
- c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development;*
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student;*
- e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice;*
- f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement;*
- g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community;*
- h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff; and*
- i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.*

(7) Effective educational leaders shall foster a professional community of teachers and other professional staff to promote each student's academic success and well-being as follows:

- a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning;*

b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school;

c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement;

d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole;

e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice;

f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff;

g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning; and

h. Encourage faculty-initiated improvement of programs and practices;

(8) Effective educational leaders shall engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being as follows:

a. Are approachable, accessible, and welcoming to families and members of the community;

b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students;

c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments;

d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school;

e. Create means for the school community to partner with families to support student learning in and out of school;

f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement;

g. Develop and provide the school as a resource for families and the community;

h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community;

i. Advocate publicly for the needs and priorities of students, families, and the community; and

j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning;

(9) Effective educational leaders manage school operations and resources to promote each student's academic success and well-being as follows:

a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school;

b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs;

c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement;

d. Be responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices;

e. Protect teachers' and other staff members' work and learning from disruption;

f. Employ technology to improve the quality and efficiency of operations and management;

g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement;

h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success;

i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

j. Develop and manage productive relationships with the central office and school board;

k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community;

l. Manage governance processes and internal and external politics toward achieving the school's mission and vision; and

(10) Effective educational leaders shall act as agents of continuous improvement to promote each student's academic success and well-being as follows:

- a. Seek to make school more effective for each student, teachers and staff, families, and the community;*
- b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school;*
- c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement;*
- d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement;*
- e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation;*
- f. Assess and develop the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for the school and its improvement;*
- g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation;*
- h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services;*
- i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and*
- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.*

Ed 505.05 Statement of Eligibility (SOE) and Site-Based Licensing Plan (SBLP).

(a) Before beginning an application for a SBLP, a candidate shall obtain a statement of eligibility (SOE), valid for 3 years from the date of issuance, from the department as follows:

—————(1) ~~M~~ by meeting *one or more of the following* entry requirements as follows:

a. ~~Meeting the degree requirement and experience requirement of the endorsement sought as outlined in Ed 506 through Ed 508~~ *Applicants for any endorsement on the critical shortage list, as determined each year by the bureau in accordance with RSA 189:39-a, and listed on the department's website, who either:* ~~and~~

~~b. Either:~~

1. ~~Passing the subject area assessment for endorsements for which the board has adopted a cut score in accordance with Ed 505.01(b)~~ **Meet the SOE requirements enumerated in the endorsement rule under Ed 506 through Ed 508**; or

2. Only if a subject area test does not exist, **undergo** transcript analysis to determine a passing grade for 3 full semester, full college-level courses, comparable to 3 credit courses, which directly translate to required competencies in the endorsement area sought as enumerated in Ed 506 through Ed 508;

~~(2) Meeting the requirements of Ed 505.01(a) or (g); and~~

~~(3) Applying for a statement of eligibility following the application procedures outlined in Ed 505.07 through Ed 505.09.~~

~~(b) A SBLP shall be a qualifying method for licensure limited to the following:~~

~~(1) Applicants for an endorsement determined by the department to be a critical staffing shortage, published on the department's website, who hold at least a bachelor's degree, or who hold an associate's degree for educational interpreter/transliterators for children and youth ages 3-21;~~

~~(2)b. Applicants for an endorsement in the career and technical specialties shall pursuant meet the requirements enumerated in Ed 507.0337(a);~~

~~(3) Applicants for any endorsement for which there is no other available pathway to the license who hold at least a bachelor's degree, or who hold an associate's degree for educational interpreter/transliterators for children and youth ages 3-21;~~

~~(4)c. Applicants for a new endorsement, for a period of 5 years from the effective date of a new endorsement rule, and who hold at least a bachelor's degree shall meet the SOE requirements enumerated in the new endorsement rule;~~

~~(5)d. Applicants for a business administrator endorsement who have successfully completed at least 4 college-level courses in the endorsement for which they seek a license shall meet the requirements enumerated in Ed 506.04(a);~~

~~(6)e. Applicants for a teaching endorsement who shall have successfully completed at least 10 college-level courses in the endorsement area for which they seek a license;~~

~~(7)f. Applicants for elementary K-6 education and early childhood education who shall have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science; and~~

~~(8)g. Applicants for elementary K-8 education who shall have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science and at least 3 additional college-level content courses for a concentration of coursework in one of those areas.~~

(~~eb~~) SOE credential holders shall be employed in a New Hampshire school in the role of the endorsement that allows them to learn and demonstrate the professional education standards enumerated in Ed 505.03, if applicable, and the endorsement requirements enumerated in Ed 506 through Ed 508.

(~~ec~~) Upon employment as an educator, the applicant and the senior educational official shall adhere to the application procedures and timeline outlined in Ed 505.07, Ed 505.08, and Ed 505.09(f).

(~~ed~~) Upon employment as an educator under a statement of eligibility, each candidate for this pathway to licensure shall be assigned a mentor, appointed by the senior educational official, who holds a valid experienced educator license with appropriate endorsements in the same subject area in which the candidate is seeking to obtain a license. If a mentor who meets that criteria is not available through the candidate's employer, the senior educational official shall contact the bureau for assistance in obtaining an appropriate mentor.

Readopt with amendment Ed 506.01 and Ed 506.02, effective 12-21-12 (Document #10247), to read as follows:

Ed 506.01 Superintendent.

(a) ~~To be considered for licensure as superintendent, An individual shall have the following entry level requirements to be certified as superintendent:~~

- (1) Have completed at least ~~35~~ years of experience as an education administrator in a k-12 setting;
- (2) ~~Have completed a state board of education approved educational administration collegiate program at the~~ **Hold a post-master's degree from an accredited institution or an institution approved by the NH Higher Education Commission;**
- (3) ~~Have completed at least 30 graduate- or post-baccalaureate-level credits in educational administration or educational leadership; certificate of advanced graduate study (CAGS); educational specialist, or doctoral level~~ **Have completed at least 30 graduate- or post-baccalaureate-level credits in educational administration or educational leadership; certificate of advanced graduate study (CAGS); educational specialist, or doctoral level**; and
- (3) ~~Have acquired the competencies, skills, and knowledge itemized in (d) below through experience in comparable leadership positions in education or other professions if qualifying under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences applied for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.~~

(b) ~~The application procedures for certification shall be as follows:~~

- (1) ~~The candidate may obtain the necessary forms and information from the bureau of credentialing; and~~
- (2) ~~The candidate shall file the following materials and documents with the bureau of credentialing:~~
 - a. ~~Completed application forms containing the information required in Ed 508.04;~~
 - b. ~~Previous work record;~~

e. Education record; and

d. A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.

(c) If the bureau of credentialing determines that the materials described in (b)(2) above attest to the candidate's successful completion of the requirements for certification, the candidate shall receive initial certification as superintendent from the bureau of credentialing. This certification shall enable the holder to apply for employment as a New Hampshire superintendent.

(d) ~~Qualifications~~ *To be eligible for licensure* for superintendent *a candidate* shall ~~include~~ *have* the following skills, competencies, and knowledge:

(1) ~~As relating to vision, mission and goals, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning and strong organization mission setting high expectations for every student that is shared and supported by the school community, including but not limited to:~~

a. ~~Creating the vision establishes high, measurable goals for all students and educators;~~

b. ~~Creating shared commitments in that the process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all school community members to implement vision and goals; and~~

c. ~~Monitoring and evaluating progress toward the vision, mission, and goals based on systematic evidence to foster continuous improvement and ensure that the vision, mission, goals and implementation plans are realized;~~

(2) ~~As relating to district culture and instructional programs, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by advocating, nurturing, and sustaining a district organizational culture and instructional program conducive to student learning and staff professional growth including, but not limited to:~~

a. ~~Promoting achievement and success of all students by monitoring and continuously improving teaching and learning, establishing a strong professional culture of growth, openness and collaboration wherein educators engage in analyzing student data and planning program improvements that result in closing achievement gaps;~~

b. ~~Providing support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning;~~

c. ~~Developing shared understanding of rigorous curriculum and standards based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs; and~~

d. ~~Promoting assessment and accountability by using various kinds of information and assessments such as test scores, work samples, and teacher judgment, to evaluate~~

~~student learning, effective teaching, and program quality resulting in communication of progress toward vision, mission, and goals;~~

(3) As relating to district management, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by ensuring effective management of the organizational systems, finances, operations, and resources for a safe, efficient, high performing and positive learning environment, including, but not limited to:

- a. Using effective problem solving strategies to plan and maintain physical plant safety and student access, and evaluate and revise processes to continuously improve operational systems;
- b. Aligning fiscal and human resources by establishing an infrastructure for finance and personnel that directs resources toward teaching and learning, within federal and state rules, that recruits and retains quality personnel, addresses the diverse needs of students, and conducts personnel evaluation processes in keeping with state and local policies;
- c. Overseeing and directing labor relations, conflict resolution, collective bargaining, budget preparation and budget administration; and
- d. Protecting the welfare and safety of students and staff by proactively involving parents, teachers, community members, and students to ensure a safe environment, and by addressing challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning;

(4) As relating to district, school and community, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources to improve teaching and learning, including, but not limited to:

- a. Collaborating with families and community members by using effective communication strategies to engage parents, staff, families, and community members to participate in achieving the mission, vision, and goals for teaching and learning;
- b. Promoting community interests and needs by being actively involved with aspects of the greater district community using a variety of media, including various digital formats, to communicate with the community and capitalizing on diversity as an asset of the district community; and
- c. Building on community resources by developing mutually beneficial partnerships to secure community support to sustain existing resources and add new resources that address the emerging needs of students;

~~(5) As relating to integrity and ethics, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by acting with integrity, fairness, and in an ethical manner, including, but not limited to:~~

- ~~a. Following ethical and legal standards, behaving in a trustworthy manner consistent with legal standards, and using professional influence and authority to enhance education and the common good;~~
- ~~b. Examining personal values and beliefs; assessing personal assumptions and practices that guide improvement of student learning; and modeling those behaviors in day to day practice; and~~
- ~~e. Maintaining high standards for self and others, modeling lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies;~~

(63) As relating to social and cultural contexts, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by understanding, responding to, and influencing the larger interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs including, but not limited to:

- a. Exerting professional influence, improving the broader political, social, economic, legal, and cultural context of education for all students and families through active participation in the local community and the larger educational policy environment;
- b. Contributing to the educational policy environment and political support for excellence and equity in education, striving to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements, and effectively communicating with key decision makers in the community and in broader political contexts to support student learning; and
- c. Working with policymakers to inform and improve education policymaking and effectiveness of the public's efforts to improve education.

Ed 506.02 Assistant Superintendent.

(a) To be considered for an assistant superintendent SOE under a critical shortage, as described in Ed 505.05, an individual shall:

(1) Have either:

- a. Passed at least 2 college-level courses meeting the competency requirements of Ed 506.01(b); or*
- b. Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau;*

(2) Have completed at least 3 years of experience as an educational administrator, as described in Ed 506.03 through Ed 506.09, in a k-12 setting; and

(2) Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.

~~(ab) To be eligible for licensure as an assistant superintendent~~ An individual shall have the following entry level requirements to be certified as an assistant superintendent:

- ~~(1) Have completed at least 3 years of experience as an educational administrator, as described in Ed 506.03 through Ed 506.09, in a k-12 setting; and~~
- ~~(2) Be enrolled in a state board of education approved school administration program at the post-*Hold a* master's *degree from an accredited institution or an institution approved by the HEC* certificate of advanced graduate study (CAGS), educational specialist, or doctoral level;~~
- ~~(3) Have completed, or be currently enrolled and progressing towards, at least 30 graduate or post-baccalaureate level credits in educational administration or educational leadership; and~~
- ~~(4) Apply for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.~~

~~(bc)~~ A candidate employed as an assistant superintendent shall meet the requirements of Ed 506.01 within 3 years of the issuance of an assistant superintendent endorsement. During this 3-year period, the candidate may remain employed as an assistant superintendent.

Readopt with amendment and renumber Ed 506.06, effective 12-21-12 (Document #10245), as Ed 506.03 and to read as follows:

Ed 506.06 District Administrator.

~~(a) For purposes of this section, "district administrator" means the administrator of a school district or school administrative unit with 400 or fewer total school age enrollments and with no more than 2 public schools, as defined in Ed 306.~~

~~—(b) To be eligible for licensure as a district administrator~~ An individual shall have the following entry level requirements to be certified as a district administrator:

- ~~(1) Have completed at least 5 years' experience as a certified *licensed* principal;~~
- ~~(2) Meet the entry level requirements for certification as a principal under Ed 506.04(a) *Have at least 5 years' experience as a teacher;*~~
- ~~(3) Meet the qualifications, skills, competency, and knowledge requirements for the position of principal, as established under Ed. 506.04(c) *Hold a master's degree from an accredited institution or an institution approved by the New Hampshire higher education commission;* and~~
- ~~(4) Have the ability to provide the administrative services listed in RSA 194-C:4 *Demonstrate the ability to provide the administrative services enumerated in Ed 506.01; and*~~
- ~~(5) Apply for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.~~

~~(c) As an alternative to meeting the requirements of (b) above, the candidate may elect to qualify under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences.~~

~~(d) For purposes of (c) above, the term “teaching experience” in Ed 505.03 means “administrative experience”.~~

~~(e) Candidates shall file the following materials and documents with the bureau of credentialing:~~

- ~~(1) Completed application forms containing the information required in Ed 508.04;~~
- ~~(2) Previous work record;~~
- ~~(3) Education record; and~~
- ~~(4) A minimum of 3 confidential references from persons who can attest to the candidate’s proficiencies in the required leadership area.~~

Readopt with amendment and renumber Ed 506.07, effective 5-27-16 (Document #11110), as Ed 506.04 and to read as follows:

Ed 506.074 Special Education Administrator. The following requirements shall apply to the certification of a special education administrator:

(a) To be considered for a special education administrator SOE, as described in Ed 505.05, an individual shall:

(1) Have at least a bachelor’s degree;

(2) Either:

a. Provide a transcript showing passing grades in at least 2 college-level courses in special education; or

b. Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau;

(3) Have completed at least 5 years of experience in a special education related field; and

(4) Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.

(ab) To be certified eligible for licensure as a special education administrator, an candidate individual shall meet the following entry level requirements relative to education and experience:

(1) Have completed at least 5 years of experience as a special educator or in a related field; and

(2) One of the following:

*a. Completed **Hold** a master’s **degree** program in special education administration or a related area approved by the board and been recommended for this certification by the designated official of the preparing collegiate department of education **in a special education-related field from an accredited institution or an institution approved by***

the higher education commission (HEC) while meeting the requirements of (c) below; ~~or~~

~~b. Completed a master's program in special education or a related field, and demonstrated:~~

- ~~1. The competencies, skills, and knowledge as listed in (d) below; or~~
- ~~2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03.~~

~~(b) Candidates shall file the following materials and documents with the bureau of credentialing:~~

- ~~(1) Completed application forms containing the information required in Ed 508.04;~~
- ~~(2) Previous work record;~~
- ~~(3) Education record; and~~
- ~~(4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.~~

~~(c) The department of education shall assess the skills, competencies and knowledge of candidates for certification as special education administrators by reviewing evidence such as but not limited to college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.~~

~~(dc) Candidates *To be considered* for certification *licensure* as a special education administrator *a candidate* shall have the following skills, competencies, and knowledge as determined by the review outlined in Ed 506.07 (e) *in the following areas:*~~

- ~~(1) In the area of leadership and planning, the candidate shall be able to:~~
 - ~~a. Understand and manage the change process as it relates to the educational program of a student with educational disabilities;~~
 - ~~b. Organize and help groups accomplish objectives and bring about change;~~
 - ~~c. Lead effective planning, implementation, and review of improvement processes;~~
 - ~~d. Understand systems and organizations, and their management theories;~~
 - ~~e. Demonstrate the ability to use selection, retention and final evaluation procedures for effective supervision of teachers and support personnel;~~
 - ~~f. Manage human resources responsibly, efficiently and effectively in a collaborative manner while addressing student needs; and~~
 - ~~g. Understand models, theories, and philosophies that provide the foundation for the administration of programs and services for students with educational disabilities and their families;~~

(21) In the area of compliance with laws, regulations, rules, and school policies, the candidate shall ~~be able~~ **have the ability** to:

- a. Make decisions which reflect a thorough knowledge of current federal laws, regulations, state laws and rules for students with educational disabilities;
- b. Locate, use, and cite New Hampshire laws and rules pertaining to the operation of schools;
- c. Understand local school policy and its implications for students with educational disabilities; and
- d. Advocate for educational policy within the context of evidence-based practices;

(32) In the area of curriculum and instruction and assessment, the candidate shall ~~be able~~ **have the ability** to:

- a. Understand and identify curriculum frameworks that meet state standards;
- b. Understand and utilize evaluation tools that clearly identify student achievement;
- c. Implement and develop appropriate instructional strategies to address individual learning profiles;
- d. Incorporate current best practices in child development theory;
- e. Implement a plan that supports the ongoing use of assistive technologies;
- f. Implement and promote programming in the area of social emotional well-being;
- g. Oversee the use of appropriate instructional practices to teach and provide transitional activities in the following areas:
 1. Functional living;
 2. Career and employment;
 3. Social, emotional, health and wellness;
- h. Understand the principles of assessment of students with educational disabilities, evaluation tools and individual evaluation programs; and
- i. Understand formative and summative assessment as relates to state and local expectations and requirements;

(43) In the area of building partnerships and community, the candidate shall ~~be able~~ **have the ability** to:

- a. Identify key organizations and agencies and their functions in the community as they relate to the educational process;

- b. Utilize a collaborative approach for involving all stakeholders in educational planning, budgeting, implementation and evaluation;
- c. Understand all relevant interagency agreements;
- d. Establish and maintain quality partnerships with entities such as colleges, state-service and social-service agencies, and businesses with the goal of having these entities assist in providing effective educational programming;
- e. Respond to emerging and current issues impacting the school and community; and

(54) In the area of management of budgets and grants, the candidate shall ~~be able~~ **have the ability** to:

- a. Understand how special education financial management and sources of revenue affect the overall financial planning of the district and the ability to collaborate with the superintendent, business administrator, and other relevant stakeholders as needed to provide services for students with educational disabilities and their families;
- b. Develop a budget in accordance with local, state, and national laws in education, social and health agencies for the provision of services for students with educational disabilities and their families;
- c. Coordinate the implementation of federal and state grant applications and manage appropriate IDEA grants and categorical funds;
- d. Use such fiscal control and fund accounting procedures to ensure proper disbursement of, and accounting for, funds allocated for the provision of services for students with educational disabilities and their families; and
- e. Identify and procure resources and supplementary funding, including funding from available state and federal funding sources, to support program development and the provision of services for students with educational disabilities and their families.

~~(e) For the purposes of (d)(1)a., above, the change process involves activities that define and instill new values, attitudes, norms, and behavior within an organization that support new ways of doing work and overcoming resistance to change.~~

~~(f2) For the purposes of Ed 506.07, e~~**Experience as a special educator, for the purposes of Ed 506.05(a)(3) and Ed 506.05(b)(2) above, experience** shall include but not be limited to the roles of ~~general special education teacher, speech language pathologist or specialist, school psychologist, blind and vision impairment, deaf and hard of hearing, specific learning disabilities, intellectual and developmental disabilities, physical and health disabilities, and emotional and behavioral disabilities~~ **special education teacher in area of blind and vision disabilities, special education teacher in the area of deaf and hearing disabilities, special education teacher in the area of intellectual developmental disabilities, and early childhood special education teacher.**

Ed 506.055 Curriculum Administrator.

(a) For purposes of this section, “curriculum administrator” means the administrator of a school district or school administrative unit who directs the curriculum, instruction, and assessment activities of a school district or administrative unit. ~~shall~~ **To be considered for a curriculum administrator SOE under a critical shortage, as described in Ed 505.05, an individual shall:**

(1) Have at least a bachelor’s degree;

(2) Either:

a. Provide a transcript showing passing grades in at least 2 college-level courses meeting the competencies of (c) below; or

b. Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau;

(3) Have completed at least 5 years of successful classroom teaching experience while holding a *teaching* credential; and

(4) Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.

(b) ~~An individual shall have the following entry level requirements to be certified~~ **To be eligible for licensure as a curriculum administrator a candidate shall:**

~~(1) Have at least 5 years’ experience as a classroom teacher~~ **Have at least 5 years’ experience as a classroom teacher;** and

~~(2) One of the following:~~ **Have earned a master’s degree from an accredited institution or an institution approved by the HEC, which meets the competencies outlined in Ed 505.03(b); and**

(3) Apply for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.

~~a. Completed a master’s degree in curriculum and instruction or a related area approved by the state board of education and received a recommendation for this certification from the designated official of the preparing collegiate department of education; or~~

~~b. Completed a master’s degree in education, and have demonstrated:~~

~~1. The competencies, skills, and knowledge as listed in (d) below; or~~

~~2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03.~~

(c) The Department of Education shall assess the skills, competencies and knowledge of candidates for certification as curriculum administrators by reviewing evidence such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU’s, and artifacts of professional practice.

(d) Candidates for certification as a curriculum administrator shall have the following skills, competencies, and knowledge, determined by the review outlined in 506.05(c):

(1) In the area of leadership, the candidate shall be able to:

- a. Collect and use data to identify goals for curriculum, instruction, and assessment at the school, school district, or administrative unit level;
- b. Create, communicate, implement, and monitor plans to achieve goals;
- c. Encourage a culture of collaboration, trust, learning, and high expectations;
- d. Obtain, allocate, align, and effectively utilize fiscal and technological resources, including the development of grant and other funding proposals;
- e. Develop the instructional and assessment capacity of the staff and provide professional development, including: coaching, demonstrating, planning, organizing, reflecting, and documenting;
- f. Adhere to ethical principles and professional norms;
- g. Promote the success and well-being of every student by ensuring the development of an equitable and culturally responsive school;
- h. Advocate for children, families, and caregivers;
- i. Act to influence local, district, state, and national decisions affecting student learning;
- j. Assess, analyze, communicate, and anticipate emerging trends and initiatives in order to adapt leadership strategies and professional development activities related to curriculum, instruction, and assessment;
- k. Build partnerships with parents, community groups, and businesses; and
- l. Evaluate school progress and influence the allocation of resources in order to meet national, state, and local education objectives.

(2) In the area of curriculum and instruction, the candidate shall:

- a. Understand the culture of teaching and learning as required to work effectively with diverse faculty and administrative teams;
- b. Understand PreK-12 learner development and learner differences;
- c. Understand and support a variety of learning environments, including extended learning opportunities;
- d. Understand a variety of instructional and adaptive technologies;
- e. Understand school, school district, and administrative unit curricula;

- f. Understand how to monitor alignment between the written and taught curriculum;
- g. Understand effective curricular coordination and vertical articulation among all academic areas within the school, between schools, and with sending schools and post-secondary institutions, as applicable;
- h. Understand applicable national standards, as well as current state and local academic standards;
- i. Understand a variety of instructional strategies, including differentiated instruction;
- j. Understand and assist others with current research and research-based practices in curriculum and instruction;
- k. Demonstrate the ability to work with individual educators as well as grade level, disciplinary, and interdisciplinary teams to promote student learning; and
- l. Demonstrate the ability to supervise instruction and provide constructive feedback, and

(3) In the area of assessment the candidate shall:

- a. Understand how to use a range of evidence such as student work, classroom and local school or district assessments, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from students and alumni, to revise curriculum and guide the improvement of instructional practice;
- b. Understand and convey a range of assessment strategies, including formative and summative assessment principles and practices, for use in classroom and school-wide assessment, including accreditation processes;
- c. Understand assessment purposes and the design and appropriate uses of fair, ethical, and reliable assessments;
- d. Be able to work with educators to align assessments with learning expectations, competencies, and applicable standards;
- e. Be able to reach out to families and assist with the interpretation of assessment data;
- f. Be able to collect, disaggregate, and analyze data from a variety of sources and respond to inequities in student achievement;
- g. Be able to administer regional and national tests and analyze and report on the results;
- h. Be able to evaluate the effectiveness of curriculum implementation, instructional strategies, and assessment use in a school, school district, or administrative unit, and present evaluations to various audiences;

- i. Be able to evaluate the effectiveness of the curriculum revision processes and plan for continuous improvement; and
- j. Be able to work collaboratively with various stakeholders to involve them in the work of the school.

Ed 506.046 Principal Instructional Leader.

(a) ***To be eligible for licensure as a principal*** An individual shall have the following entry-level requirements to be certified as a principal:

- (1) Have completed at least 5 years' experience as an ~~educator~~ ***teacher***; and
- (2) ~~One of the following:~~ ***Hold a master's degree in school administration or educational leadership, or equivalent master's degree program, from an accredited institution or an institution approved by the HEC;***
- (3) ***Apply for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.***

~~a. Completed a master's program in educational leadership or a related area approved by the state board of education and been recommended for this certification by the designated official of the preparing collegiate department of education; or~~

~~b. Completed a master's program in education and demonstrated:~~

~~1. The competencies, skills, and knowledge as listed in (c) below; or~~

~~2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03.~~

~~(b) Candidates shall file the following materials and documents with the bureau of credentialing:~~

~~(1) Completed application forms containing the information required in Ed 508.04;~~

~~(2) Previous work record;~~

~~(3) Education record; and~~

~~(4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.~~

(cb) Qualifications for principal shall include the following skills, competencies, and knowledge: To be eligible for licensure as a principal a candidate shall have skills, competencies, and knowledge as outlined in Ed 505.03(b).

(1) Educational leadership;

(2) Knowledge of school culture and instructional programs;

(3) Management of the organization and operation of the school;

- (4) Relationships with the school and community;
 - (5) Integrity, fairness, and ethics in learning;
 - (6) The social and cultural context of learning; and
 - (7) Knowledge of how to develop local district goals.
- (d) ~~In the area of educational leadership, the candidate shall have the ability to:~~
- (1) ~~Facilitate the development, articulation, implementation, and stewardship of a vision of learning to share with and supported by the school community;~~
 - (2) ~~Engage all shareholders in the development of the vision and make clear the relationship between vision and mission;~~
 - (3) ~~Listen, analyze and respond clearly and appropriately to issues related to the needs of the school community;~~
 - (4) ~~Communicate the school's vision regularly with parents, community members, and those connected directly with the school using a variety of methods; and~~
 - (5) ~~Shape the educational plan and actions within the school reflecting the district's mission, planning, and assessment processes.~~
- (e) ~~In the area of the knowledge of school culture and instructional programs, the individual shall:~~
- (1) ~~Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and~~
 - (2) ~~Have the ability to:~~
 - a. ~~Establish clear goals, a vision and expectations for students, with assessment processes in place, promoting student growth and development;~~
 - b. ~~Demonstrate knowledge of learning and motivational theories and has the ability to create and implement research based strategies while providing support for educators;~~
 - c. ~~Encourage educators to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines;~~
 - d. ~~Demonstrate knowledge of effective teaching practices, acknowledge current methods and practices, and demonstrate the ability to evaluate and improve the school's educational program;~~
 - e. ~~Demonstrate the knowledge to provide for, develop strategies for, and enhance opportunities for diverse learners;~~
 - f. ~~Plan and implement professional development activities for self and staff members;~~

~~g. Demonstrate knowledge of effective use of technology and support current methods and practices among students and staff; and~~

~~h. Understand the change process and recognize the levels of individual and institutional change.~~

~~(f) In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to:~~

~~(1) Provide a safe school environment and plan and execute systematic emergency drills, training, and revisions as needed;~~

~~(2) Recognize and communicate facility maintenance needs with appropriate personnel to resolve concerns;~~

~~(3) Manage human resources responsibly, efficiently, and effectively in a collaborative manner while addressing staff needs;~~

~~(4) Demonstrate the selection, retention and final evaluation procedures for effective supervision of teachers and support personnel;~~

~~(5) Generate reports and maintain records in an efficient, timely and succinct manner while preserving confidentiality; and~~

~~(6) Demonstrate knowledge of school cultures and gather feedback to develop and maintain a positive school climate.~~

~~(g) In the area of management of the relationships with the school and community, the candidate shall have the ability to:~~

~~(1) Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;~~

~~(2) Recognize and respond to emerging issues impacting the school and community;~~

~~(3) Create and promote an atmosphere where diversity and tolerance are recognized and valued; and~~

~~(4) Utilize community resources to assist in addressing issues and achieving school community goals.~~

~~(h) In the area of integrity, fairness, and ethics to promote the success of all students, the candidate shall have the ability to demonstrate:~~

~~(1) A leadership style that promotes organizational stability and confidence;~~

~~(2) Professional ethics and demeanor in daily interactions with members of the school community; and~~

- ~~(3) Treatment of members of the school community in a fair, equitable, and dignified manner while respecting confidentiality as well as individual rights.~~
- (i) ~~In the area of social and cultural context of learning, the candidate shall have the ability to:~~
- ~~(1) Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;~~
 - ~~(2) Promote, model, and communicate a positive school culture in response to the larger political, social, economic, legal and cultural context;~~
 - ~~(3) Communicate among the school community concerning political, social, economic, legal and cultural issues and potential impact on the school; and~~
 - ~~(4) Demonstrate knowledge of following policies, laws, and regulations.~~
- (j) ~~In the area of the knowledge of how to develop local district goals, the candidate shall:~~
- ~~(1) Develop professional goals which complement and support building and district level goals; and~~
 - ~~(2) Have the ability to demonstrate that he or she can collaboratively develop and implement building level goals such as, but not limited to:~~
 - ~~a. Recognize the nexus between national, state, district, community, and school goals;~~
 - ~~b. Develop a plan to promote and implement building goals in relationship to district goals; and~~
 - ~~c. Engage district wide staff in the development and implementation of goals for the building.~~

Ed 506.087 Associate Assistant Principal Instructional Leader.

(a) *To be considered for an assistant principal SOE under a critical shortage, as outlined in Ed 505.05, An individual shall have the following entry level requirements to be certified as an associate principal:*

- (1) Have completed at least 3 years of experience as an ~~educator~~*teacher*; and
- (2) One of the following: *Have either:*
 - a. Completed a, or be enrolled in, a board-approved educator preparation master's program in educational leadership; or*
 - b. A bachelor's degree in education;*
 - ~~a. Completed a master's program in school administration/leadership or a related area approved by the state board of education and been recommended for this certification by the designated official of the preparing collegiate department of education;~~

~~b. Be enrolled in a master's program in school administration/leadership or a related area approved by the state board of education for no longer than a period of 3 years leading to a recommendation for this certification by the designated official of the preparing collegiate department of education upon completion of the program; or~~

~~e. Hold a bachelor's degree in education from a college or university approved by the New Hampshire post-secondary education commission, and have:~~

~~1. Received the recommendation of the superintendent who shall submit the candidate's individualized professional development plan to the bureau of credentialing in accordance with Ed 505.04; and~~

~~2. Demonstrated:~~

~~a. The competencies, skills, and knowledge listed in (c) below; or~~

~~b. Experience in comparable educational leadership positions in education or other professions in accordance with Ed 505.03.~~

(3) Have either:

a. Passed at least 2 college-level courses meeting the competency requirements of Ed 505.03; or

b. Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau; and

(4) Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.

~~(b) An individual for certification as an associate principal shall file the following materials and documents with the bureau of credentialing:~~

~~(1) Completed application forms containing the information required in Ed 508.04;~~

~~(2) Previous work record;~~

~~(3) Education record; and~~

~~(4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area. ***A candidate licensed as an assistant principal shall meet the requirements of Ed 506.07 within 3 years of the issuance of the license. During this 3-year period, a candidate may remain employed as an assistant principal.***~~

~~(c) Qualifications for associate principal shall include the following skills, competencies and knowledge:~~

~~(1) Educational leadership;~~

~~(2) Knowledge of school culture and instructional programs;~~

- (3) Management of the organization and operation of the school;
- (4) Relationships with the school and community;
- (5) Integrity, fairness, and ethics in learning;
- (6) The social and cultural context of learning; and
- (7) Knowledge of how to develop local district goals.

(d) In the area of educational leadership, the candidate shall have the ability to:

- (1) Facilitate the development, articulation, implementation, and stewardship of a vision of learning to share with and supported by the school community;
- (2) Engage all shareholders in the development of the vision and make clear the relationship between vision and mission;
- (3) Listen, analyze, and respond clearly and appropriately to issues related to the needs of the school community;
- (4) Communicate the school's vision regularly with parents, community members, and those connected directly with the school using a variety of methods; and
- (5) Shape the educational plan and actions within the school reflecting the district's mission, planning, and assessment processes.

(e) In the area of the knowledge of school culture and instructional programs, the individual shall:

- (1) Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and
- (2) Have the ability to:
 - a. Establish clear goals, a vision and expectations for students, with assessment processes in place, promoting student growth and development;
 - b. Demonstrate knowledge of learning and motivational theories and has the ability to create and implement research based strategies while providing support for educators;
 - c. Encourage educators to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines;
 - d. Demonstrate knowledge of effective teaching practices, acknowledge current methods and practices, and demonstrate the ability to evaluate and improve the school's educational program;
 - e. Demonstrate the knowledge to provide for, develop strategies for, and enhance opportunities for diverse learners;

~~f. Plan and implement professional development activities for self and staff members;~~

~~g. Demonstrate knowledge of effective use of technology and support current methods and practices among students and staff; and~~

~~h. Understand the change process and recognize the levels of individual and institutional change.~~

~~(f) In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to:~~

~~(1) Provide a safe school environment and plan and execute systematic emergency drills, training, and revisions as needed;~~

~~(2) Recognize and communicate facility maintenance needs with appropriate personnel to resolve concerns;~~

~~(3) Manage human resources responsibly, efficiently and effectively in a collaborative manner while addressing staff needs;~~

~~(4) Demonstrate the selection, retention, and final evaluation procedures for effective supervision of teachers and support personnel;~~

~~(5) Generate reports and maintain records in an efficient, timely, and succinct manner while preserving confidentiality;~~

~~(6) Demonstrate knowledge of school cultures and gather feedback to develop and maintain a positive school climate.~~

~~(g) In the area of management of the relationships with the school and community, the individual shall have the ability to:~~

~~(1) Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;~~

~~(2) Recognize and respond to emerging issues impacting the school and community;~~

~~(3) Create and promote an atmosphere where diversity and tolerance are recognized and valued; and~~

~~(4) Utilize community resources to assist in addressing issues and achieving school community goals.~~

~~(h) In the area of integrity, fairness, and ethics to promote the success of all students, the individual shall have the ability to demonstrate:~~

~~(1) A leadership style that promotes organizational stability and confidence;~~

~~(2) Professional ethics and demeanor in daily interactions with members of the school community; and~~

- ~~(3) Treatment of members of the school community in a fair, equitable and dignified manner while respecting confidentiality as well as individual rights.~~
- (i) ~~In the area of social and cultural context of learning the individual shall have the ability to:~~
- ~~(1) Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;~~
 - ~~(2) Promote, model and communicate a positive school culture in response to the larger political, social, economic, legal and cultural context;~~
 - ~~(3) Communicate among the school community concerning political, social, economic, legal and cultural issues and potential impact on the school; and~~
 - ~~(4) Demonstrates knowledge of following policies, laws and regulations.~~
- (j) ~~In the area of the knowledge of how to develop local district goals, the individual shall:~~
- ~~(1) Develop professional goals which complement and support building and district level goals; and~~
 - ~~(2) Demonstrate he or she can collaboratively develop and implement building level goals, such as, but not limited to:~~
 - ~~a. Recognize the nexus between national, state, district, community, and school goals;~~
 - ~~b. Develop a plan to promote and implement building goals in relationship to district goals; and~~
 - ~~c. Engage district wide staff in the development and implementation of goals for the building.~~

Ed 506.098 Career and Technical Education Director.

(a) ~~To be considered for~~ **An individual shall have the following entry level requirements to be licensed as a career and technical education director *critical shortage SOE, as described in Ed 505.05, an individual shall:***

- ~~(1) Have completed at least 3 years of successful paid and progressively responsible experience as a career and technical educator, with experience within the 5 years prior to the application as an administrator, supervisor, or teacher **Have passed at least 2 college-level courses meeting the competency requirements of (b) below; and-or**~~
- ~~(2) One of the following:~~ **Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau**
 - ~~a. Completed a master's program in educational leadership or a related area; or~~
 - ~~b. Completed a master's program in education, and demonstrated:~~

- ~~1. The competencies, skills, and knowledge as listed in (c) below; or~~
- ~~2. Experience in comparable leadership positions in career and technical education or other professions as specified in Ed 505.03.~~

~~(b) Candidates shall file the following materials and documents with the bureau of credentialing:~~

- ~~(1) Application forms and materials pursuant to Ed 505.07 through Ed 505.09;~~
- ~~(2) Previous work record;~~
- ~~(3) Education record; and~~
- ~~(4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.~~

~~(eb) Qualifications for~~ **To be eligible for licensure as a career and technical education director a candidate shall include *have earned a master's degree gaining* the following skills, competencies, and knowledge in the following areas:**

- (1) The principles and techniques of effective human resource management, including the following relating to career and technical education personnel:
 - a. Recruitment and selection;
 - b. Assignment and deployment of personnel;
 - c. Supervision;
 - d. Instructional leadership and support; and
 - e. Evaluation;
- (2) Fiscal management in the development and administration of a budget;
- (3) Preparation and management of local, state and federal fund budgets;
- (4) Preparation of state and federal applications and proposals;
- (5) Maintenance of records and inventory of all buildings, equipment and supplies;
- (6) Preparation and submittal of all state and federal reports as required by law;
- (7) Solicitation of input from students, parents, school administrators at the secondary and postsecondary level, teachers at the secondary and postsecondary level, and the business community in the region served by a career and technical education center and consideration of that input in the development of:
 - a. Data collection;

- b. School calendars;
- c. Scheduling;
- d. Transportation; and
- e. Budgets;

(8) Leadership of career and technical education competency-based programs at a center designated as a regional center under RSA 188-E, including:

- a. Regional agreements;
- b. Program promotion and marketing;
- c. Student recruitment and retainment;
- d. Admissions policies;
- e. Regional and program advisory committees; and
- f. Career and technical student organizations;

~~(9) The principles and techniques of leadership for learners including:~~

- ~~a. Theories of human development, adult learning, and motivation and the ability to apply this knowledge to conduct effective professional development for beginning and experienced educators;~~
- ~~b. Theories, principles, and best practices of staff supervision and evaluation and their link to effective implementation of competency based instruction and assessment;~~
- ~~c. A variety of theories, principles, and best practices for needs based professional development programs that support the goals of the school district's improvement plan;~~
- ~~d. The value of assessing, using, and conducting research to improve student learning;~~
- ~~e. The development of comprehensive systems of education that foster success for all students, including students with disabilities as well as gifted and talented students;~~
- ~~f. Planning and facilitating the implementation of a developmentally appropriate competency based comprehensive curriculum, instruction, and assessment program that includes the effective use of data to improve student learning;~~
- ~~g. The reporting and use of assessment results to:~~
 - ~~1. Inform the school community;~~
 - ~~2. Develop school action plans, and;~~
 - ~~3. Modify school programs; and~~

~~h. The integrated use of technology, telecommunications and information systems to support curriculum, instruction, and assessment;~~

(109) In-depth understanding of the relevancy between career and technical program offerings and the needs of business and industry on a regional and state-wide basis that includes:

- a. An understanding of the up-to-date employment needs of business and industry with an ability to direct program outcomes to align with these needs;
- b. An understanding of utilizing labor market data to direct program outcomes and consistent communication with business and industry to ensure relevance; and
- c. Rigor in all career and technical education programs;

(110) Solicitation of input from students, parents, school administrators at the secondary and postsecondary level, teachers at the secondary and postsecondary level, and the business community in the region served by a career and technical education center and consideration of that input in the development and implementation of:

- a. Competency-based curriculum;
- b. State performance indicators relating to data-driven curriculum and student assessment;
- c. Formulation of short- and long-range improvement plans;
- d. Use of technology in support of all school operations; and
- e. Providing customized training programs for teachers in the areas of businesses, industry, labor and government as they relate to economic trends and programming at the center;

(121) Relationship of career and technical education to all other curricular areas, integrating these areas consistent with RSA 193-C:3, III and all aspects of industry into the career and technical program curriculum;

(132) Management of career and technical programs which includes purchasing of equipment and supplies and supervising and maintaining laboratory facilities;

(143) Implementation of the federal, state, and local laws and policies relating to legal requirements for schools, contract management and safe environments and incorporating appropriate safety standards in all learning areas; and

(154) Participation in professional organizations relating to career and technical education and career and technical administration.



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EXECUTIVE SUMMARY

Final Proposal: Ed 800 – Education Freedom Accounts Program

Submitted to the State Board of Education, December 9, 2021:

- A. ACTION NEEDED**
A vote is needed by the State Board of Education to approve the final proposal for Ed 800 regarding the Education Freedom Accounts Program.
- B. RATIONALE FOR ACTION**
These rules have been amended in response to the Office of Legislative Services (OLS) staff comments and public comment received at the public hearing held on November 10, 2021.
- C. EFFECTS OF THIS ACTION**
The final proposal will be submitted to OLS for review by the Joint Legislative Committee on Administrative Rules (JLCAR).
- D. POSSIBLE MOTION**
I move that the State Board of Education approve the final proposal for Ed 800 regarding the Education Freedom Accounts Program.

Readopt with amendment and renumber Ed 324, effective 8-27-21 (Document #13824, Interim), as Ed 800 to read as follows:

PART Ed 324 EDUCATION FREEDOM ACCOUNTS PROGRAM

Ed 324.01 Purpose. The purpose of these rules is to ensure uniform application of RSA 194 F in the establishment and administration of the education freedom accounts (EFA) program.

Ed 324.02 Scope. Ed 324 shall apply to the scholarship organization, education service providers, and eligible participating students and parents to allow the scholarship organization to provide the option for a parent or guardian to better meet the individual educational needs of his or her eligible student by establishing an education freedom account, for the funding of qualifying education expenses provided by education service providers.

Ed 324.03 Definitions. The following definitions shall apply to Ed 324:

- (a) “Board” shall mean the New Hampshire state board of education;
- (b) “Commissioner” shall mean the commissioner of the department of education;
- (c) “Curriculum” means “curriculum” as defined in RSA 194 F:1, II;
- (d) “Days” shall mean calendar days;
- (e) “Department” means “department” as defined in RSA 194 F:1, III;
- (f) “Education freedom account (EFA)” means “education freedom account (EFA) as defined in RSA 194 F:1, IV;
- (g) “Education service provider” means “education service provider” as defined in RSA 194 F:1, V;
- (h) “EFA program” means “program” as defined in RSA 194 F:1, XI;
- (i) “Eligible student” means “eligible student” as defined in RSA 194 F:1, VI;
- (j) “EFA student” means “EFA student” as defined in RSA 194 F:1, VII;
- (k) “Full time” means “full time” as defined in RSA 194 F:1, VIII;
- (l) “Parent” means “parent” as defined in RSA 194 F:1, X;
- (m) “Qualifying differentiated aid eligibility” means “qualifying differentiated aid eligibility” as defined in RSA 198:40 a. A pupil with a qualifying disability as defined under 34 CFR 300.8 as determined by a medical professional licensed to practice in any state in the United States shall be eligible for qualifying differentiated aid under RSA 198:40 a, II(d);
- (n) “Remote or hybrid” means “remote or hybrid” as defined in RSA 194 F:1, IX;
- (e) “Scholarship program” means “scholarship program” as defined in RSA 194 F:1, XI; and

(p) “State fiscal year” shall mean the period from July 1 to June 30 of every calendar year.

Ed 324.04 Applications.

(a) The scholarship organization shall develop an application for potential participants in the program, which, at a minimum, satisfies the requirements enumerated in RSA 194 F:3.

(b) The scholarship organization shall develop an application for signature by the parent or guardian, and the student, if the student is in a secondary education program, to include, at a minimum the required disclosures enumerated in RSA 194 F, including:

(1) A written explanation of allowable uses of EFA funds, the responsibilities of parents or guardians, the duties of the scholarship organization, and the role of any financial management firms that the scholarship organization contracts with to administer any aspect of the EFA program; and

(2) Notice that participation in the EFA program is a parental placement under 20 USC section 1412, Individuals with Disabilities Education Act (IDEA), along with an explanation of the rights that parentally placed students possess under IDEA and any applicable state laws;

Ed 324.05 Program Requirements.

(a) The scholarship organization shall accept rolling admissions into the program.

(b) Within 30 days of receipt of a completed student application, the scholarship organization shall confirm with the parent or guardian in writing that the application is complete in accordance with the approval criteria set forth in RSA 194 F:3.

Ed 324.06 EFA Disbursement

(a) For the first year of the program funding shall be disbursed 4 times during state fiscal year 2022, pursuant to the adjusted amounts determined using RSA 198:40 a, II based on an enrollment count of the verified student applications received by the department from the scholarship organization no later than the date indicated in Table 324 1, and in accordance with the state fiscal year 2022 EFA disbursement schedule in Table 324 1 below:

Table 324 1 State Fiscal Year 2022 EFA Disbursement Schedule

EFA Funds Available	Allocated funds to be disbursed per state fiscal year	Student Application Verified and Reported to the Department by:
September 1	20%	October 2
November 1	20%	October 2
January 1	30%	December 2
April 1	30%	March 2

(b) Beginning in state fiscal year 2023 and every year after, funding shall be disbursed 4 times per state fiscal year, in accordance with RSA 198:40-a in accordance with the EFA disbursement schedule in Table 324.2 below:

Table 324.2 EFA Disbursement Schedule

EFA Funds Available	Allocated funds to be disbursed per state fiscal year	Student Application Verified and Reported to the Department by:
September 1	20%	August 2
November 1	20%	October 2
January 1	30%	December 2
April 1	30%	March 2

(c) Applications in Ed 324.04(b) may be submitted to the scholarship organization throughout the year on a rolling basis, but shall be confirmed complete by the scholarship organization before a parent, guardian, or EFA student shall have access to EFA account funds.

Ed 324.07 Qualifying EFA Expenses: The following shall apply to EFA expenses enumerated in RSA 194 F:2, II:

(a) Internet connectivity shall not include any additional cost for media streaming or cable media options that are not part of an online learning program or online instructional materials;

(b) Internet and technology purchased with EFA funds shall be primarily used, meaning 51% of the time or more, to help meet the EFA student's education needs;

(c) Computer hardware shall be limited to a single computer device per student every 3 years, unless otherwise approved by the scholarship organization, in accordance with the scholarship organization's approval process, as a necessary educational resource including assistive devices and accessible educational hardware and materials; and

(d) The scholarship organization shall publish on its website a policy for pre-approval of qualifying educational expenses consistent with RSA 194 F:2, II(c) and this section.

Ed 324.08 Education Service Providers:

(a) The scholarship organization shall publish on its website:

a. A standard application form; and

b. Procedures for review and approval of education service providers including, but not limited to, any procedures used by education service providers to background check employees.

(b) Online and paper applications for education service providers shall be accepted by the scholarship organization for review on a rolling basis throughout the year.

~~(c) The scholarship organization shall determine only whether curricular materials selected by parents and guardians are qualifying materials pursuant to RSA 194 F:2, II(e) and whether the materials fall within the core knowledge domains described in RSA 194 F:3, III(d)(1).~~

~~(d) Education service providers shall not refund, rebate, or share EFA funds directly with parents or guardians. EFA funds shall only be returned to an eligible student's EFA account. Nothing in these rules shall prohibit education service providers from refunding, rebating, or sharing parent, guardian, and eligible student personal non-EFA funds to the parent or guardian.~~

~~(e) A list of all approved education service providers shall be posted on the scholarship organization's website, reported to the department, and made easily accessible to the public to include education service provider name, eligible services, fee amounts received for services, and number of EFA students served.~~

~~(f) A directory of all education service providers approved by the scholarship organization shall be available on the department's website.~~

~~(g) Approval by the scholarship organization of an education service provider shall serve as statewide approval of such provider for purposes of the program.~~

~~Ed 324.09 Scholarship Organizations:~~

~~(a) The scholarship organization shall have been approved pursuant to RSA 77 G:5, II(a) by the department of revenue administration as a scholarship organization.~~

~~(b) The scholarship organization shall provide all types of qualifying educational expenses enumerated in RSA 194 F:2, II(a) (e).~~

~~(d) The scholarship organization shall electronically file with the department completed student data at least 30 days prior to the funding date, as described in Table 324.1 and Table 324.2. Failure to meet the application deadline shall result in delayed or unavailable funding if such failure prevents the department from processing the payment.~~

~~(e) The scholarship organization shall verify, at a minimum, that completed applications meet the following:~~

~~(1) The eligible student meets all eligibility criteria as described in RSA 194 F:1, IV;~~

~~(2) The EFA application was verified complete only after signature by the parent or guardian, and the student, if the student is in a secondary education program; and~~

~~(3) The student, parent, guardian, or both have not been disqualified from participation in the program due to funds misuse or are otherwise not eligible pursuant to RSA 194 F:1, VI.~~

~~(f) The scholarship organization shall submit a roster of approved EFA students which shall include the student's:~~

~~(1) Information on the student's school of attendance, if applicable;~~

~~(2) Eligibility information;~~

~~(3) Qualifying differentiated aid eligibility;~~

~~(4) Whether the student is a current or new participant in program;~~

~~(5) The amount of EFA funds received for each student and the amount of EFA funds remaining in each student's account; and~~

~~(6) Total EFA funds requested.~~

~~(g) The scholarship organization shall make EFA student account balances readily accessible, through a technology interface with real time or near real time balance information, transaction history, including transaction date, amount deposited or withdrawn, and the name of the education service provider.~~

~~(h) The scholarship organization shall create a parent and education service provider advisory commission pursuant to RSA 194 F:5, responsible for appeals of education service provider denials and other educational expenses approved by the scholarship organization pursuant to RSA 194 F:2 (II)(e).~~

~~(i) The scholarship organization shall contract with an unaffiliated auditor to conduct a risk based audit of EFA accounts with the department on, at a minimum, an annual basis.~~

~~(j) The department shall receive copies of all subcontracts and assignment agreements and the department shall not be bound by any provisions contained in a subcontract or an assignment agreement to which the department is not a party.~~

~~(k) The scholarship organization shall withhold from deposits or deduct throughout the year from EFAs an amount to cover the cost of administering the EFA program, up to a maximum total of 10% annually. All remaining funds shall be available to eligible students for allowable uses.~~

~~(l) The scholarship organization shall develop a records retention policy.~~

~~Ed 324.10 Responsibilities of Public Schools and School Districts. The public school or public school district in which an eligible student was most recently enrolled shall provide to the parent their child's state assigned student identification (SASID) as required under RSA 193 E:5.~~

~~Ed 324.11 Termination of EFA.~~

~~(a) An EFA account shall only be dissolved with written consent of the parent or guardian, unless an EFA student graduates high school or there is a determination by the scholarship organization that there is an intentional and substantial misuse of funds.~~

~~(b) Unless otherwise noticed in writing by the parent that roll over EFA account funds are forfeited, written consent of dissolution shall document the parent's understanding that the rolled over EFA account funds may continue to be utilized pursuant to RSA 194 F:3, VI(a), even if the student is attending a public school and no longer participating in the program, or until the former EFA student graduates high school.~~

~~(c) The scholarship organization shall develop and make publicly available on its website, the process for the determination of a parent, guardian, or EFA student's intentional and substantial misuse of EFA funds.~~

~~(d) The department shall be notified within 5 days any time an EFA account is suspended, or if a student is otherwise deemed ineligible.~~

~~(e) Within 5 days, suspected cases of intentional and substantial misuse of EFA funds shall be reported by the scholarship organization to the department, the board, the attorney general, and, for cases exceeding the amount of a class B felony, the local or state law enforcement agency.~~

~~(f) A parent, guardian, or EFA student may appeal decisions by the scholarship organization pursuant to Ed 200 relative to application completeness and termination of participation.~~

~~(g) The scholarship organization shall notify the department by August 1 of each calendar year of any existing EFA student that has not provided an annual record of educational attainment, pursuant to RSA 194 F:3, III.(d)(3).~~

~~(h) The scholarship organization shall develop a process for the determination of disqualification of an education service provider.~~

~~(i) The process shall include, at a minimum, how the following shall be determined when deciding disqualification:~~

~~(1) Intentional and substantial misrepresentation of information;~~

~~(2) Failure to refund any overpayments within 30 days or the failure to process a request for a refund; and~~

~~(3) Failure to provide students with promised educational goods or services.~~

~~(j) A list of all disqualified education service providers shall be available on the scholarship organization's websites or in paper format upon request.~~

~~(k) Within 5 days of disqualification, the scholarship organizations shall notify parents, guardians, EFA students, and the department in writing or electronically of an education service provider disqualification.~~

~~(l) Education service providers disqualified by the scholarship organization shall be disqualified from participation in the EFA program and a list of disqualified providers shall be posted on the Department's website.~~

~~(m) An education service provider may appeal the scholarship organization's decision to the department pursuant to Ed 200.~~

~~(n) When the scholarship organization is no longer approved under RSA 77-G, the commissioner shall:~~

~~(1) Issue a written notice of noncompliance that shall provide the scholarship organization with an opportunity to meet the requirements; and~~

~~(2) If the scholarship organization fails to meet the requirements specified in a notice of noncompliance pursuant to (1) above, remove the scholarship organization from eligibility.~~

~~(e) The commissioner shall immediately suspend the scholarship organization's eligibility where the health, safety, or welfare of students is at risk.~~

~~(p) The scholarship organization suspended or removed pursuant to (n)(2) or (n) above shall have 15 days from receipt of the notice of proposed action to file with the department's governance unit a request for a proceeding pursuant to Ed 200. All resulting proceedings shall be conducted in accordance with Ed 200.~~

~~Ed 324.12 Legislative Oversight Committee Established.~~

~~(a) The commissioner and the director of the scholarship organization or designee shall attend committee meetings and provide requested information.~~

~~(b) Pursuant to RSA 194-F:12, the first named senate member may convene the committee.~~

CHAPTER Ed 800 EDUCATION FREEDOM ACCOUNTS PROGRAM

PART Ed 801 PURPOSE AND SCOPE

Ed 801.01 Purpose. The purpose of these rules is to ensure uniform application of RSA 194-F in the establishment and administration of the education freedom accounts (EFA) program.

Ed 801.02 Scope. Ed 800 shall apply to the scholarship organization, education service providers, and eligible participating students and parents to allow the scholarship organization to provide the option for a parent or guardian to better meet the individual educational needs of his or her eligible student by establishing an ~~education freedom account~~ EFA, for the funding of qualifying education expenses provided by education service providers.

PART Ed 802 DEFINITIONS

Ed 802.01 Definitions.

(a) "Adequate education" means "adequate education" as defined in RSA 194-F:1, I.

~~(a)~~ **(b) "Board" means the New Hampshire state board of education.**

~~(b)~~ **(c) "Commissioner" means the commissioner of the department of education.**

(d) "Confidential student information" means educational records, student medical information, and student personally identifiable information.

~~(c)~~ **(e) "Curriculum" means "curriculum" as defined in RSA 194-F:1, II.**

~~(d)~~ **(f) "Days" means calendar days.**

~~(e)~~ **(g) "Department" means "department" as defined in RSA 194-F:1, III.**

~~(f)~~ **(h) "Differentiated aid" means the differentiated aid categories enumerated in RSA 198:40-a, II-**
(b) - (e).

(gi) “Education freedom account (EFA)” means “education freedom account” ~~(EFA)~~ as defined in RSA 194-F:1, IV~~;~~.

(hj) “Education service provider” means “education service provider” as defined in RSA 194-F:1, V~~;~~.

(ik) “EFA program” means “program” as defined in RSA 194-F:1, XI~~;~~.

(jl) “Eligible student” means “eligible student” as defined in RSA 194-F:1, VI~~;~~.

(km) “EFA student” means “EFA student” as defined in RSA 194-F:1, VII~~;~~.

(ln) “Full time” means “full time” as defined in RSA 194-F:1, VIII~~;~~.

(mo) “Intentional and substantial” ~~means knowingly and willfully for any amount of funds~~ shall be defined as follows:

(a) **Intentional shall mean knowingly and willfully; and**

(b) **Substantial shall mean \$250 or more.**

(np) “Parent” means “parent” as defined in RSA 194-F:1, X~~;~~.

(q) “Pupil with a disabling condition” means a child having autism, deaf-blindness, deafness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impaired, specific learning disability, speech-language impairment, traumatic brain injury, acquired brain injury, or visual impairment or blindness.

(or) “Remote or hybrid” means “remote or hybrid” as defined in RSA 194-F:1, IX~~;~~.

~~and~~ (ps) “Scholarship organization” means “scholarship organization” as defined in RSA 194-F:1, XII~~;~~.

(qt) “State fiscal year” shall mean the period from July 1 to June 30 of every calendar year.

PART Ed 803 PROGRAM ADMINISTRATION

Ed 803.01 Scholarship Organizations. In addition to the requirements under RSA 194-F:4, the following shall apply to the authority and responsibilities of the scholarship organization **under this program**:

(a) The scholarship organization shall have been approved pursuant to RSA 77-G:5, II(a) by the department of revenue administration as a scholarship organization;

(b) The scholarship organization shall provide access to all types of qualifying educational expenses enumerated in RSA 194-F:2, II(a-o);

(c) Failure by a scholarship organization to provide access to every qualifying expense described in RSA 194-F:2, II(a-o) shall disqualify a scholarship organization from participation in the program;

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(d) The scholarship organization shall electronically file with the department completed student data at least 30 days prior to the funding date, as described in Table 804-1. Failure to meet the application deadline shall result in delayed or unavailable funding if such failure prevents the department from processing the payment;

(e) The scholarship organization shall verify, at a minimum, that completed applications meet the following:

- (1) The eligible student meets all eligibility criteria as described in RSA 194-F:1, IV;
- (2) The EFA application was verified complete only after signature by the parent or guardian, and the student, if the student is in a secondary education program; and
- (3) The student, parent, guardian, or both have not been disqualified from participation in the program due to funds misuse or are otherwise not eligible pursuant to RSA 194-F:1, VI;

(f) The scholarship organization shall submit to the department a roster of approved EFA students ~~which shall include the student's~~ **including each student's:**

- (1) Information on ~~the student's~~ school of attendance, if applicable;
- (2) Eligibility information;
- (3) Qualifying differentiated aid eligibility;
- (4) ~~Whether the student is a~~ **Status as a** current or new participant in program;
- (5) ~~The a~~ Amount of EFA funds received for each student and ~~the~~ **and** amount of EFA funds remaining ~~in each student's account;~~ and
- (6) Total EFA funds requested;

(g) ~~The s~~ **S**cholarship organizations shall have access to confidential student information ~~including the state assigned student identification (SASID)~~ under the following conditions:

- (1) ~~Scholarship organizations shall implement all customary commercial data security procedures and protocols to protect such information~~ **Confidential student information shall be maintained in a manner consistent with the procedures LEAs follow to manage confidential student information;** and
- (2) The scholarship organizations shall verify a student SASID number for any student applying for an EFA prior to requesting a new SASID.

(h) The scholarship organization shall make EFA student account balances readily accessible, through a technology interface with real-time or near real time balance information, transaction history, including transaction date, amount deposited or withdrawn, and the name of the education service provider;

(i) The scholarship organization's director shall appoint members to the parent and education service provider advisory commission pursuant to RSA 194-F:5 and which shall be responsible for

appeals of education service provider denials and other educational expenses approved by the scholarship organization pursuant to 194-F:2 (II)(o);

(j) The scholarship organization shall contract with an unaffiliated auditor to conduct a risk-based audit of EFA accounts on, at a minimum, an annual basis. The scholarship organization shall submit a copy of such plan and all associated audit reports to the department;

(k) The department shall receive copies of all subcontracts and assignment agreements and the department shall not be bound by any provisions contained in a subcontract or an assignment agreement to which the department is not a party;

(l) The scholarship organization shall withhold from deposits or deduct throughout the year from EFAs an amount to cover the cost of administering the EFA program, up to a maximum total of 10% ~~annually~~ **of each deposit**. All remaining funds shall be available to eligible students for allowable uses; and

(m) The scholarship organization shall develop **and implement** a records retention policy.

Ed 803.02 Education Service Providers. In addition to the requirements under RSA 194-F:4 and RSA 194-F:6-7, the following shall apply to education service providers **approved by the scholarship organization**:

(a) The scholarship organization shall publish on its website a standard application form, and procedures for review and approval of education service providers including, but not limited to procedures, **if any**, used by education service providers to ensure background check of employees who have direct contact with students;

(b) Online and paper applications for education service providers shall be accepted by the scholarship organization for review on a rolling basis throughout the year;

(c) The EFA program shall utilize a wide variety of curricular materials to meet the educational needs of the students. ~~Parents and guardians shall choose textbook, curriculum, and instructional material for their EFA students;~~

(d) The scholarship organization shall determine ~~only whether curricular materials selected by parents and guardians are qualifying materials pursuant to RSA 194 F:2, II(e) and~~ whether the materials **selected** fall within the core knowledge domains described in RSA 194-F:3, III(d)(1);

(e) Education service providers shall not refund, rebate, or share EFA funds directly with parents or guardians. EFA funds shall only be returned to an eligible student's EFA account. ~~Nothing in these rules shall prohibit education service providers from refunding, rebating, or sharing parent, guardian, and eligible student personal funds used as described in RSA 194 F:2,V;~~

(f) A list of all approved education service providers shall be posted on the scholarship organization's websites, reported to the department, and made easily accessible to the public to include education service provider name, eligible services, fee amounts received for services, and number of EFA students served;

(g) A directory of all education service providers approved by the scholarship organization shall be available on the department's website; and

(h) Approval by the scholarship organization of an education service provider shall serve as statewide approval of such provider for purposes of the program.

Ed 803.03 Responsibilities of Public Schools and School Districts.

(a) The public school or public school district in which an eligible student was most recently enrolled shall provide to the parent the child's state assigned student identification (SASID) **upon request** as required under RSA 193-E:5.

(b) Local education agencies (LEAs), where private elementary schools and secondary schools are located, ~~must~~ **shall** ensure that children with disabilities, placed by their parents in private, non-profit schools participating in ~~State~~ state-funded EFA programs, ~~are~~ **shall be** included in the group of parentally-placed private school children with disabilities who are eligible for equitable services, including special education and related services from the LEA where private schools are located.

PART Ed 804 EFA FUNDS AND DISBURSEMENT

Ed 804.01 Funds: Generally. In addition to the requirements under RSA 194-F:2, I-and RSA 194-F:4, VIII the following shall apply to EFA funds:

(a) Pursuant to RSA 194-F:2, EFAs shall be equivalent to the per pupil adequate education grant amount under RSA 198:40-a, plus any differentiated aid that would have been provided to a public school for that eligible student;

(b) Fund transfers shall be made to the scholarship organization in accordance with the distribution of adequate education grants under RSA 198:42 and Ed ~~803~~**804.03**; and

(c) A pupil with a disabling condition, ~~as listed in 34 CFR 300.8,~~ shall be considered a pupil with a qualifying disability for the purposes of eligibility for differentiated aid for EFAs under RSA 194-F.

(d) Evidence of a disabling condition, for the purposes of differentiated aid in (c) above, shall be provided by:

(1) A determination of eligibility for special education, by an IEP team, in accordance with 34 CFR 300.300-300.311; or

(2) A determination **of a disabling condition** by a medical professional **listed under Ed 1107.04 Table 1100.1**, licensed to practice in any state in the United States.

(e) A pupil with a disabling condition, as determined by a medical professional licensed in any state in the United States in accordance with Ed 804.01(d)(2), ~~is~~ **shall not be** considered a child with a disability, through an appropriate evaluation, in accordance with 34 CFR 300.304-300.311 and as such, does not qualify for the equitable services funds pursuant to 34 CFR 300.138.

Ed 804.02 Qualifying EFA Expenses. The following shall apply to qualifying EFA expenses enumerated in RSA 194-F:2, II:

(a) Internet connectivity shall not include any additional cost for media streaming or cable media options that are not part of an online learning program or online instructional materials;

(b) Internet and technology purchased with EFA funds shall be primarily used, meaning 51% of the time or more, to help meet the EFA student’s education needs;

(c) Computer hardware shall be limited to a single computer device per student every 3 years, unless otherwise approved by the scholarship organization, in accordance with the scholarship organization’s approval process, as a necessary educational resource including assistive devices and accessible educational hardware and materials; and

(d) The scholarship organization shall publish on its website a policy for pre-approval of qualifying educational expenses consistent with RSA 194-F:2, II(o) and this section.

Ed 804.03 EFA Disbursement. In addition to the requirements under RSA 194-F:4, VIII, the following shall apply to EFA disbursement:

(a) Beginning in state fiscal year 2023 and every year after, funding shall be disbursed 4-times per state fiscal year, in accordance with RSA 198:40-a ~~in accordance with~~ and the EFA disbursement schedule in Table 804-2 below:

Table ~~804-2~~1, EFA Disbursement Schedule

EFA Funds Available	Allocated funds to be disbursed per state fiscal year	Student Application Verified and Reported to the Department by:
September 1	20%	August 2
November 1	20%	October 2
January 1	30%	December 2
April 1	30%	March 2

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(b) Applications in Ed 804 may be submitted to the scholarship organization throughout the year on a rolling basis, but shall be confirmed complete by the scholarship organization before a parent, guardian, or EFA student shall have access to EFA account funds.

PART Ed 805 APPLICATION AND ENROLLMENT

Ed 805.01 Application Development, Agreement, and Notification Requirements.

(a) The scholarship organization shall develop an application for potential participants in the program, which, at a minimum, satisfies the requirements enumerated in RSA 194-F:3.

(b) ~~The s~~Scholarship organizations shall develop an application which it shall provide for signature to the parent or guardian, and the student, if the student is in a secondary education program.

(c) The application shall contain the following:

(1) An explanation of allowable uses of EFA funds, the responsibilities of parents or guardians, the duties of ~~the~~ scholarship organizations, and the role of any financial management firms that ~~the~~ scholarship organizations may contract with to administer any aspect of the EFA program;

(2) Notice as follows:

“Participation in the EFA program is a parental placement under 20 USC section 1412, Individuals with Disabilities Education Act (IDEA) **if a child with a disability is enrolled in a non-public school. A child with a disability participating in an EFA program and enrolled in a public school under RSA 194-F:2, II(d) is not a parental placement under IDEA and is entitled to FAPE.** Parentally-placed private school children with disabilities ~~are~~ **shall not be** entitled to a FAPE in connection with their enrollment by their parents in a private school, in accordance with 34 C.F.R. §§ 300.148(a) and pursuant to **34 C.F.R. 300.137(a)**, while participating in the ~~State-Funded~~ **EFA program. The school district in which the child with a disability participating in the EFA program enrolled in a public school under RSA 194-F:2,II(d) resides is responsible for the provision of FAPE.**”

(ed) A signed application as described in (b) above, shall constitute an agreement by the signatory as described in RSA 194-F:3, III.(d), RSA 194-F:3, IV, and RSA 194-F:4, II and III.

Ed 805.02 Enrollment.

(a) The scholarship organization shall approve applications, as described in Ed 805.01, in accordance with RSA 194-F:3, III.

(b) The scholarship organization shall accept rolling admissions into the program.

(c) Within 30 days of receipt of a completed student application, the scholarship organization shall confirm with the parent or guardian in writing that the application is complete in accordance with the approval criteria set forth in RSA 194-F:3.

(d) If the scholarship organization receives an incomplete application, the applicant shall be notified in writing by the scholarship organization within 15 days of receipt which shall include instructions for completing the application.

PART Ed 806 TERMINATION OF EDUCATION FREEDOM ACCOUNTS

Ed 806.01 Termination of EFAs. In addition to the requirements under RSA 194-F:3, VI and RSA 194-F:4, IX through XIII, the following shall apply to the termination of EFAs:

(a) An EFA shall only be dissolved with written consent of the parent or guardian, unless an EFA student graduates high school or there is a determination by the scholarship organization that there is an intentional and substantial misuse of funds;

(b) Unless otherwise noticed in writing by the parent that roll-over EFA account funds are forfeited, written consent of dissolution shall document the parent’s understanding that the rolled-over EFA account funds may continue to be utilized pursuant to RSA 194-F:3, VI.(a), even if the student is attending a public school and no longer participating in the program, or until the former EFA student graduates high school;

(c) The scholarship organization shall develop and make publicly available on its website, the process for the determination of a parent, guardian, or EFA student’s intentional and substantial misuse of EFA funds;

(d) The department shall be notified within 5 days any time an EFA account is suspended, or if a student is otherwise deemed ineligible;

(e) Within 5 days, suspected cases of intentional and substantial misuse of EFA funds shall be reported by the scholarship organization to the department, the board, the attorney general, and, for cases exceeding the amount of a class B felony, the local or state law enforcement agency;

(f) A parent, guardian, or EFA student may appeal decisions by the scholarship organization pursuant to Ed 200 relative to application completeness and termination of participation;

(g) The scholarship organization shall notify the department by August 1 of each calendar year of any existing EFA student that has not provided an annual record of educational attainment, pursuant to RSA 194-F:3, III-(d)(3);

(h) The scholarship organization shall develop a process for the determination of disqualification of an education service provider.

(i) The process shall include, at a minimum, how the following ~~shall be~~ determined when deciding disqualification:

- (1) ~~Intentional and substantial~~ **Knowing and willful** misrepresentation of information;
- (2) Failure to refund any overpayments within 30 days or the failure to process a request for a refund; and
- (3) Routine failure, meaning 3 or more times, to provide students with promised educational goods or services;

(j) A list of all disqualified education service providers shall be available on the scholarship organization's websites or in paper format upon request;

(k) Within 5 days of disqualification, the scholarship organization shall notify parents, guardians, EFA students, and the department in writing or electronically of an education service provider disqualification;

(l) Education service providers disqualified by the scholarship organization shall be disqualified from participation in the EFA program and a list of disqualified providers shall be posted on the ~~Department's~~ **department's** website;

(m) An education service provider may appeal the scholarship organization's decision to the department pursuant to Ed 200;

(n) When the scholarship organization does not meet the duties, obligations, and authorities in RSA 194-F:4, it is no longer eligible to participate in the EFA program, ~~and~~ **and** the commissioner shall:

- (1) Issue a written notice of ineligibility for participation in the EFA program that shall provide the scholarship organization with an opportunity to meet the requirements for eligibility as described in RSA 194-F:4; and
- (2) If the scholarship organization fails to meet the requirements specified in a notice of ineligibility pursuant to (1) above, remove the scholarship organization from eligibility;

(~~no~~) When the scholarship organization is no longer approved under RSA 77:G, the commissioner shall notify the scholarship organization as described in (m)(1) and (2) above;

(~~op~~) The commissioner shall immediately suspend the scholarship organization’s eligibility where the health, safety, or welfare of students is at risk;

(~~pq~~) The scholarship organization suspended or removed from the EFA program pursuant to (m)(2) above shall have 15 days from receipt of the notice of proposed action to file with the department’s governance unit a request for a proceeding pursuant to Ed 200. All resulting proceedings shall be conducted in accordance with Ed 200; and

(~~qr~~) Within 10 days of suspension or removal of a scholarship organization pursuant to (n) above, the department shall commence an adjudicative proceeding in accordance with Ed 200.

PART Ed 807 LEGISLATIVE OVERSIGHT COMMITTEE

Ed 807. 01 Legislative Oversight Committee Established. In addition to the requirements under RSA 194-F:12, the following shall apply to the establishment, administration, and responsibilities of the education freedom savings account oversight committee:

(a) The commissioner and the director of the scholarship organization or designee shall attend committee meetings and provide requested information; **and**

(b) Pursuant to RSA 194-F:12, the first-named senate member may convene the committee.

Appendix

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 801	RSA 194-F:2, I
Ed 802	RSA 194-F:1
Ed 803	RSA 194-F:2, IV & V; RSA 194-F:4, V, VI, VII, & XVI-XVII; RSA 194-F:5
Ed 804	RSA 194-F:4, IV & VIII
Ed 805	RSA 194-F:4, III
Ed 806	RSA 194-F:4, IX-XIV
Ed 807	RSA 194-F:5

Readopt with amendment and renumber Ed 324, effective 8-27-21 (Document #13824, Interim), as Ed 800 to read as follows:

PART Ed 324 EDUCATION FREEDOM ACCOUNTS PROGRAM

~~Ed 324.01 Purpose.~~ The purpose of these rules is to ensure uniform application of RSA 194 F in the establishment and administration of the education freedom accounts (EFA) program.

~~Ed 324.02 Scope.~~ Ed 324 shall apply to the scholarship organization, education service providers, and eligible participating students and parents to allow the scholarship organization to provide the option for a parent or guardian to better meet the individual educational needs of his or her eligible student by establishing an education freedom account, for the funding of qualifying education expenses provided by education service providers.

~~Ed 324.03 Definitions.~~ The following definitions shall apply to Ed 324:

- (a) “Board” shall mean the New Hampshire state board of education;
- (b) “Commissioner” shall mean the commissioner of the department of education;
- (c) “Curriculum” means “curriculum” as defined in RSA 194 F:1, II;
- (d) “Days” shall mean calendar days;
- (e) “Department” means “department” as defined in RSA 194 F:1, III;
- (f) “Education freedom account (EFA)” means “education freedom account (EFA) as defined in RSA 194 F:1, IV;
- (g) “Education service provider” means “education service provider” as defined in RSA 194 F:1, V;
- (h) “EFA program” means “program” as defined in RSA 194 F:1, XI;
- (i) “Eligible student” means “eligible student” as defined in RSA 194 F:1, VI;
- (j) “EFA student” means “EFA student” as defined in RSA 194 F:1, VII;
- (k) “Full time” means “full time” as defined in RSA 194 F:1, VIII;
- (l) “Parent” means “parent” as defined in RSA 194 F:1, X;
- (m) “Qualifying differentiated aid eligibility” means “qualifying differentiated aid eligibility” as defined in RSA 198:40 a. A pupil with a qualifying disability as defined under 34 CFR 300.8 as determined by a medical professional licensed to practice in any state in the United States shall be eligible for qualifying differentiated aid under RSA 198:40 a, II(d);
- (n) “Remote or hybrid” means “remote or hybrid” as defined in RSA 194 F:1, IX;
- (o) “Scholarship program” means “scholarship program” as defined in RSA 194 F:1, XI; and

(p) “State fiscal year” shall mean the period from July 1 to June 30 of every calendar year.

Ed 324.04 Applications:

(a) The scholarship organization shall develop an application for potential participants in the program, which, at a minimum, satisfies the requirements enumerated in RSA 194 F:3.

(b) The scholarship organization shall develop an application for signature by the parent or guardian, and the student, if the student is in a secondary education program, to include, at a minimum the required disclosures enumerated in RSA 194 F, including:

(1) A written explanation of allowable uses of EFA funds, the responsibilities of parents or guardians, the duties of the scholarship organization, and the role of any financial management firms that the scholarship organization contracts with to administer any aspect of the EFA program; and

(2) Notice that participation in the EFA program is a parental placement under 20 USC section 1412, Individuals with Disabilities Education Act (IDEA), along with an explanation of the rights that parentally placed students possess under IDEA and any applicable state laws;

Ed 324.05 Program Requirements:

(a) The scholarship organization shall accept rolling admissions into the program.

(b) Within 30 days of receipt of a completed student application, the scholarship organization shall confirm with the parent or guardian in writing that the application is complete in accordance with the approval criteria set forth in RSA 194 F:3.

Ed 324.06 EFA Disbursement

(a) For the first year of the program funding shall be disbursed 4 times during state fiscal year 2022, pursuant to the adjusted amounts determined using RSA 198:40 a, II based on an enrollment count of the verified student applications received by the department from the scholarship organization no later than the date indicated in Table 324-1, and in accordance with the state fiscal year 2022 EFA disbursement schedule in Table 324-1 below:

Table 324-1 State Fiscal Year 2022 EFA Disbursement Schedule

EFA Funds Available	Allocated funds to be disbursed per state fiscal year	Student Application Verified and Reported to the Department by:
September 1	20%	October 2
November 1	20%	October 2
January 1	30%	December 2
April 1	30%	March 2

(b) ~~Beginning in state fiscal year 2023 and every year after, funding shall be disbursed 4 times per state fiscal year, in accordance with RSA 198:40 a in accordance with the EFA disbursement schedule in Table 324.2 below:~~

Table 324.2 EFA Disbursement Schedule

EFA Funds Available	Allocated funds to be disbursed per state fiscal year	Student Application Verified and Reported to the Department by:
September 1	20%	August 2
November 1	20%	October 2
January 1	30%	December 2
April 1	30%	March 2

(c) ~~Applications in Ed 324.04(b) may be submitted to the scholarship organization throughout the year on a rolling basis, but shall be confirmed complete by the scholarship organization before a parent, guardian, or EFA student shall have access to EFA account funds.~~

Ed 324.07 Qualifying EFA Expenses. The following shall apply to EFA expenses enumerated in RSA 194 F:2, II:

(a) ~~Internet connectivity shall not include any additional cost for media streaming or cable media options that are not part of an online learning program or online instructional materials;~~

(b) ~~Internet and technology purchased with EFA funds shall be primarily used, meaning 51% of the time or more, to help meet the EFA student’s education needs;~~

(c) ~~Computer hardware shall be limited to a single computer device per student every 3 years, unless otherwise approved by the scholarship organization, in accordance with the scholarship organization’s approval process, as a necessary educational resource including assistive devices and accessible educational hardware and materials; and~~

(d) ~~The scholarship organization shall publish on its website a policy for pre-approval of qualifying educational expenses consistent with RSA 194 F:2, II(o) and this section.~~

Ed 324.08 Education Service Providers.

(a) ~~The scholarship organization shall publish on its website:~~

a. ~~A standard application form; and~~

b. ~~Procedures for review and approval of education service providers including, but not limited to, any procedures used by education service providers to background check employees.~~

(b) ~~Online and paper applications for education service providers shall be accepted by the scholarship organization for review on a rolling basis throughout the year.~~

~~(c) The scholarship organization shall determine only whether curricular materials selected by parents and guardians are qualifying materials pursuant to RSA 194 F:2, II(e) and whether the materials fall within the core knowledge domains described in RSA 194 F:3, III(d)(1).~~

~~(d) Education service providers shall not refund, rebate, or share EFA funds directly with parents or guardians. EFA funds shall only be returned to an eligible student's EFA account. Nothing in these rules shall prohibit education service providers from refunding, rebating, or sharing parent, guardian, and eligible student personal non-EFA funds to the parent or guardian.~~

~~(e) A list of all approved education service providers shall be posted on the scholarship organization's website, reported to the department, and made easily accessible to the public to include education service provider name, eligible services, fee amounts received for services, and number of EFA students served.~~

~~(f) A directory of all education service providers approved by the scholarship organization shall be available on the department's website.~~

~~(g) Approval by the scholarship organization of an education service provider shall serve as statewide approval of such provider for purposes of the program.~~

~~Ed 324.09 Scholarship Organizations.~~

~~(a) The scholarship organization shall have been approved pursuant to RSA 77 G:5, II(a) by the department of revenue administration as a scholarship organization.~~

~~(b) The scholarship organization shall provide all types of qualifying educational expenses enumerated in RSA 194 F:2, II(a) (e).~~

~~(d) The scholarship organization shall electronically file with the department completed student data at least 30 days prior to the funding date, as described in Table 324-1 and Table 324-2. Failure to meet the application deadline shall result in delayed or unavailable funding if such failure prevents the department from processing the payment.~~

~~(e) The scholarship organization shall verify, at a minimum, that completed applications meet the following:~~

~~(1) The eligible student meets all eligibility criteria as described in RSA 194 F:1, IV;~~

~~(2) The EFA application was verified complete only after signature by the parent or guardian, and the student, if the student is in a secondary education program; and~~

~~(3) The student, parent, guardian, or both have not been disqualified from participation in the program due to funds misuse or are otherwise not eligible pursuant to RSA 194 F:1, VI.~~

~~(f) The scholarship organization shall submit a roster of approved EFA students which shall include the student's:~~

~~(1) Information on the student's school of attendance, if applicable;~~

~~(2) Eligibility information;~~

- ~~(3) Qualifying differentiated aid eligibility;~~
- ~~(4) Whether the student is a current or new participant in program;~~
- ~~(5) The amount of EFA funds received for each student and the amount of EFA funds remaining in each student's account; and~~
- ~~(6) Total EFA funds requested.~~

~~(g) The scholarship organization shall make EFA student account balances readily accessible, through a technology interface with real-time or near real-time balance information, transaction history, including transaction date, amount deposited or withdrawn, and the name of the education service provider.~~

~~(h) The scholarship organization shall create a parent and education service provider advisory commission pursuant to RSA 194 F:5, responsible for appeals of education service provider denials and other educational expenses approved by the scholarship organization pursuant to RSA 194 F:2 (II)(o).~~

~~(i) The scholarship organization shall contract with an unaffiliated auditor to conduct a risk-based audit of EFA accounts with the department on, at a minimum, an annual basis.~~

~~(j) The department shall receive copies of all subcontracts and assignment agreements and the department shall not be bound by any provisions contained in a subcontract or an assignment agreement to which the department is not a party.~~

~~(k) The scholarship organization shall withhold from deposits or deduct throughout the year from EFAs an amount to cover the cost of administering the EFA program, up to a maximum total of 10% annually. All remaining funds shall be available to eligible students for allowable uses.~~

~~(l) The scholarship organization shall develop a records retention policy.~~

~~Ed 324.10 Responsibilities of Public Schools and School Districts. The public school or public school district in which an eligible student was most recently enrolled shall provide to the parent their child's state assigned student identification (SASID) as required under RSA 193 E:5.~~

~~Ed 324.11 Termination of EFA.~~

~~(a) An EFA account shall only be dissolved with written consent of the parent or guardian, unless an EFA student graduates high school or there is a determination by the scholarship organization that there is an intentional and substantial misuse of funds.~~

~~(b) Unless otherwise noticed in writing by the parent that roll-over EFA account funds are forfeited, written consent of dissolution shall document the parent's understanding that the rolled-over EFA account funds may continue to be utilized pursuant to RSA 194 F:3, VI.(a), even if the student is attending a public school and no longer participating in the program, or until the former EFA student graduates high school.~~

~~(c) The scholarship organization shall develop and make publicly available on its website, the process for the determination of a parent, guardian, or EFA student's intentional and substantial misuse of EFA funds.~~

~~(d) The department shall be notified within 5 days any time an EFA account is suspended, or if a student is otherwise deemed ineligible.~~

~~(e) Within 5 days, suspected cases of intentional and substantial misuse of EFA funds shall be reported by the scholarship organization to the department, the board, the attorney general, and, for cases exceeding the amount of a class B felony, the local or state law enforcement agency.~~

~~(f) A parent, guardian, or EFA student may appeal decisions by the scholarship organization pursuant to Ed 200 relative to application completeness and termination of participation.~~

~~(g) The scholarship organization shall notify the department by August 1 of each calendar year of any existing EFA student that has not provided an annual record of educational attainment, pursuant to RSA 194 F:3, III.(d)(3).~~

~~(h) The scholarship organization shall develop a process for the determination of disqualification of an education service provider.~~

~~(i) The process shall include, at a minimum, how the following shall be determined when deciding disqualification:~~

~~(1) Intentional and substantial misrepresentation of information;~~

~~(2) Failure to refund any overpayments within 30 days or the failure to process a request for a refund; and~~

~~(3) Failure to provide students with promised educational goods or services.~~

~~(j) A list of all disqualified education service providers shall be available on the scholarship organization's websites or in paper format upon request.~~

~~(k) Within 5 days of disqualification, the scholarship organizations shall notify parents, guardians, EFA students, and the department in writing or electronically of an education service provider disqualification.~~

~~(l) Education service providers disqualified by the scholarship organization shall be disqualified from participation in the EFA program and a list of disqualified providers shall be posted on the Department's website.~~

~~(m) An education service provider may appeal the scholarship organization's decision to the department pursuant to Ed 200.~~

~~(n) When the scholarship organization is no longer approved under RSA 77-G, the commissioner shall:~~

~~(1) Issue a written notice of noncompliance that shall provide the scholarship organization with an opportunity to meet the requirements; and~~

~~(2) If the scholarship organization fails to meet the requirements specified in a notice of noncompliance pursuant to (1) above, remove the scholarship organization from eligibility.~~

~~(o) The commissioner shall immediately suspend the scholarship organization’s eligibility where the health, safety, or welfare of students is at risk.~~

~~(p) The scholarship organization suspended or removed pursuant to (n)(2) or (n) above shall have 15 days from receipt of the notice of proposed action to file with the department’s governance unit a request for a proceeding pursuant to Ed 200. All resulting proceedings shall be conducted in accordance with Ed 200.~~

~~Ed 324.12 Legislative Oversight Committee Established.~~

~~(a) The commissioner and the director of the scholarship organization or designee shall attend committee meetings and provide requested information.~~

~~(b) Pursuant to RSA 194 F:12, the first named senate member may convene the committee.~~

CHAPTER Ed 800 EDUCATION FREEDOM ACCOUNTS PROGRAM

PART Ed 801 PURPOSE AND SCOPE

Ed 801.01 Purpose. *The purpose of these rules is to ensure uniform application of RSA 194-F in the establishment and administration of the education freedom accounts (EFA) program.*

Ed 801.02 Scope. *Ed 800 shall apply to the scholarship organization, education service providers, and eligible participating students and parents to allow the scholarship organization to provide the option for a parent or guardian to better meet the individual educational needs of his or her eligible student by establishing an education freedom account, for the funding of qualifying education expenses provided by education service providers.*

PART Ed 802 DEFINITIONS

Edit. “(EFA)”

Ed 802.01 Definitions.

Unclear/Edit. “Adequate education” is defined in RSA 194-F:1, I and needs to be inserted since the rules use the term twice.

(a) **“Board”** means the New Hampshire state board of education;

(b) **“Commissioner”** means the commissioner of the department of education;

(c) **“Curriculum”** means “curriculum” as defined in RSA 194-F:1, II;

(d) **“Days”** means calendar days;

(e) **“Department”** means “department” as defined in RSA 194-F:1, III;

(f) **“Differentiated aid”** means the differentiated aid categories enumerated in RSA 198:40-a, II, (b) - (e);

Unclear. Don’t use the term to define the term.

(g) **“Education freedom account (EFA)”** means “education freedom account (EFA) as defined in RSA 194-F:1, IV;

(h) **“Education service provider”** means “education service provider” as defined in RSA 194-F:1, V;

Edit. For (a)-(p) delete and replace the semicolons with periods because there is no lead in.

Edit. Insert quotation marks after “account” and delete “(EFA)”

- (i) *“EFA program” means “program” as defined in RSA 194-F:1, XI;*
- (j) *“Eligible student” means “eligible student” as defined in RSA 194-F:1, VI;*
- (k) *“EFA student” means “EFA student” as defined in RSA 194-F:1, VII;*
- (l) *“Full time” means “full time” as defined in RSA 194-F:1, VIII;*
- (m) *“Intentional and substantial” means knowingly and willfully for any amount of funds;*
- (n) *“Parent” means “parent” as defined in RSA 194-F:1, X;*
- (o) *“Remote or hybrid” means “remote or hybrid” as defined in RSA 194-F:1, IX;*
- (p) *“Scholarship organization” means “scholarship organization” as defined in RSA 194-F:1, XII; and*
- (q) *“State fiscal year” shall mean the period from July 1 to June 30 of every calendar year.*

Unclear. It is unclear how “substantial,” when referring to funds, can mean “knowingly” and/or “willfully.” It seems that “substantial,” when used regarding misuse of funds, means a specific dollar amount or a percentage of the funds.

PART Ed 803 PROGRAM ADMINISTRATION

Edit. Insert “organization under this program:”

Ed 803.01 Scholarship Organizations. *In addition to the requirements under RSA 194-F:4, the following shall apply to the authority and responsibilities of the scholarship organization:*

- (a) *The scholarship organization shall have been approved pursuant to RSA 77-G:5, II(a) by the department of revenue administration as a scholarship organization;*
- (b) *The scholarship organization shall provide access to all types of qualifying educational expenses enumerated in RSA 194-F:2, II(a-o);*
- (c) *Failure by a scholarship organization to provide access to every qualifying expense described in RSA 194-F:2, II(a-o) shall disqualify a scholarship organization from participation in the program;*
- (d) *The scholarship organizations shall electronically file with the department completed student data at least 30 days prior to the funding date, as described in Table 804-1. Failure to meet the application deadline shall result in delayed or unavailable funding if such failure prevents the department from processing the payment;*
- (e) *The scholarship organization shall verify, at a minimum, that completed applications meet the following:*

Unclear/Legis. Intent. RSA 194-F appears to contemplate one scholarship organization. It looks as if the “s” here was meant to be deleted. See also the next page.

- (1) *The eligible student meets all eligibility criteria as described in RSA 194-F:1, IV;*
- (2) *The EFA application was verified complete only after signature by the parent or guardian, and the student, if the student is in a secondary education program; and*
- (3) *The student, parent, guardian, or both have not been disqualified from participation in the program due to funds misuse or are otherwise not eligible pursuant to RSA 194-F:1, VI;*

Edit. Avoid 2 requirements in a single intro clause. See §2.1 of Ch. 4 of the *Manual*. Say “including each student’s”.

Edit. “each”

(f) The scholarship organizations shall submit to the department a roster of approved EFA students which shall include the student’s:

- (1) Information on the student’s school of attendance, if applicable;**
- (2) Eligibility information;**
- (3) Qualifying differentiated aid eligibility;**
- (4) Whether the student is a current or new participant in program;**

Unclear/Legis. Intent. RSA 194-F does not address the protection of personal and confidential student information, either health care data or other data. It is not clear how the protections of HIPAA and FERPA apply to the organization. Also, it is unclear if there are uniform standards and whether scholarship organizations would understand what is required in practice.

Edit. These do not do not follow from the lead-in language.

- (5) The amount of EFA funds received for each student and the amount of EFA funds remaining in each student’s account; and**
- (6) Total EFA funds requested;**

(g) Scholarship organizations shall have access to confidential student information including the state assigned student identification (SASID) under the following conditions:

- (1) Scholarship organizations shall implement all customary commercial data security procedures and protocols to protect such information; and**
- (2) The scholarship organizations shall verify a student SASID number for any student applying for an EFA prior to requesting a new SASID.**

Unclear. It is unclear whether the intent was to delete the “s” or not.

(h) The scholarship organizations shall make EFA student account balances readily accessible, through a technology interface with real-time or near real time balance information, transaction history, including transaction date, amount deposited or withdrawn, and the name of the education service provider;

Edit. Delete extra space.

(i) The scholarship organization’s director shall appoint members to the parent and education service provider advisory commission pursuant to RSA 194-F:5 and which shall be responsible for appeals of education service provider denials and other educational expenses approved by the scholarship organizations pursuant to 194-F:2 (II)(o);

Edit. “and denials of other educational expenses requested pursuant to RSA 194-F:2 (II)(o);”

(j) The scholarship organizations shall contract with an unaffiliated auditor to conduct a risk-based audit of EFA accounts on, at a minimum, an annual basis. The scholarship organization shall submit a copy of such plan and all associated audit reports to the department;

(k) The department shall receive copies of all subcontracts and assignment agreements and the department shall not be bound by any provisions contained in a subcontract or an assignment agreement to which the department is not a party;

(l) The scholarship organizations shall withhold from deposits or deduct throughout the year from EFAs an amount to cover the cost of administering the EFA program, up to a maximum total of 10% annually. All remaining funds shall be available to eligible students for allowable uses; and

(m) The scholarship organization shall develop a records retention policy.

Edit. “shall develop and implement”

Unclear. The EFA funds are distributed to the EFA students’ accounts four times per year. Is the amount taken by the S.O. also spread out over the 4 deposit periods, or can the S.O. take it’s 10% right at the start, thus leaving the student only 10% for the first few months?

Ed 803.02 Education Service Providers. In addition to the requirements under RSA 194-F:4 and RSA 194-F:6-7, the following shall apply to education service providers:

(a) The scholarship organizations shall publish on its website a standard application form, and procedures for review and approval of education service providers including, but not limited to procedures used by education service providers to ensure background check of employees who have direct contact with students;

Edit.
Delete.

Authority/Legis. Intent/Unclear. RSA 194-F does not grant the scholarship organization the ability to require criminal background checks. The rule appears to not actually require criminal background checks, just notification of their procedures. But it is not clear what the intention is.

(b) Online and paper applications for education service providers shall be accepted by the scholarship organization for review on a rolling basis throughout the year;

(c) The EFA program shall utilize a wide variety of curricular materials to meet the educational needs of the students. Parents and guardians shall choose textbook, curriculum, and instructional material for their EFA students;

Unclear. The cited statute requires parents to agree to use EFA funds for textbooks, curriculum, etc. It does not require the S.O. to determine whether particular materials qualify.

Unclear/Edit. Unclear how this works in practice. It is unclear what will happen if the parent/guardian wants instruction that is not included in the EFA program or offered by the institution. Could this result in an education service provider having to use different curriculums and textbooks for each student? How does this work if the EFA student is enrolled in another district's public school? This may conflict with RSA 194-F:7, I and statutes regulating public schools.

(d) The scholarship organization shall determine only whether curricular materials selected by parents and guardians are qualifying materials pursuant to RSA 194-F:2, II(e) and whether the materials fall within the core knowledge domains described in RSA 194-F:3, III(d)(1);

(e) Education service providers shall not refund, rebate, or share EFA funds directly with parents or guardians. EFA funds shall only be returned to an eligible student's EFA account. Nothing in these rules shall prohibit education service providers from refunding, rebating, or sharing parent, guardian, and eligible student personal funds used as described in RSA 194-F:2,V;

Unclear/Legis. Intent. RSA 194-F:2, IV specifically requires that EFA funds shall not be refunded, rebated, or shared with a parent or EFA student in any manner, and refunds must go directly into the EFA account. The statute prohibits the use of personal funds for EFA covered services so, it's not clear what is intended. For example. RSA 194-F:2, V says parents may pay for costs and services not covered by the program, but it specifically prohibits personal deposits into an EFA account. It is not clear what the intent is with the language.

(f) A list of all approved education service providers shall be posted on the scholarship organization's websites, reported to the department, and made easily accessible to the public to include education service provider name, eligible services, fee amounts received for services, and number of EFA students served;

(g) A directory of all education service providers approved by the scholarship organization shall be available on the department's website; and

(h) Approval by the scholarship organization of an education service provider shall serve as statewide approval of such provider for purposes of the program.

Ed 803.03 Responsibilities of Public Schools and School Districts.

(a) The public school or public school district in which an eligible student was most recently enrolled shall provide to the parent the-child's state assigned student identification (SASID) as required under RSA 193-E:5.

Unclear. As drafted, a parent might believe (based on the rule alone) that the school or district supplies the SASID routinely. By statute, it is only provided upon request.

Edit. Lower case.

Unclear what is intended, generally. As drafted, it implies the private schools are at the LEAs. What occurs if there are no private schools in a district?

Edit. "shall"

(b) Local education agencies (LEAs), where private elementary schools and secondary schools are located, must ensure that children with disabilities, placed by their parents in private, non-profit schools participating in State-funded EFA programs, are included in the group of parentally-placed private school children with disabilities who are eligible for equitable services, including special education and related services from the LEA where private schools are located.

Edit. Delete extra space.

Edit. "shall be"

PART Ed 804 EFA FUNDS AND DISBURSEMENTk

See note on page 7.

Ed 804.01 Funds; Generally. In addition to the requirements under RSA 194-F:2, I and RSA 194-F:4, VIII the following shall apply to EFA funds:

(a) Pursuant to RSA 194-F:2, EFAs shall be equivalent to the per pupil adequate education grant amount under RSA 198:40-a, plus any differentiated aid that would have been provided to a public school for that eligible student;

Unclear. There's nothing about grants in the cited rule.

(b) Fund transfers shall be made to the scholarship organization in accordance with the distribution of adequate education grants under RSA 198:42 and Ed 803.03; and

(c) A pupil with a disabling condition, as listed in 34 CFR 300.8, shall be considered a pupil with a qualifying disability for the purposes of eligibility for differentiated aid for EFAs under RSA 194-F.

Unclear/Legis. Intent. This conflicts with the cited CFR. While the CFR lists disabling conditions, it says that to be a "child with a disability" the child must: (1) Be evaluated pursuant to 34 CFR 300.304 through 300.311 as having a disabling condition; and (2) Be determined, because of the disabling condition, to need special education and related services. Further, the CFR states that even if the child is determined to have a disability, if the child only needs related services, and not special education, then the child is not a "child with a disability under 34 CFR 300.

(d) Evidence of a disabling condition, for the purposes of differentiated aid in (c) above, shall be provided by:

Unclear/Legis. Intent. Even if a disability is determined under (c) and (d), this does not automatically trigger eligibility for differentiated aid. RSA 198:40-a, II(d) says differentiated aid is only available if the child is already receiving special ed.

Unclear. Except for the portion regarding determination by a medical professional, this would be a correct statement of law, but it appears to conflict with the rest of the section.

(1) A determination of eligibility for special education, by an IEP team, in accordance with 34 CFR 300.300-300.311; or

Unclear. A determination of what?

(2) A determination by a medical professional licensed to practice in any state in the United States.

Edit. "shall not be considered."

(e) A pupil with a disabling condition, as determined by a medical professional licensed in any state in the United States in accordance with Ed 804.01(d)(2), is not considered a child with a disability, through an appropriate evaluation, in accordance with 34 CFR 300.304-300.311 and as such, does not qualify for the equitable services funds pursuant to 34 CFR 300.138.

Ed 804.02 Qualifying EFA Expenses. The following shall apply to qualifying EFA expenses enumerated in RSA 194-F:2, II:

(a) Internet connectivity shall not include any additional cost for media streaming or cable media options that are not part of an online learning program or online instructional materials;

(b) Internet and technology purchased with EFA funds shall be primarily used, meaning 51% of the time or more, to help meet the EFA student's education needs;

(c) Computer hardware shall be limited to a single computer device per student every 3 years, unless otherwise approved by the scholarship organization, in accordance with the scholarship

Unclear/Legis. Intent. This rule is impermissibly vague by not defining "medical professional". This might allow, for example, an ER nurse with no education or training in disabilities and special education to make a determination. and, more importantly, it conflicts with state law and federal regulations. For example, 34 CFR 300 makes no provision for a determination by a medical professional. Also, see comments to (c) and (d) above.

organization’s approval process, as a necessary educational resource including assistive devices and accessible educational hardware and materials; and

(d) The scholarship organization shall publish on its website a policy for pre-approval of qualifying educational expenses consistent with RSA 194-F:2, II(o) and this section.

Ed 804.03 EFA Disbursement. In addition to the requirements under RSA 194-F:4, VIII, the following shall apply to EFA disbursement:

Edit. This could apparently be replaced by “and.”

(a) Beginning in state fiscal year 2023 and every year after, funding shall be disbursed 4-times per state fiscal year, in accordance with RSA 198:40-a in accordance with the EFA disbursement schedule in Table 804-2 below:

Table 804-2 EFA Di

Edit. Extend the underline under the Table number. Also, as the first table in Ed 804, this should be “Table 804-1.”

<i>EFA Funds Available</i>	<i>Allocated funds to be disbursed per state fiscal year</i>	<i>Student Application Verified and Reported to the Department by:</i>
<i>September 1</i>	<i>20%</i>	<i>August 2</i>
<i>November 1</i>	<i>20%</i>	<i>October 2</i>
<i>January 1</i>	<i>30%</i>	<i>December 2</i>
<i>April 1</i>	<i>30%</i>	<i>March 2</i>

(b) Applications in Ed 804 may be submitted to the scholarship organization throughout the year on a rolling basis, but shall be confirmed complete by the scholarship organization before a parent, guardian, or EFA student shall have access to EFA account funds.

PART Ed 805 APPLICATION AND ENROLLMENT

Ed 805.01 Application Development, Agreement, and Notification Requirements.

(a) The scholarship organization shall develop an application for potential participants in the program, which, at a minimum, satisfies the requirements enumerated in RSA 194-F:3.

(b) Scholarship organizations shall develop an application which it shall provide for signature to the parent or guardian, and the student, if the student is in a secondary education program. The application shall contain the following:

Edit. “(c)”

(1) An explanation of allowable uses of EFA funds, the responsibilities of parents or guardians, the duties of scholarship organizations, and the role of any financial management firms that scholarship organizations may contract with to administer any aspect of the EFA program;

(2) Notice as follows:

Edit. “shall not be”

“Participation in the EFA program is a parental placement under 20 USC section 1412, Individuals with Disabilities Education Act (IDEA). Parentally-placed private school children with disabilities are not entitled to a FAPE in connection with their enrollment by their parents in a private school, in accordance with 34 C.F.R. §§ 300.148(a) and pursuant 300.137(a), while participating in the State-Funded EFA program.

Edit. “to CFR 34”

Edit. "(d)"

(c) A signed application as described in (b) above, shall constitute an agreement by the signatory as described in RSA 194-F:3, III.(d), RSA 194-F:3, IV, and RSA 194-F:4, II and III.

Ed 805.02 Enrollment.

(a) The scholarship organization shall approve applications, as described in Ed 805.01, in accordance with RSA 194-F:3, III.

(b) The scholarship organization shall accept rolling admissions into the program.

(c) Within 30 days of receipt of a completed student application, the scholarship organization shall confirm with the parent or guardian in writing that the application is complete in accordance with the approval criteria set forth in RSA 194-F:3.

(d) If the scholarship organization receives an incomplete application, the applicant shall be notified in writing by the scholarship organization within 15 days of receipt which shall include instructions for completing the application.

PART Ed 806 TERMINATION OF EDUCATION FREEDOM ACCOUNTS

Ed 806.01 Termination of EFAs. In addition to the requirements under RSA 194-F:3, VI and RSA 194-F:4, IX through XIII, the following shall apply to the termination of EFAs:

(a) An EFA shall only be dissolved with written consent of the parent or guardian, unless an EFA student graduates high school or there is a determination by the scholarship organization that there is an intentional and substantial misuse of funds;

(b) Unless otherwise noticed in writing by the parent that roll-over EFA account funds are forfeited, written consent of dissolution shall document the parent’s understanding that the rolled-over EFA account funds may continue to be utilized pursuant to RSA 194-F:3, VI.(a), even if the student is attending a public school and no longer participating in the program, or until the former EFA student graduates high school;

(c) The scholarship organization shall develop and make publicly available on its website, the process for the determination of a parent, guardian, or EFA student’s intentional and substantial misuse of EFA funds;

(d) The department shall be notified within 5 days any time an EFA account is suspended, or if a student is otherwise deemed ineligible;

(e) Within 5 days, suspected cases of intentional and substantial misuse of EFA funds shall be reported by the scholarship organization to the department, the board, the attorney general, and, for cases exceeding the amount of a class B felony, the local or state law enforcement agency;

(f) A parent, guardian, or EFA student may appeal decisions by the scholarship organization pursuant to Ed 200 relative to application completeness and termination of participation;

(g) The scholarship organization shall notify the department by August 1 of each calendar year of any existing EFA student that has not provided an annual record of educational attainment, pursuant to RSA 194-F:3, III.(d)(3);

Edit. Delete period.

Unclear/Legis. Intent. (Applies to (a), (c), and (e)) While RSA 194-F:4, XI says “intentional and substantial”, the phrase is vague. If there are multiple scholarship organizations, their determinations as to what constitutes “intentional and substantial” might vary widely. Therefore, the phrase should be clarified in the rules.

Edit. "(i)" (and re-letter remaining paragraphs)

(h) The scholarship organization shall develop a process for the determination of disqualification of an education service provider. The process shall include, at a minimum, how the following shall be determined when deciding disqualification:

Unclear. See comment to (a) above.

Edit. "are"

(1) Intentional and substantial misrepresentation of information;

(2) Failure to refund any overpayments within 30 days or the failure to process a request for a refund; and

(3) Routine failure, meaning 3 or more times, to provide students with promised educational goods or services;

(i) A list of all disqualified education service providers shall be available on the scholarship organization's websites or in paper format upon request;

(j) Within 5 days of disqualification, the scholarship organizations shall notify parents, guardians, EFA students, and the department in writing or electronically of an education service provider disqualification;

(k) Education service providers disqualified by the scholarship organization shall be disqualified from participation in the EFA program and a list of disqualified providers shall be posted on the Department's website;

(l) An education service provider may appeal the scholarship organization's decision to the department pursuant to Ed 200;

Edit. no cap

Edit. ", and the"

(m) When the scholarship organization does not meet the duties, obligations, and authorities in RSA 194-F:4, it is no longer eligible to participate in the EFA program. The commissioner shall:

(1) Issue a written notice of ineligibility for participation in the EFA program that shall provide the scholarship organization with an opportunity to meet the requirements for eligibility as described in RSA 194-F:4; and

(2) If the scholarship organization fails to meet the requirements specified in a notice of ineligibility pursuant to (1) above, remove the scholarship organization from eligibility;

(n) When the scholarship organization is no longer approved under RSA 77:G the commissioner shall notify the scholarship organization as described in (m)(1) and (2) above;

Edit. comma

(o) The commissioner shall immediately suspend the scholarship organization's eligibility where the health, safety, or welfare of students is at risk;

(p) The scholarship organization suspended or removed from the EFA program pursuant to (m)(2) above shall have 15 days from receipt of the notice of proposed action to file with the department's governance unit a request for a proceeding pursuant to Ed 200. All resulting proceedings shall be conducted in accordance with Ed 200; and

(q) Within 10 days of suspension or removal of a scholarship organization pursuant to (n) above, the department shall commence an adjudicative proceeding in accordance with Ed 200.

PART Ed 807 LEGISLATIVE OVERSIGHT COMMITTEE

Ed 807. 01 Legislative Oversight Committee Established. In addition to the requirements under RSA 194-F:12, the following shall apply to the establishment, administration, and responsibilities of the education freedom savings account oversight committee:

(a) The commissioner and the director of the scholarship organization or designee shall attend committee meetings and provide requested information. ← Edit. “; and”

(b) Pursuant to RSA 194-F:12, the first-named senate member may convene the committee.

Appendix

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 801	RSA 194-F:2, I
Ed 802	RSA 194-F:1
Ed 803	RSA 194-F:2, IV & V; RSA 194-F:4, V, VI, VII, & XVI-XVII; RSA 194-F:5
Ed 804	RSA 194-F:4, IV & VIII
Ed 805	RSA 194-F:4, III
Ed 806	RSA 194-F:4, IX-XIV
Ed 807	RSA 194-F:5



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December 9, 2021

Michael Morrell
Sr. Committee Attorney
Office of Legislative Services, Admin. Rules
State House Annex, Room 219
Concord, NH 03301

Dear Attorney Morrell,

Attached please find the final proposal for Notice #2021-102, Education Freedom Accounts Program. The State Board of Education (Board) approved this proposal at its meeting held on December 9, 2021. The paragraphs below explain the substantive comments that were not addressed by amendments to the rule.

On page 8 you state "Unclear/Legis. Intent. RSA 194-F appears to contemplate one scholarship organization. It looks as if the "s" here was meant to be deleted."

- While the Board and Department of Education (Department) staff do not agree with your office's interpretation of the current statute, the rules will proceed at this time with one scholarship organization given the Board's understanding that pending legislation is proposed to further clarify the existing legislative intent.

On page 9 you state "Unclear/Legis. Intent. RSA 194-F does not address the protection of personal and confidential student information, either health care data or other data. It is not clear how the protections of HIPAA and FERPA apply to the organization. Also, it is unclear if there are uniform standards and whether scholarship organizations would understand what is required in practice."

- FERPA and HIPAA do not apply to the scholarship organization under RSA 77-G or RSA 194-F. HIPAA only applies to medical providers and health care insurers, and does not currently apply to the Department, school districts, or schools in New Hampshire. FERPA only applies to "educational agencies or institutions that receive funds from programs administered by the U.S. Department of Education" and, thus, does not apply to the scholarship organization.

All on page 11, comments here are followed by the Department staff and Board's clarification:

- Regarding 803.03(b) "Unclear what is intended, generally. As drafted, it implies the private schools are at the LEAs. What occurs if there are no private schools in a district?"
 - The rule as drafted appropriately reflects IDEA. See USED FAQs (p.34-35) here: [Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools \(PDF\)](#). The proportionate share of an LEA's IDEA funds to support equitable services and the corresponding equitable services provided are based on the location of the private school that the child with a disability attends. If there are no

private schools located within an LEA, no proportionate share would be calculated and thus no equitable services would be provided by that LEA. To further clarify, pupils with disabilities who are not parentally placed in a private school are not entitled to equitable services.

- Regarding Ed 804.01(c) you state “Unclear/Legis. Intent. This conflicts with the cited CFR. While the CFR lists disabling conditions, it says that to be a “child with a disability” the child must: (1) Be evaluated pursuant to 34 CFR 300.304 through 300.311 as having a disabling condition; and (2) Be determined, because of the disabling condition, to need special education and related services. Further, the CFR states that even if the child is determined to have a disability, if the child only needs related services, and not special education, then the child is not a “child with a disability under 34 CFR 300.”
 - A “child with a disability” and a “child/pupil with a disabling condition” are distinct special education terms. A “child/pupil with a disabling condition” is a term used for the purposes of EFA differentiated aid only.
- Regarding Ed 804.01(d) you state “Unclear/Legis. Intent. Even if a disability is determined under (c) and (d), this does not automatically trigger eligibility for differentiated aid. RSA 198:40-a, II(d) says differentiated aid is only available if the child is already receiving special ed.”
 - These rules are drafted in accordance with RSA 194-F:2, I to ensure that a child who has never been evaluated through the special education process receives the appropriate amount of differentiated aid. A child who has never attended public school and therefore does not have an IEP, but has a disabling condition, should be given the opportunity to receive that differentiated aid amount.
- Regarding Ed 804.01 (e) you state “Unclear. Except for the portion regarding determination by a medical professional, this would be a correct statement of law, but it appears to conflict with the rest of the section.”
 - A child with a disability for purposes of IDEA is entitled to equitable services, but a pupil with a disabling condition is not entitled to equitable services, as such student did not follow the identification process in IDEA.

Department staff would appreciate the opportunity to meet to further discuss these substantive comments, if these explanations do not remove your objections, prior to the rules being submitted to the Joint Legislative Committee on Administrative Rules (the Committee) for review.

Please let me know if you have any further questions.

Sincerely,

Amanda Phelps
Administrative Rules Coordinator



Kate Cassady
Littleton

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EXECUTIVE SUMMARY
Initial Proposal to REPEAL: Ed 508.07 Library Media Specialist
Expires: June 22, 2022

Submitted to the State Board of Education, December 9, 2021:

- A. ACTION NEEDED**
A vote is needed by the State Board of Education to repeal Ed 508.07 regarding library media specialist.
- B. RATIONALE FOR ACTION**
Please see attached letter from the Professional Standards Board (PSB).
- C. EFFECTS OF THIS ACTION**
If the board votes to approve this initial proposal for repeal it will be submitted the Office of Legislative Services (OLS) to begin the regular rulemaking process and a public hearing will be held in February or March 2022.
- D. POSSIBLE MOTION**
I move that the State Board of Education approve the initial proposal to repeal Ed 508.07 regarding library media specialist.

Repeal Ed 508.06, effective 2-22-13 (Document # 10276), as follows:

~~Ed 508.06 Library Media Coordinator.~~

~~(a) A candidate shall have the following entry level requirements to be licensed as a library media coordinator:~~

~~(1) Have completed a minimum of 3 years' experience as a library media specialist as documented by positive recommendations or evaluations from the candidate's supervisor(s) which demonstrate that the candidate has acquired the competencies outlined in Ed 507.21; and~~

~~(2) Have at least completed a master's degree program in library science, library and information studies, or a closely related field such as education.~~

~~(b) Candidates shall file the following materials and documents with the bureau of credentialing:~~

~~(1) Completed application forms containing the information required in Ed 508.04;~~

~~(2) Previous work record;~~

~~(3) Education record; and~~

~~(4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.~~

~~(c) Candidates for licensure as a library media coordinator shall have skills, competencies, and knowledge in the following areas:~~

~~(1) In the area of program management and leadership, the ability to:~~

~~a. Provide effective leadership and coordination in developing, implementing, and evaluating a comprehensive, system-wide school library media program;~~

~~b. Develop and implement a strategic plan for the school library media program to meet system-wide goals while allowing for differences of individual schools;~~

~~c. Communicate the school library media program's vision, goals, and priorities to the educational system and the community;~~

~~d. Coordinate collection development and programming for system-wide libraries;~~

~~e. Plan and manage information literacy instruction efforts for students and teachers;~~

~~f. Plan and manage virtual and physical resources, systems, and services to support teaching and learning;~~

~~g. Coordinate the planning and design of new, renovated, and existing school library media facilities and system-wide infrastructure;~~

~~h. Develop policy recommendations and implement established adopted policies and procedures; and~~

~~i. Advocate for the centrality of the library media program to the learning of students;~~

~~(2) In the area of fiscal management, the ability to:~~

~~a. Prepare budgets in collaboration with school leaders, departments, or agencies to ensure equitable services and resources;~~

~~b. Maintain accurate records and inventories to prepare reports; and~~

~~e. Research grants and other external funding opportunities for the support and enhancement of student learning resources and results;~~

~~(3) In the area of information management, the ability to:~~

~~a. Provide trustworthy information on promising and proven practices keyed to system-wide priorities to improve student achievement as well as educator and school leader effectiveness;~~

~~b. Collaborate with other libraries and agencies to share resources and enhance the system's learning climate, learning opportunities, and learning results;~~

~~e. Advise all school system personnel regarding the importance of the principles of intellectual freedom and ethical behavior, and advocate for the integration of these principles in system policies and programs; and~~

~~d. Work with system and school leaders as well as educators to ensure standardization of equipment and equity of resources across programs and buildings; and~~

~~(4) In the area of personnel management, the ability to:~~

~~a. Advocate for the American Association of School Librarians (AASL) recommended level of staffing for school library media centers;~~

~~b. Collaborate with principals and site-based committees in the selection and placement of school library media personnel; and~~

~~e. Work with school leaders to supervise, support and evaluate the system's school library media personnel in the operation of their school library media program.~~

RECOMMENDATION TO ELIMINATE THE NHDOE LIBRARY MEDIA
COORDINATOR CREDENTIAL (Ed 507.20)

To: Professional Standards Board
State Board of Education
Fr: Dr. Christopher Benedetti PSU
Kimberly Yarlott Principal
Dt: March 20, 2021

Dear Reader,

As members of the PSB, and, co-chairs of the review committee for the credential: Library Media Coordinator (Ed 507.20), we formed and worked with a committee of volunteers who are in the field of library and media services, to determine necessary updates and proposed changes.

Upon review, the committee determined to recommend that this credential be eliminated. Our recommendation is based upon the following information:

The credential seems to be obsolete.

There are 68 credential holders in NH, of whom, only 6 persons are younger than 70 years old.

Most of these persons were credentialed prior to 1976 (lifetime credential), with it being unknown if any are deceased.

The recent revision to the Library Media Specialist Ed 508.06 absorbed the requirements within their credentialing requirements.

Respectfully,

Christopher Benedetti
Kimberly Yarlott



Kate Cassidy
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
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3144
FAX (603) 271-1953

EXECUTIVE SUMMARY

Adopt: Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09 regarding Criminal History Record Check Clearance credentials

Re-Submitted to the State Board of Education, December 9, 2021:

A. ACTION NEEDED

A vote is needed by the State Board of Education to adopt Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09 regarding Criminal History Record Check Clearance credentials.

B. RATIONALE FOR ACTION

At its meeting on October 21, 2021 the Joint Legislative Committee on Administrative Rules (JLCAR) conditionally approved the final proposal for these rules based on Office of Legislative Services (OLS) staff comment as indicated in the response. The rules are ready for adoption upon confirmation from OLS staff.

C. EFFECTS OF THIS ACTION

These rules will be effective upon filing with OLS.

D. POSSIBLE MOTION

I move that the State Board of Education adopt Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09 regarding Criminal History Record Check Clearance credentials.

Readopt with amendment 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, October 2021;
 - (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 with amendment 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) DOE-BOC 1 “Application - Statement of Eligibility (SOE)” form, October 2021, for applicants seeking an SOE as outlined in Ed 505.05(a);
- (2) DOE-BOC 2 “Application for Licensure – Educator Preparation Program Completer” form, October 2021, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.04;
- (3) DOE-BOC 3 “Educator Transmittal Form”, October 2021, for all New Hampshire licensed educators seeking to renew after recommendation as outlined in Ed 509.01;
- (4) Renewal application forms for New Hampshire licensed educators seeking to renew directly to the bureau, as outlined in Ed 509.02, as follows:
 - a. DOE-BOC 4a “DOE Renewal Application - Educator” form, October 2021;
 - b. DOE-BOC 4b “DOE Renewal Form Paraeducator I/ II and Educational Interpreter/Transliterater License” form, October 2021; and
 - c. DOE-BOC 4c “License Renewal Form for School Nurse I, II, and III;
- (5) DOE-BOC 5 “Emergency Authorization (EA)” form, October 2021, for senior educational officials requesting to employ an unlicensed educator as described in Ed 504.04;
- (6) DOE-BOC 6 “Application for Emergency Authorization” form, October 2021, for any unlicensed educator employed by a school district for which the employer is seeking an emergency authorization as described in Ed 504.04;
- (7) DOE-BOC 7 “In Process of Licensure Authorization (IPLA)” form, October 2021, for any senior educational official who seeks to hire an educator who is in the process of becoming a licensed educator as outlined in Ed 504.05;
- (8) DOE-BOC 8 “Paraeducator License Application” form, October 2021, for any applicant seeking a paraeducator license as outlined in Ed 504.06 and Ed 504.07; and
- (9) DOE-BOC 9 “School Nurse Application” form, October 2021, for any applicant seeking a school nurse I or III license as outlined in Ed 504.08 through Ed 504.10;

(10) DOE-BOC 10 “Name Change Request” form, October 2021, for any credential holder seeking a credential issued with an official name change;

(11) DOE-BOC 11 “Application for Educational Interpreter/Transliterater for Children and Youth ages 3-21” form, October 2021, as outlined in Ed 504.11.

(12) DOE-BOC 12 “Application for Credential Verification Request” form, October 2021, for any credential holder seeking a verification of their New Hampshire credential;

(13) DOE-BOC 13 “Application for Licensure - Demonstrated Competencies” form, October 2021, for any applicant seeking licensure as outlined in Ed 505.06(b), Ed 505.06(c), and Ed 505.06(d);

(14) DOE-BOC 14 “Application for Portfolio and Oral Board Review” form, October 2021, for all applicants seeking licensure as outlined in Ed 505.06(a);

(15) DOE-BOC 15 “Intern Authorization Application” form, October 2021, for all applicants seeking licensure as outlined in Ed 505.05;

(16) DOE-BOC 16 “Site-Based Licensing Plan Completer Application” form, October 2021, for all applicants who have completed their SBLP and are ready for full licensure as outlined in Ed 505.09(f)(17); and

(17) DOE-BOC 17 “Criminal History Record Check Clearance” form, October 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 provide a social security number, the applicant agrees that the social security number shall be used to search the “National Association of State Directors for Teacher Excellence and Certification (NASDTEC) Clearinghouse” as referenced in Appendix II, for action taken against the applicant’s license by other member states or jurisdictions. The application shall be denied and referred to the governance unit for review pursuant to Ed 511 and Ed 512.

(e) Absent a social security number, applicants will be checked against the NASDTEC clearinghouse as referenced in (d) above using other personally identifiable information, including, but not limited to name, date of birth, and address.

(f) 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) and (d) above.

(g) 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.

(h) Filing of the completed application, supporting documentation, and application fee shall be the responsibility of the applicant.

(i) All applicants for any credential or endorsement issued by the state board shall acknowledge the following statements:

“By checking this box, I certify that I have read the Educator Code of Ethics.

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf

By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf”

(j) 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/Transliterators	\$25.00
Educational Interpreter/Transliterators 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) A proposed extension in accordance with RSA 541-A:29, IV and to include:
 - a. A proposed new deadline, not to exceed 120 days;
 - b. 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 extension does not result in an approval and license, or the requirements outlined are not completed within the timeframe allotted, the application will be 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 DOE-BOC 14 "Application for Portfolio and Oral Board Review" form, October 2021;
 - 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 referenced in (2)a. above 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 to 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. The forms demonstrating acquired competencies pursuant to Ed 505.03 and Ed 506 through Ed 508, as applicable, and how each competency was acquired; and
- b. "Intern Authorization Application" form, October 2021;

(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 the form referenced in (f)(1) above, 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 the form referenced in (f)(1) above, 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 Application” form, October 2021 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 the form referenced in (f)(17) above, 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 the form referenced in (f)(17) above, 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.nhsp.dos.nh.gov/sites/g/files/ehbemt461/files/inline-documents/sonh/dssp382.pdf

Bow School District
55 Falcon Way
Bow, NH 03304

Dunbarton School District
20 Robert Rogers Road
Dunbarton, NH 03046

November 23, 2021

SENT VIA HAND DELIVERY

Christopher G. Bond, Attorney
NH Department of Education
101 Pleasant Street – Londergan Hall
Concord, NH 03301

RE: Bow-Dunbarton AREA Agreement

Dear Attorney Bond,

On behalf of the Bow-Dunbarton AREA Plan Review Board, I enclose three original copies of the executed Amended Bow-Dunbarton AREA Agreement for your review and submission to the State Board of Education.

In accordance with RSA 195-A:14, representatives of the Bow and Dunbarton School Districts formed the Bow-Dunbarton AREA Plan Review Board on August 23, 2021 for the purpose of negotiating a successor to our 2014 Bow-Dunbarton AREA Agreement. After several meetings, a draft agreement was created and approved by the school boards of both districts. Public hearings were held on November 15, 2021 in both districts to receive input in accordance with RSA 195-A:3, IV. After reviewing public input, the AREA Plan Review Board unanimously approved the Amended Bow-Dunbarton AREA Agreement as submitted.

It is my understanding that you will submit the Agreement for consideration at the Board of Education's December 9, 2021 meeting and that you will return an original copy of the Agreement to the school districts of Bow and Dunbarton with any recommendations of the Board of Education. Representatives of the AREA Plan Review Board will attend the December 9 meeting.

Upon approval from the Board of Education, the school board of each district will present the Agreement for voter approval at the respective Bow and Dunbarton Annual School District Meetings in March, 2022.

Thank you in advance for your attention in this matter. Please contact me with any questions or concerns, or if additional information is required. You can reach me by email at jeff@trexlerengineering.com or telephone at 603-774-6060 day or evening.

Yours truly,

Bow-Dunbarton AREA Plan Review Board



Jeffrey S. Trexler, Chair

AMENDED WRITTEN PLAN FOR AUTHORIZED REGIONAL
ENROLLMENT AREA FOR THE
BOW AND DUNBARTON SCHOOL DISTRICTS
FOR THE PERIOD JULY 1, 2024 – JUNE 30, 2039

November 22, 2021

This Authorized Regional Enrollment Area (AREA) Agreement (“Agreement”) is entered into pursuant to RSA 195-A by and between the Bow School District ("Bow"), and the Dunbarton School District ("Dunbarton"), each of Merrimack County, New Hampshire.

WITNESSETH:

WHEREAS, Bow and Dunbarton enter into this Agreement to promote the excellence of educational experience for students from all involved districts;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide long term security for member districts by establishing a guarantee that the sending district will send and the receiving district will receive students;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide every student body member of the AREA schools equal access to all educational programs and opportunities, membership rights, and responsibilities independent of their resident district;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide a broader range of program offerings for students than would otherwise be financially feasible for individual districts;

WHEREAS, Bow and Dunbarton enter into this Agreement to share equitably the costs of education at the AREA schools among the districts involved in the AREA Agreement;

WHEREAS, Bow and Dunbarton enter into this Agreement to allow for the sending districts to actively participate in evaluation and planning at the AREA schools.

NOW THEREFORE, it is agreed as follows:

1. Name

Bow Memorial School (hereinafter "BMS") and Bow High School (hereinafter "BHS"), both located in the Bow School District, New Hampshire, shall be the AREA schools. BMS shall be the AREA school for grades 7 and 8 and BHS shall be the AREA school for grades 9 through 12. Dunbarton is the sending district and Bow is the receiving district. Together they shall form the region that the AREA schools shall serve. No schools in either district shall be discontinued and no new buildings will be initially enlarged or constructed as part of this Agreement.

2. Quality of Education

A. Accreditation Requirements and Procedures

Bow represents and warrants that it will, during the term of this Agreement, provide a course of studies for grades 7 through 12 and appropriate facilities, equipment, supplies, text books, teachers and administrators so as to operate grades 7 through 12 in a manner consistent with standards as defined by the laws of the State of New Hampshire for the education of its own and sending district students, grades 7 through 12. Bow shall provide State of New Hampshire approved AREA schools, fully or conditionally. If conditionally approved, for any reason, Bow shall comply with the requirements set forth in RSA 194:23 and Administrative Rules Ed 306, as amended.

1. Bow High School

Bow High School (BHS) shall provide New England Association of Schools and Colleges (NEASC) accredited schools for all public school students from Dunbarton in grades 9 through 12. If at any time BHS is placed on a warning or probationary status by NEASC and no plan for corrective action is filed within the prescribed guidelines, or within an extension granted by the accrediting agency, or, absent a prescribed timeline, within 180 days, the sending district's annual Capital Improvement Fee for BHS students shall be reduced by \$50 per student from the current amount pro-rated for the number of days in which BHS is in violation of this section. Once Bow submits the corrective action plan to comply with NEASC requirements, the reduction in the Capital Improvement Fee shall cease.

If the corrective action plan is not implemented in the time prescribed by NEASC or, absent a timeline set by NEASC, within 18 months from notification of warning or probationary status, the annual Capital Improvement Fee for Dunbarton students attending BHS shall be reduced by \$50 per student from the current amount pro-rated for the number of days each fiscal year in which BHS is in violation of this section. The annual Capital Improvement Fee shall increase to the current amount for the remainder of the fiscal year when the warning or probationary status is lifted.

2. Bow Memorial School

At any time during the term of this Agreement, the Dunbarton School Board has the authority to require the Bow School District to undertake a third-party accreditation process in accordance with the standard and customary accreditation procedure applicable to middle schools in New Hampshire.

Prior to the commencement of any accreditation process, the Dunbarton School Board shall consult with the Bow School Board to discuss any substantive issues with the quality of education being delivered by the Bow School District in the middle school. Following consultation and any other necessary review by either board, Bow shall have sixty (60) days to cure any substantiated issues raised by Dunbarton or adequately respond to any

concern relative to the quality of education being delivered to middle school students. If the Dunbarton School Board is not satisfied with the response of Bow to its concerns in the quality of education, then Bow shall initiate and implement a third-party accreditation process to be completed within six (6) months from the last day of the sixty (60) day response period.

If any accreditation process undertaken at the middle school finds that any aspect of the quality of education being delivered by the Bow School District does not satisfy prescribed guidelines for New Hampshire schools, the Bow School District shall undertake corrective action in accordance with the guidelines and timeline of the accrediting agency, or by no later than 180 days from the notification of a violation. If the Bow School District fails to comply with the required corrective action measures within the applicable time period, the annual Capital Improvement Fee for Dunbarton students attending BMS shall be reduced by \$50 per student from the current amount pro-rated for the number of days in which BMS is in violation of this section. The annual Capital Improvement Fee shall be restored to the current amount once the Bow School District completes the required corrective action measures.

Any expenses related to undertaking the accreditation process shall be an AREA school expense and included in tuition calculations.

B. Bow shall provide to students of both the sending and receiving districts equal access to all educational and co-curricular opportunities and programs.

C. Bow warrants that it will administer its schools to promote a safe environment for learning and that it will enforce reasonable policies that control access to its schools. Bow shall maintain policies and procedures that permit access to Bow buildings by representatives of Dunbarton. These policies and procedures shall not interfere with the operation of Bow schools.

In the event that a Dunbarton parent has a concern about any aspect of their student's education at BMS or BHS, that parent will have available to them the same avenues of recourse available to the parent of any of those schools' students, namely:

- The availability of the teacher to address the concern.
- If the above does not lead to resolution of the concern, access to a building administrator to address the concern
- If the above does not lead to resolution of the concern, access to the Office of the Superintendent to address the concern.
- If the above does not lead to resolution of the concern, access to the Bow School Board as final arbiter of concerns and disputes originating in the Bow School District subject only to State Board of Education review, as appropriate. The parent may be accompanied by a member or members of the sending district's school board to the meeting with the Bow School Board at the parent's discretion.

3. Computation of Tuition Rates and Payment Due Dates

A. For the purposes of this Agreement, "Average Daily Membership" (herein after "ADM") shall be defined as the aggregate full-day membership of pupils attending one of the AREA schools divided by the number of full days of instruction offered at that AREA school. "Membership" shall be as defined in RSA 189:1-d, as amended. End of year ADM shall be determined after the end of the fiscal year under consideration. Results of all ADM calculations, including proportion allocated to each district, shall be rounded off to the nearest 1/100.

Any students attending the AREA schools whose legal residence is in a school district or town other than Bow or Dunbarton shall be considered "non-resident" students. Except where specifically stated in this Agreement, all non-resident students shall be counted as Bow students and included in Bow's enrollment and ADM calculations. Bow may enter into any agreement they deem appropriate or necessary with the non-resident student's school district, parent/guardian, or sponsoring entity.

Any Bow or Dunbarton students participating in an exchange student program or otherwise attending a non-AREA school on a temporary basis for at least 30 school days or greater shall not be included in enrollment and ADM calculations under this agreement for the period of non attendance.

B. A Fiscal year is defined as beginning on July 1 and ending on June 30 of the following calendar year. For each fiscal year, the total annual tuition paid by Dunbarton to Bow shall be based on Bow's actual operating costs applicable to the AREA schools for the fiscal year under consideration apportioned to Dunbarton based on Dunbarton's percentage of total end of year ADM for AREA grades at each AREA school, as set forth in Section 3. The tuition rate shall include per student operating costs and per student Capital Improvement Fee as specified herein.

Operating costs shall be defined as the net difference between applicable revenues and applicable expenditures. Applicable expenditures is defined as Bow School District expenses for personnel, supplies, equipment, maintenance, improvements and operation of the AREA schools, in accordance with this Agreement. Applicable revenues is defined as Bow School District revenues that directly offset or compensate the Bow School District for AREA school expenditures. Revenue also includes the unrestricted portion of the Capital Improvement Fee (CIF-U) as defined below. Other types of revenues deemed applicable include, but are not limited to, employee insurance co-pays if the co-pay portion of employee insurance is included in AREA school expenses, student activity fees or any similar fees collected for the purpose of offsetting AREA school expenses, and rental or user fees collected for use of AREA school buildings or grounds. Applicable revenues do not include tuition received for Dunbarton students or any non-resident students, state aid as specified in Section 5 of this Agreement, earnings on investments, impact fees, transfers from capital reserve funds, revenue or reimbursement for expenses that are specific to only the Bow School District such as Medicaid reimbursement, etc. For specific programs intended to be self-supported by participants or users, such as Drivers Education, Summer

School, and Food Service, none of the direct expenses or revenues associated with the program shall be considered applicable or included in AREA school tuition calculations. If partially self-supporting programs have applicable expenses that exceed revenues, the excess expenses shall be considered an AREA school expense.

Bow's total school district operating costs shall be allocated in a manner that fairly represents the direct operating costs applicable to each particular AREA school, and fairly represents the portion of indirect school district-wide operating costs attributable to each particular AREA school. Total AREA school operating costs at BMS shall be further allocated to AREA grades 7-8 and non-AREA grades 5-6 in a similar manner. For BMS, all direct operating costs that are applicable to only grades 7-8, such as grade 7-8 teaching staff or grade 7-8 program costs, shall be included in BMS AREA school tuition calculations. Also for BMS, indirect operating costs that are applicable to all BMS grade levels 5-8 shall be allocated 58% to AREA grades 7-8 for inclusion in BMS AREA school tuition calculations and 42% to non-AREA grades 5-6.

For each fiscal year and each AREA School, Bow shall calculate a Budgeted Tuition Rate in accordance with Subsection 3.D, an Estimated Tuition Rate in accordance with Subsection 3.E, and a Final Tuition Rate in accordance with Subsection 3.F. All tuition rates specified in this agreement are per student annual rates unless otherwise noted.

C. Tuition rates shall include an annual per student Capital Improvement Fee (CIF) which shall be stated separately in each tuition rate calculation. The purpose of the CIF is to enable Dunbarton to contribute to the cost of qualifying AREA school capital improvements. For fiscal year beginning July 1, 2024, the CIF shall be \$800. For fiscal year beginning July 1, 2025 and beyond, the CIF will be adjusted based on the annual percentage increase or decrease in the Consumer Price Index (CPI-U) for Boston-Brockton-Nashua urban area as reported by the US Department of Labor for July of the year prior to the fiscal year under consideration. For example, the CIF for fiscal year beginning July 1, 2025 shall be adjusted based on the annual change in CPI-U from July 2023 to July 2024. CIF shall be rounded to the nearest dollar.

Under the prior 2014-2024 AREA Agreement, the parties recognized that the restrictions imposed on Bow for handling and disposition of CIF funds limited their use for only large and relatively costly capital improvements. In an effort to provide funds that Bow can use for more modest and frequent capital expenditures, the parties in this agreement have significantly increased the CIF rate and have divided the CIF into two categories:

Capital Improvement Fee – Unrestricted (CIF-U)

The per student CIF-U rate shall be one half of the total per student CIF rate. There are no restrictions or limitations imposed on Bow's use or disposition of CIF-U funds. CIF-U funds can be used for any purpose and are not limited to only AREA school expenses. It is recommended that CIF-U funds be annually deposited into one or more Bow capital reserve funds for future capital needs at any Bow school, however, Bow has the sole authority and discretion to determine if CIF-U funds will be deposited into capital reserve, used as revenue to offset expenses, or expended in any other manner consistent with state law. Recognizing that CIF-U funds may be co-mingled with other Bow funds and that

Bow may choose to use CIF-U funds along with other funds for AREA school expenses that are included in calculating tuition rates, the total amount of CIF-U paid by Dunbarton each year will be included as an AREA school revenue.

Capital Improvement Fee – Restricted (CIF-R)

The per student CIF-R rate shall be one half of the total per student CIF rate. The purpose of CIF-R is to enable Dunbarton to contribute to the cost of large and relatively infrequent qualifying AREA school capital improvements. The handling and disposition of CIF-R funds shall be restricted in accordance with the following paragraphs.

At the March 14, 2014 annual school district meeting, the Bow School District created an interest bearing CIF-R capital reserve fund, called AREA School Capital Improvements - Dunbarton Fees. The purpose of this fund is for capital improvements to AREA schools in accordance with the AREA agreement. CIF-R Capital Improvement Fees paid by Dunbarton, and earned interest, will accumulate in the fund and may be withdrawn in accordance with this Agreement and applicable state laws. Except as otherwise permitted under Section 3.C.4 below, each year the Bow School Board shall propose a warrant article at the annual school district meeting asking for voter approval to deposit the total CIF-R received from Dunbarton during the current fiscal year into the capital reserve fund by September 1 following the close of the fiscal year under consideration. For example, at the Annual Bow School District Meeting in March, 2025, the proposed warrant article shall ask voters to deposit an amount equal to the total CIF-R received from Dunbarton during Fiscal Year 2024-25 into the capital reserve fund prior to September 1, 2025.

Withdrawal and use of CIF-R Capital Improvement Fees shall be restricted as follows:

1. Proceeds of the CIF-R capital reserve fund, including any interest earned, may only be used for the purpose of paying for Dunbarton's share of a qualifying capital improvement expenditure at either or both of the AREA schools or AREA school sites.
2. Qualifying capital improvements shall directly benefit either or both of the AREA schools or sites, shall have a minimum useful life of 10 years, and shall have a minimum total capital expenditure of \$500,000 prior to deduction of any CIF-R funds.
3. Dunbarton's share of a qualifying capital improvement expenditure for an AREA school or site shall not exceed a percentage of the total capital improvement expenditure equivalent to Dunbarton's percentage of total ADM for that AREA school for the most recently completed fiscal year at the time the qualifying capital improvement is authorized or approved by Bow. For capital improvements at BMS, total ADM shall include all BMS students in grades 5 through 8.
4. Bow may withdraw an amount from the CIF-R capital reserve fund up to but not exceeding Dunbarton's share of a qualifying capital improvement expenditure. If the CIF-R capital reserve fund balance is less than Dunbarton's share, Bow may choose to retain annual CIF-R funds received from Dunbarton, rather than deposit an amount equal to those funds into the CIF-R capital reserve fund, in the current or succeeding fiscal year or years until Bow collects the total amount of Dunbarton's share. An amount equal to all CIF-R funds received in excess of

Dunbarton's share shall be deposited into the CIF-R capital reserve fund in accordance with this Agreement. Bow's right to retain or collect annual CIF-R funds for any uncollected portion of Dunbarton's share shall end upon withdrawal pursuant to RSA 195-A:14 or expiration of this Agreement.

5. Bow may use CIF-R funds properly withdrawn or withheld from deposit in accordance with this Agreement for any purpose.
6. If Bow collects CIF-R funds, either withdrawn from the CIF-R capital reserve fund or otherwise retained in accordance with this Agreement, for any portion of a qualifying capital improvement expenditure, then no portion of that expenditure shall be considered as an AREA school expense or included in tuition calculations.

As an example, if Bow authorizes a capital expenditure of \$1,000,000 in Fiscal Year 2030-31 for a qualifying capital improvement at BHS, and Dunbarton's percentage of total ADM at BHS for Fiscal Year 2029-30 was 25%, then Dunbarton's maximum share of the capital improvement expenditure is \$250,000. If the CIF-R capital reserve fund balance totals \$300,000, then the maximum that can be withdrawn is Dunbarton's \$250,000 share for this particular capital improvement expenditure. If the CIF-R capital reserve fund balance totals \$200,000, then the maximum that can be withdrawn is \$200,000 and the additional \$50,000 of Dunbarton's share can be collected by Bow from CIF-R funds received from Dunbarton in the current or succeeding fiscal year or years.

The capital reserve fund holding CIF-R funds shall remain under the control of Bow, and Bow may propose to withdraw any or all of the proceeds for qualifying capital improvements at any time subject to the provisions in this Agreement and applicable state laws concerning capital reserve funds. Except under emergency circumstances, Bow shall notify Dunbarton at least 60 days prior to any vote of the public to authorize or approve a qualifying capital improvement. Such notification shall include a brief description of the capital improvement project, the proposed total capital improvement expenditure, Dunbarton's projected share of the expenditure, and any amount proposed to be withdrawn. The purpose of notification is to allow Dunbarton to review and comment on the proposed use. Dunbarton will have no authority to deny qualifying expenditures for qualifying capital improvements.

If an amount equal to all CIF-R money paid is not deposited annually by Bow into the capital reserve fund by September 1 following the close of the fiscal year in which the CIF-R money was received, except as permitted under Section 3.C.4 above, then Bow shall remit to Dunbarton an amount equal to the amount of CIF-R money paid but not deposited into the capital reserve fund. Any such remittance shall be in the form of a credit applied toward Dunbarton's tuition payments for the fiscal year following the fiscal year the CIF-R money was received by Bow. If all or any portion of Bow's withdrawal from the CIF-R capital reserve fund or retention of CIF-R funds does not comply with the provisions of this Agreement, then Bow shall remit to Dunbarton an amount equal to the non-compliant amount withdrawn or retained. Any such remittance shall be in the form of a credit applied toward Dunbarton's tuition payments for the fiscal year in which the non-compliant withdrawal or encumbrance was made by Bow. If for any reason the credit due to Dunbarton in any fiscal year is greater than the tuition charged to Dunbarton in that same fiscal year, then Bow shall pay the net balance due to Dunbarton within 60 days of the close of that fiscal year.

If Dunbarton withdraws from the AREA Agreement during the term of the agreement in accordance with RSA 195-A:14, as amended, the restrictions placed on the use of CIF-R money in the capital reserve fund or received but not yet deposited into the CIF-R capital reserve fund shall terminate upon the date of withdrawal and Bow shall have the right to withdraw and use any or all of the money for any purpose they choose consistent with state law.

If Bow withdraws from the AREA Agreement during the term of the agreement in accordance with RSA 195-A:14, as amended, or upon expiration of the AREA Agreement without a successor AREA Agreement in place, an amount equal to any balance remaining in the capital reserve fund, and an amount equal to any un-retained CIF-R paid by Dunbarton but not yet deposited into the CIF-R capital reserve fund, shall be payable to Dunbarton within 60 days of the date of withdrawal or expiration. If a successor AREA Agreement between Bow and Dunbarton is adopted and scheduled to take effect upon expiration of this agreement, then these amounts shall not be payable to Dunbarton but shall remain in or be deposited into the CIF-R capital reserve fund and be treated in accordance with the terms of the successor agreement.

D. Budgeted Tuition Rates for BMS and BHS shall be calculated in accordance with Appendix A.1 for the purpose of allowing each district to prepare and approve budgets prior to the start of the fiscal year. Operating costs shall be based on the Bow School Board's proposed budget and applicable proposed warrant article expenditures for the fiscal year under consideration, and shall be divided by total number of students estimated to be enrolled in grades 7-8 at BMS and in grades 9-12 at BHS for the fiscal year under consideration based on student enrollments on October 1 of the year preceding the fiscal year under consideration. The Budgeted Tuition Rate Per Student shall be the sum of the per student operating costs and the per student Capital Improvement Fee.

Budgeted Tuition Rates based on the Bow School Board's proposed budget shall be provided to Dunbarton in the form of a completed Appendix A.1 by December 25 preceding the fiscal year under consideration. To enable Dunbarton to begin their budget preparation at an earlier date, Bow shall provide Dunbarton with a preliminary Budgeted Tuition Rate based on the Superintendent's proposed budget by November 15 preceding the fiscal year under consideration. It shall be the responsibility of Dunbarton to estimate the number of students projected to attend BMS and BHS and calculate the total tuition cost to be included in Dunbarton's budget based on the Budgeted Tuition Rates.

E. Estimated Tuition Rates shall be calculated in accordance with Appendix A.2 for the purpose of enabling Dunbarton to make periodic estimated payments to Bow during the fiscal year under consideration. Operating costs shall be based on the Bow School District budget and applicable warrant article expenditures approved by Bow voters for the fiscal year under consideration, and shall be divided by total number of students enrolled in grades 7-8 at BMS and in grades 9-12 at BHS on October 1 of the fiscal year under consideration. The Estimated Tuition Rate Per Student shall be the sum of the per student operating costs and the per student Capital Improvement Fee. Estimated Tuition Rates shall be provided to Dunbarton in the form of a completed Appendix A.2 by October 15 of the fiscal year under consideration.

Bow shall submit invoices to Dunbarton for estimated tuition payments, and payments shall be due from Dunbarton, three times during the fiscal year in accordance with Table 3.1. Each invoice shall include a roster of student enrollment as of the date indicated in Table 3.1. Roster shall include student name sorted by grade level, street address and town of residence, and entry and/or exit date of enrollment for students enrolled for only a portion of the year. For the purpose of calculating invoice amounts to adjust for variations in student enrollment, Bow may establish an Estimated Daily Tuition Rate by dividing the Estimated Tuition Rate by the number of days of instruction anticipated for the school year under consideration.

TABLE 3.1 - ESTIMATED TUITION DATES			
	Invoice No. 1	Invoice No. 2	Invoice No. 3
Enrollment Roster Date:	October 1	February 1	June 1
Invoice Date:	October 15	February 15	June 1
Payment Due Date:	November 15	March 15	June 15

The amount for Invoice No. 1 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on October 1 of the fiscal year under consideration. The invoice amount shall also include an adjustment for each student who was not enrolled for the entire period from the first day of school up through October 1. Such students shall be identified and adjustments itemized on the invoice.

The amount for Invoice No. 2 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on February 1 of the fiscal year under consideration. The invoice amount shall also include an adjustment for each student who was not enrolled for the entire period from October 1 up through February 1. Such students shall be identified and adjustments itemized on the invoice.

For Invoice No. 3, a Revised Estimated Tuition Rate shall be calculated for BMS and BHS in accordance with Appendix A.2 but using projected end of fiscal year revenues and expenses divided by projected end of year ADM. The purpose of this revised rate is to incorporate adjustments to Invoice No. 3 such that the total amounts paid in Invoices No. 1 through No. 3 will closely match the anticipated total annual tuition charges defined in Section 3.F.

The amount for Invoice No. 3 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on May 1 of the fiscal year under consideration. The invoice amount shall include an adjustment for each student who was not enrolled for the entire period from February 1 up through May 1. Such students shall be identified and adjustments itemized on the invoice. The invoice amount shall also include an adjustment for the difference between

the Estimated Tuition Rate and the Revised Estimated Tuition Rate at BMS and BHS multiplied by the projected end of year ADM at each school.

F. Final Tuition Rates shall be calculated in accordance with Appendix A.3 for the purpose of determining the total annual tuition charge for Dunbarton for the fiscal year under consideration. Operating costs shall be based upon audited financial statements of actual Bow School District revenues and expenditures, and shall be divided by end of year grade 7-8 ADM at BMS and end of year grade 9-12 ADM at BHS for the fiscal year under consideration. The Final Tuition Rate Per Student shall be the sum of the per student operating costs and per student Capital Improvement Fee. Final Tuition Rates shall be provided to Dunbarton in the form of a completed Appendix A.3 by October 15 following the fiscal year under consideration.

The total annual tuition charged to Dunbarton for BMS shall be the BMS Final Tuition Rate multiplied by Dunbarton's BMS grade 7-8 ADM for the fiscal year. The total annual tuition charged to Dunbarton for BHS shall be the BHS Final Tuition Rate multiplied by Dunbarton's BHS ADM for the fiscal year. However, Dunbarton shall pay a total annual tuition charge that shall not be less than 90% of the sum of the amount calculated by multiplying the BMS Final Tuition Rate by the number of Dunbarton's students enrolled at BMS on October 1 and the amount calculated by multiplying the BHS Final Tuition Rate by the number of Dunbarton's students enrolled at BHS on October 1, for the fiscal year under consideration. The 90% provision is intended to set a minimum total annual tuition charge to protect the Bow School District from a significant loss of revenue if Dunbarton's end of year ADM is significantly lower than October 1 enrollment.

The total annual tuition charged to Dunbarton based on Final Tuition Rates shall be compared to the sum of all previous estimated tuition payments made by Dunbarton for the fiscal year under consideration. Any accounting adjustments required to balance previous payments with total annual tuition charge shall be applied to and separately stated on Invoice No. 1 in the following fiscal year. If an accounting adjustment is required following withdrawal, expiration, or termination of the agreement, Bow shall prepare a statement itemizing credits and debits and the district in debt shall pay any balance due within 60 days of the statement date.

G. In addition to expenses noted elsewhere in this agreement, the following Bow School District expense items shall not be considered as AREA school expenses and shall not be included in tuition rate calculations:

- Special education services covered under Section 4-C, whether attributable to Bow or Dunbarton students.
- Assessment for SAU services.
- Regular Transportation.
- Special Education Transportation.
- Debt Service, to include principal and interest on school district debt.
- Capital Improvements for which Dunbarton's share of the expense is paid for with CIF-R funds in accordance with Section 3-C.

H. Dunbarton shall have the opportunity, at their own expense and without unreasonable burden placed on Bow, to audit the provisions of this Agreement relating to

tuition calculations and operating costs included in the tuition calculations.

I. Home Schooling: Tuition charges for home schooled students from Dunbarton attending classes part time shall be 1/7 at BMS and 1/8 at BHS of the daily tuition rate for each class period multiplied times the number of days the student is enrolled. Home schooled students shall be allowed to participate in athletics and other co-curricular activities under the same terms and conditions as enrolled students without incurring any additional charges applicable to only home school students, in accordance with New Hampshire law.

J. Exchange Students: Exchange students attending AREA schools shall be considered non-resident students in accordance with Section 3.A. This Agreement provides for two types of exchange student programs:

1. Traditional exchange program whereby students can temporarily attend school outside of their resident school district. Traditional exchange students hosted by Dunbarton have the opportunity to be placed in the AREA schools without tuition being charged to Dunbarton, as long as the total number of traditional exchange students allowed by Bow School District policies is not exceeded. Both districts shall have equal access to traditional exchange student positions. In the event that Bow should waive this policy and accept additional traditional exchange students from Dunbarton upon request of the Dunbarton School Board, the additional exchange student shall be counted in Dunbarton's enrollment and ADM and Dunbarton shall pay AREA school tuition for that student in accordance with this Agreement.
2. USA student VISA exchange program whereby the Bow School District becomes a USA student VISA issuing entity and is allowed to accept and charge tuition and home stay fees paid to host families for VISA students. Bow shall contract separately with the VISA student's family or sponsor for any such charges. Dunbarton shall not be charged tuition or fees for hosting VISA students. Dunbarton host families will be afforded the same program opportunities as those host families living in Bow.

Bow reserves the right to choose whether or not to participate in the USA student VISA exchange program. Bow also reserves the right to accept or deny a particular exchange student placement under either of these exchange programs.

K. Transportation: Each district shall be responsible for transportation of their respective students, in accordance with applicable state law, to and from AREA schools.

4. Special Education

Special Education costs shall be calculated as follows:

A. Special education costs of students who attend non-AREA schools shall be the responsibility of the student's respective school district. Such children shall not be included in the Average Daily Membership (ADM) used to determine per student tuition

costs under Section 3 of this agreement. Such children shall not be included when determining the per-student charges under Section 4 of this agreement. The respective school districts shall pay those non-AREA school expenses directly.

B. Special education services provided by the Bow School District and intended to serve the general special education population within the AREA schools shall be provided to Dunbarton students without additional charge to Dunbarton. Such services may include psychological, speech/language, occupational therapy, physical therapy, and other related services or educational assistants not dedicated to a specific student per Section 4-C. The costs of said services shall be included in operating costs as set forth in Appendices A.1, A.2 and A.3 and, therefore, will be shared by both districts based on percentage of ADM as set forth in Section 3 above.

C. For any Bow or Dunbarton student whose Individual Education Plan (IEP) requires the full time exclusive dedicated services of an educational assistant, teacher, nurse, consultant, specialist, etc., and/or a student who requires specialized equipment used exclusively for that student, the student's school district shall be responsible for the actual costs of these individual services and equipment. For any Bow or Dunbarton student who requires evaluations, consultations, legal proceedings, or services not provided by the Bow School District and not intended to serve the general special education student population of the AREA schools, the student's school district shall be responsible for the actual costs of these individual services. Any such costs attributable to individual students shall not be included in calculations to derive tuition rates.

Any such costs attributable to Dunbarton shall be billed to Dunbarton not more than twice each fiscal year at the close of each school year semester. The cost for exclusive dedicated special education assistants (one-to-one aides) billed to Dunbarton shall be based on the average cost for all such classified Bow School District employees in the AREA schools rather than the actual cost for the particular employee or employees assigned to Dunbarton students. Any equipment purchased by or billed to Dunbarton for the exclusive use of a single special education student shall become the property of the Dunbarton School District.

D. Bow will provide Dunbarton's school administration with notification of all special education meetings concerning Dunbarton students. Bow shall contact Dunbarton's special education administrator to coordinate the scheduling of special education meetings to afford Dunbarton's special education administrator the opportunity to attend. All special education services for Dunbarton students shall be approved by Dunbarton or a designated agent thereof.

E. Transportation: Each district shall be responsible for transportation of their respective special education students, in accordance with applicable state law, to and from AREA schools.

5. State Aid

Except as otherwise expressly provided by law, state aid shall be credited as follows:

- A. Adequacy Grants for grade 7 through 12 students shall be credited to the respective school district in which each student legally resides.
- B. State Building Aid shall be credited to the school district or districts that incur the direct cost of qualifying expenditures.
- C. All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

6. Curriculum

Bow shall be responsible for the development of and improvement or modifications to the curriculum for BMS and BHS. The parties to this Agreement recognize that curriculum changes may impact the estimated per student operating costs discussed hereafter.

7. Joint AREA Board Meeting

At the request of either Bow or Dunbarton, a joint meeting of the school boards of both districts may be called for the purpose of discussing or clarifying matters pertaining to this agreement. All school board members from both districts are permitted to attend and participate in such meeting. Such meetings shall not comprise an AREA School Plan Review Board as defined in RSA 195-A:14, as amended. Such meetings shall also not comprise a Joint School Board Meeting as defined in RSA 195-A:5, as amended.

8. School Board/Resident Participation

Dunbarton School Board members are invited to participate on all committees of the Bow School Board pertaining to grades 7 through 12.

The Chair of the Bow School Board shall recognize Dunbarton residents in the same manner Bow residents are acknowledged during the public comment portion of Bow School Board meetings.

9. School Board Notices

The Bow School Board shall provide the Dunbarton School Board with copies of all agendas of Bow School Board meetings and Bow School Board committee meetings as is required for posting of said meetings.

10. Documentation/Reports

Bow and Dunbarton shall have access to educational records and other data for legitimate educational purposes for students residing within their districts, all in accordance with the Federal Family Educational Rights and Privacy Act (FFERPA), also known as the Buckley Amendment, Public Law 93-380 (20 U.S.C. § 1232g). Both districts shall have access to

educational records, with no identification of individual students, for the purpose of conducting evaluations of school programs.

Bow shall provide to Dunbarton access to records to permit accurate accounting of tuition rates for Dunbarton students. Such records to include costs attributable to grades 7 and 8 at BMS and costs attributable to other grades at BMS. Such records to also include costs attributable to AREA Schools and costs attributable to other schools in the Bow School District.

Upon request, Bow shall provide Dunbarton with quarterly attendance reports including number of non-resident students, and discipline and grade summaries, including the numbers of suspensions and honor roll data.

11. Non AREA Schools

Each school district has the authority to adopt the provisions of RSA 194-B.

Except as otherwise expressly provided by law, or as mutually agreed upon by the Bow and Dunbarton School Boards, each district's respective students covered by this agreement and includable in the average daily membership in residence, defined in RSA 189:1-d(IV), shall attend the AREA schools pursuant to this agreement.

12. Vocational Programs

As part of the Quality of Education provided by Bow in accordance with Section 2 of this Agreement, Dunbarton students shall also be afforded the opportunity to participate in any vocational programs offered to Bow students either within or outside of the Bow School District as part of the tuition charge contemplated under Section 3 of this Agreement and with no additional charge to Dunbarton. It shall also be the responsibility of Bow to provide the necessary transportation to allow Dunbarton students to attend any vocational programs outside of the district. In the event that there is limited space in any vocational program, students shall be selected based on the admission policies of the programs, but not based on residence within a certain town.

13. Withdrawal, Expiration or Termination

Any amendment to or withdrawals from this Agreement shall be made only in accordance with RSA 195-A:14, as amended. In the event of withdrawal, expiration or other termination of this Agreement for any reason with no successor AREA Agreement in effect, Dunbarton students who were enrolled at and attending Bow High School at the close of the most recent school year shall, at Dunbarton's request and authorization, be permitted to continue their high school education and graduate from Bow High School.

Dunbarton shall endeavor to identify the students who choose to continue their high school education at Bow High School after termination of this agreement, and shall provide a

roster of such students to Bow by October 1 of the year prior to the beginning of the first school year after termination.

For the period when Dunbarton's students continue their high school education at Bow High School after termination of this AREA Agreement, Bow and Dunbarton shall enter into a Tuition Agreement governing the terms and conditions of their attendance. Bow and Dunbarton herein agree that the financial terms and conditions of this Tuition Agreement shall be the same terms and conditions contained in any Area Agreement in effect during this period or, if no Area Agreement is in effect, the same financial terms contained in the prior Area Agreement most recently in effect.

Upon expiration or termination, or withdrawal by either Bow or Dunbarton from this Agreement, all financial obligations of either party in accordance with this Agreement shall terminate.

Provisions within this section shall survive the term of this Agreement.

14. Dispute Resolution

In the event of a dispute concerning the terms of this Agreement which cannot be resolved after a good faith attempt by the parties, the dispute shall be referred to the New Hampshire Board of Education for a decision in accordance with Administrative Rule Ed 200, which decision may be appealed to a court of competent jurisdiction.

15. Amendments

This plan may be amended by mutual agreement of both communities, at any time as permitted by state law.


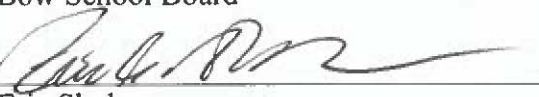
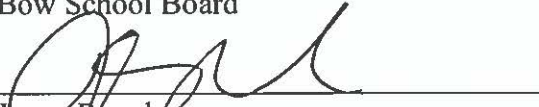
16. Agreement Approval and Term


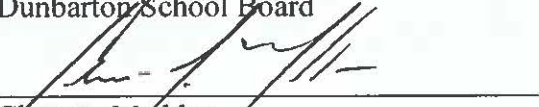
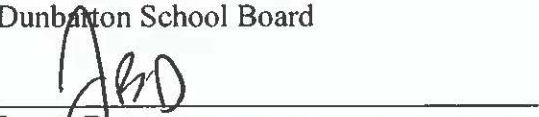
This Agreement shall take effect on July 1, 2024 subject to approval of this Agreement as provided in RSA 195-A:3, as amended.

The date of operating responsibility as defined in RSA 195-A:1,XI shall be July 1, 2014.

The term of this Agreement shall be 15 years.

IN WITNESS WHEREOF, this Agreement has been executed this 22nd day of NOVEMBER, 2021.

	I support the AREA Agreement	I do not support the AREA Agreement	
<u>Bow:</u>  Bryce Larrabee Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/21</u> Date
 Eric Shulman Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/21</u> Date
 Jenna Reardon Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date

<u>Dunbarton:</u>  Jeffrey Trexler Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/21</u> Date
 Clement Madden Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/21</u> Date
 Jarrett Duncan Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date

Commissioner of Education

Date

Appendix A.1 - Budgeted Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By December 25 Prior to the Fiscal Year

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12	
Based on Enrollment on October 1 Prior to Fiscal Year		Bow	XXXX	XXX	XXX
		Dunbarton	XXXX	XXX	XXX
		Total AREA Enrollment	XXXX	XXX	XXX
OPERATING COSTS - Based on Bow School Board Approved Budget for [Fiscal Year]					
EXPENSES					
Function	Function Description	Total Budget	Non-AREA Budget Items	AREA Grades 7-8	AREA Grades 9-12
1100	Regular Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1200	Special Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1260	Bilingual Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1280	Gifted and Talented	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1300	Vocational Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1410	Co-Curricular Programs	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1420	Athletic Programs	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1490	Summer Enrichment	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2113	Social Work Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2119	School Resource Officer	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2120	Guidance Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2130	Health Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2140	Psychological Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2150	Speech Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2160	PT/OT Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2212	Professional Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2213	Improvement of Instruction	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2222	Library/Media Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2223	Audio/Visual Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2250	Technology Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2300	General Fund Contingency	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2311	School Board Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2313-17	Contracted Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2321	SAU Services	XXXXXXXX	XXXXXXXX	0	0
2410	Office of the Principal	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2620	Custodial Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2630	Maintenance/Grounds	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2721	Regular Transportation	XXXXXXXX	XXXXXXXX	0	0
2722	Special Education Transportation	XXXXXXXX	XXXXXXXX	0	0
2724	Co-Curricular Transportation	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2725	Athletic Transportation	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2740	Vehicle Repair	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
5000	Debt Service/Other	XXXXXXXX	XXXXXXXX	0	0
EXPENSE SUB-TOTAL		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
SUBTRACT REVENUES - List Revenue Sources					
Employee Insurance Co-Pays		(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)
One Half of CIF - CIF-U		(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)
TOTAL OPERATING COST BUDGET		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
DIVIDE BY TOTAL AREA ENROLLMENT				XXX	XXX
BUDGETED OPERATING COST RATE PER STUDENT				XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT				XXX	XXX
TOTAL BUDGETED TUITION RATE				XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

Appendix A.2 - Estimated Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By October 15 of the Fiscal Year (Revised and Completed By June 1 of the Fiscal Year)

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12	
Based on Enrollment on October 1 of the Fiscal Year	Bow	XXXX	XXX	XXX	
(Projected End of Year ADM for May 15 Revision)	Dunbarton	XXXX	XXX	XXX	
Total AREA Enrollment		XXXX	XXX	XXX	
OPERATING COSTS - Based on Bow Voter Approved Budget for [Fiscal Year] (Projected End of Fiscal Year for May 15 Revision)					
EXPENSES					
Function	Function Description	Total Budget	Non-AREA Budget Items	AREA Grades 7-8	AREA Grades 9-12
1100	Regular Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1200	Special Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1260	Bilingual Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1280	Gifted and Talented	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1300	Vocational Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1410	Co Curricular Programs	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1420	Athletic Programs	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1490	Summer Enrichment	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2113	Social Work Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2119	School Resource Officer	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2120	Guidance Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2130	Health Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2140	Psychological Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2150	Speech Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2160	PT/OT Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2212	Professional Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2213	Improvement of Instruction	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2222	Library/Media Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2223	Audio/Visual Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2250	Technology Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2300	General Fund Contingency	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2311	School Board Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2313-17	Contracted Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2321	SAU Services	XXXXXXXX	XXXXXXXX	0	0
2410	Office of the Principal	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2620	Custodial Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2630	Maintenance/Grounds	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2721	Regular Transportation	XXXXXXXX	XXXXXXXX	0	0
2722	Special Education Transportation	XXXXXXXX	XXXXXXXX	0	0
2724	Co-Curricular Transportation	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2725	Athletic Transportation	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2740	Vehicle Repair	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
5000	Debt Service/Other	XXXXXXXX	XXXXXXXX	0	0
EXPENSE SUB-TOTAL		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
SUBTRACT REVENUES - List Revenue Sources					
	Employee Insurance Co-Pays	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)
	One Half of CIF = CIF-U	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)
TOTAL OPERATING COST BUDGET (MAY 15 PROJECTION)		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
DIVIDE BY TOTAL AREA ENROLLMENT (PROJECTED ADM)				XXX	XXX
ESTIMATED OPERATING COST RATE PER STUDENT				XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT				XXX	XXX
TOTAL ESTIMATED TUITION RATE				XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

Appendix A.3 - Final Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By October 15 Following the Fiscal Year

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12	
Based on Actual End of Fiscal Year ADM		Bow XXXX	XXX	XXX	
		Dunbarton XXXX	XXX	XXX	
		Total AREA ADM XXXX	XXX	XXX	
OPERATING COSTS - Based on Actual End of Fiscal Year Expenses and Revenues for [Fiscal Year]					
EXPENSES					
Function	Function Description	Total Budget	Non-AREA Budget Items	AREA Grades 7-8	AREA Grades 9-12
1100	Regular Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1200	Special Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1260	Bilingual Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1280	Gifted and Talented	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1300	Vocational Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1410	Co-Curricular Programs	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1420	Athletic Programs	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1490	Summer Enrichment	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2113	Social Work Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2119	School Resource Officer	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2120	Guidance Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2130	Health Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2140	Psychological Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2150	Speech Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2160	PT/OT Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2212	Professional Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2213	Improvement of Instruction	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2222	Library/Media Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2223	Audio/Visual Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2250	Technology Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2300	General Fund Contingency	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2311	School Board Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2313-17	Contracted Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2321	SAU Services	XXXXXXXX	XXXXXXXX	0	0
2410	Office of the Principal	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2620	Custodial Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2630	Maintenance/Grounds	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2721	Regular Transportation	XXXXXXXX	XXXXXXXX	0	0
2722	Special Education Transportation	XXXXXXXX	XXXXXXXX	0	0
2724	Co-Curricular Transportation	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2725	Athletic Transportation	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2740	Vehicle Repair	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
5000	Debt Service/Other	XXXXXXXX	XXXXXXXX	0	0
EXPENSE SUB-TOTAL		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
SUBTRACT REVENUES - List Revenue Sources					
	Employee Insurance Co-Pays	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)
	One Half of CIF = CIF-U	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)
TOTAL OPERATING COSTS		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
DIVIDE BY TOTAL AREA ADM				XXX	XXX
FINAL OPERATING COST RATE PER STUDENT				XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT				XXX	XXX
TOTAL FINAL TUITION RATE				XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

AMENDED WRITTEN PLAN FOR AUTHORIZED REGIONAL
ENROLLMENT AREA FOR THE
BOW AND DUNBARTON SCHOOL DISTRICTS
FOR THE PERIOD JULY 1, 2024 – JUNE 30, 2039

November 22, 2021

This Authorized Regional Enrollment Area (AREA) Agreement (“Agreement”) is entered into pursuant to RSA 195-A by and between the Bow School District ("Bow"), and the Dunbarton School District ("Dunbarton"), each of Merrimack County, New Hampshire.

WITNESSETH:

WHEREAS, Bow and Dunbarton enter into this Agreement to promote the excellence of educational experience for students from all involved districts;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide long term security for member districts by establishing a guarantee that the sending district will send and the receiving district will receive students;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide every student body member of the AREA schools equal access to all educational programs and opportunities, membership rights, and responsibilities independent of their resident district;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide a broader range of program offerings for students than would otherwise be financially feasible for individual districts;

WHEREAS, Bow and Dunbarton enter into this Agreement to share equitably the costs of education at the AREA schools among the districts involved in the AREA Agreement;

WHEREAS, Bow and Dunbarton enter into this Agreement to allow for the sending districts to actively participate in evaluation and planning at the AREA schools.

NOW THEREFORE, it is agreed as follows:

1. Name

Bow Memorial School (hereinafter "BMS") and Bow High School (hereinafter "BHS"), both located in the Bow School District, New Hampshire, shall be the AREA schools. BMS shall be the AREA school for grades 7 and 8 and BHS shall be the AREA school for grades 9 through 12. Dunbarton is the sending district and Bow is the receiving district. Together they shall form the region that the AREA schools shall serve. No schools in either district shall be discontinued and no new buildings will be initially enlarged or constructed as part of this Agreement.

2. Quality of Education

A. Accreditation Requirements and Procedures

Bow represents and warrants that it will, during the term of this Agreement, provide a course of studies for grades 7 through 12 and appropriate facilities, equipment, supplies, text books, teachers and administrators so as to operate grades 7 through 12 in a manner consistent with standards as defined by the laws of the State of New Hampshire for the education of its own and sending district students, grades 7 through 12. Bow shall provide State of New Hampshire approved AREA schools, fully or conditionally. If conditionally approved, for any reason, Bow shall comply with the requirements set forth in RSA 194:23 and Administrative Rules Ed 306, as amended.

1. Bow High School

Bow High School (BHS) shall provide New England Association of Schools and Colleges (NEASC) accredited schools for all public school students from Dunbarton in grades 9 through 12. If at any time BHS is placed on a warning or probationary status by NEASC and no plan for corrective action is filed within the prescribed guidelines, or within an extension granted by the accrediting agency, or, absent a prescribed timeline, within 180 days, the sending district's annual Capital Improvement Fee for BHS students shall be reduced by \$50 per student from the current amount pro-rated for the number of days in which BHS is in violation of this section. Once Bow submits the corrective action plan to comply with NEASC requirements, the reduction in the Capital Improvement Fee shall cease.

If the corrective action plan is not implemented in the time prescribed by NEASC or, absent a timeline set by NEASC, within 18 months from notification of warning or probationary status, the annual Capital Improvement Fee for Dunbarton students attending BHS shall be reduced by \$50 per student from the current amount pro-rated for the number of days each fiscal year in which BHS is in violation of this section. The annual Capital Improvement Fee shall increase to the current amount for the remainder of the fiscal year when the warning or probationary status is lifted.

2. Bow Memorial School

At any time during the term of this Agreement, the Dunbarton School Board has the authority to require the Bow School District to undertake a third-party accreditation process in accordance with the standard and customary accreditation procedure applicable to middle schools in New Hampshire.

Prior to the commencement of any accreditation process, the Dunbarton School Board shall consult with the Bow School Board to discuss any substantive issues with the quality of education being delivered by the Bow School District in the middle school. Following consultation and any other necessary review by either board, Bow shall have sixty (60) days to cure any substantiated issues raised by Dunbarton or adequately respond to any

concern relative to the quality of education being delivered to middle school students. If the Dunbarton School Board is not satisfied with the response of Bow to its concerns in the quality of education, then Bow shall initiate and implement a third-party accreditation process to be completed within six (6) months from the last day of the sixty (60) day response period.

If any accreditation process undertaken at the middle school finds that any aspect of the quality of education being delivered by the Bow School District does not satisfy prescribed guidelines for New Hampshire schools, the Bow School District shall undertake corrective action in accordance with the guidelines and timeline of the accrediting agency, or by no later than 180 days from the notification of a violation. If the Bow School District fails to comply with the required corrective action measures within the applicable time period, the annual Capital Improvement Fee for Dunbarton students attending BMS shall be reduced by \$50 per student from the current amount pro-rated for the number of days in which BMS is in violation of this section. The annual Capital Improvement Fee shall be restored to the current amount once the Bow School District completes the required corrective action measures.

Any expenses related to undertaking the accreditation process shall be an AREA school expense and included in tuition calculations.

B. Bow shall provide to students of both the sending and receiving districts equal access to all educational and co-curricular opportunities and programs.

C. Bow warrants that it will administer its schools to promote a safe environment for learning and that it will enforce reasonable policies that control access to its schools. Bow shall maintain policies and procedures that permit access to Bow buildings by representatives of Dunbarton. These policies and procedures shall not interfere with the operation of Bow schools.

In the event that a Dunbarton parent has a concern about any aspect of their student's education at BMS or BHS, that parent will have available to them the same avenues of recourse available to the parent of any of those schools' students, namely:

- The availability of the teacher to address the concern.
- If the above does not lead to resolution of the concern, access to a building administrator to address the concern
- If the above does not lead to resolution of the concern, access to the Office of the Superintendent to address the concern.
- If the above does not lead to resolution of the concern, access to the Bow School Board as final arbiter of concerns and disputes originating in the Bow School District subject only to State Board of Education review, as appropriate. The parent may be accompanied by a member or members of the sending district's school board to the meeting with the Bow School Board at the parent's discretion.

3. Computation of Tuition Rates and Payment Due Dates

A. For the purposes of this Agreement, "Average Daily Membership" (herein after "ADM") shall be defined as the aggregate full-day membership of pupils attending one of the AREA schools divided by the number of full days of instruction offered at that AREA school. "Membership" shall be as defined in RSA 189:1-d, as amended. End of year ADM shall be determined after the end of the fiscal year under consideration. Results of all ADM calculations, including proportion allocated to each district, shall be rounded off to the nearest 1/100.

Any students attending the AREA schools whose legal residence is in a school district or town other than Bow or Dunbarton shall be considered "non-resident" students. Except where specifically stated in this Agreement, all non-resident students shall be counted as Bow students and included in Bow's enrollment and ADM calculations. Bow may enter into any agreement they deem appropriate or necessary with the non-resident student's school district, parent/guardian, or sponsoring entity.

Any Bow or Dunbarton students participating in an exchange student program or otherwise attending a non-AREA school on a temporary basis for at least 30 school days or greater shall not be included in enrollment and ADM calculations under this agreement for the period of non attendance.

B. A Fiscal year is defined as beginning on July 1 and ending on June 30 of the following calendar year. For each fiscal year, the total annual tuition paid by Dunbarton to Bow shall be based on Bow's actual operating costs applicable to the AREA schools for the fiscal year under consideration apportioned to Dunbarton based on Dunbarton's percentage of total end of year ADM for AREA grades at each AREA school, as set forth in Section 3. The tuition rate shall include per student operating costs and per student Capital Improvement Fee as specified herein.

Operating costs shall be defined as the net difference between applicable revenues and applicable expenditures. Applicable expenditures is defined as Bow School District expenses for personnel, supplies, equipment, maintenance, improvements and operation of the AREA schools, in accordance with this Agreement. Applicable revenues is defined as Bow School District revenues that directly offset or compensate the Bow School District for AREA school expenditures. Revenue also includes the unrestricted portion of the Capital Improvement Fee (CIF-U) as defined below. Other types of revenues deemed applicable include, but are not limited to, employee insurance co-pays if the co-pay portion of employee insurance is included in AREA school expenses, student activity fees or any similar fees collected for the purpose of offsetting AREA school expenses, and rental or user fees collected for use of AREA school buildings or grounds. Applicable revenues do not include tuition received for Dunbarton students or any non-resident students, state aid as specified in Section 5 of this Agreement, earnings on investments, impact fees, transfers from capital reserve funds, revenue or reimbursement for expenses that are specific to only the Bow School District such as Medicaid reimbursement, etc. For specific programs intended to be self-supported by participants or users, such as Drivers Education, Summer

School, and Food Service, none of the direct expenses or revenues associated with the program shall be considered applicable or included in AREA school tuition calculations. If partially self-supporting programs have applicable expenses that exceed revenues, the excess expenses shall be considered an AREA school expense.

Bow's total school district operating costs shall be allocated in a manner that fairly represents the direct operating costs applicable to each particular AREA school, and fairly represents the portion of indirect school district-wide operating costs attributable to each particular AREA school. Total AREA school operating costs at BMS shall be further allocated to AREA grades 7-8 and non-AREA grades 5-6 in a similar manner. For BMS, all direct operating costs that are applicable to only grades 7-8, such as grade 7-8 teaching staff or grade 7-8 program costs, shall be included in BMS AREA school tuition calculations. Also for BMS, indirect operating costs that are applicable to all BMS grade levels 5-8 shall be allocated 58% to AREA grades 7-8 for inclusion in BMS AREA school tuition calculations and 42% to non-AREA grades 5-6.

For each fiscal year and each AREA School, Bow shall calculate a Budgeted Tuition Rate in accordance with Subsection 3.D, an Estimated Tuition Rate in accordance with Subsection 3.E, and a Final Tuition Rate in accordance with Subsection 3.F. All tuition rates specified in this agreement are per student annual rates unless otherwise noted.

C. Tuition rates shall include an annual per student Capital Improvement Fee (CIF) which shall be stated separately in each tuition rate calculation. The purpose of the CIF is to enable Dunbarton to contribute to the cost of qualifying AREA school capital improvements. For fiscal year beginning July 1, 2024, the CIF shall be \$800. For fiscal year beginning July 1, 2025 and beyond, the CIF will be adjusted based on the annual percentage increase or decrease in the Consumer Price Index (CPI-U) for Boston-Brockton-Nashua urban area as reported by the US Department of Labor for July of the year prior to the fiscal year under consideration. For example, the CIF for fiscal year beginning July 1, 2025 shall be adjusted based on the annual change in CPI-U from July 2023 to July 2024. CIF shall be rounded to the nearest dollar.

Under the prior 2014-2024 AREA Agreement, the parties recognized that the restrictions imposed on Bow for handling and disposition of CIF funds limited their use for only large and relatively costly capital improvements. In an effort to provide funds that Bow can use for more modest and frequent capital expenditures, the parties in this agreement have significantly increased the CIF rate and have divided the CIF into two categories:

Capital Improvement Fee – Unrestricted (CIF-U)

The per student CIF-U rate shall be one half of the total per student CIF rate. There are no restrictions or limitations imposed on Bow's use or disposition of CIF-U funds. CIF-U funds can be used for any purpose and are not limited to only AREA school expenses. It is recommended that CIF-U funds be annually deposited into one or more Bow capital reserve funds for future capital needs at any Bow school, however, Bow has the sole authority and discretion to determine if CIF-U funds will be deposited into capital reserve, used as revenue to offset expenses, or expended in any other manner consistent with state law. Recognizing that CIF-U funds may be co-mingled with other Bow funds and that

Bow may choose to use CIF-U funds along with other funds for AREA school expenses that are included in calculating tuition rates, the total amount of CIF-U paid by Dunbarton each year will be included as an AREA school revenue.

Capital Improvement Fee – Restricted (CIF-R)

The per student CIF-R rate shall be one half of the total per student CIF rate. The purpose of CIF-R is to enable Dunbarton to contribute to the cost of large and relatively infrequent qualifying AREA school capital improvements. The handling and disposition of CIF-R funds shall be restricted in accordance with the following paragraphs.

At the March 14, 2014 annual school district meeting, the Bow School District created an interest bearing CIF-R capital reserve fund, called AREA School Capital Improvements - Dunbarton Fees. The purpose of this fund is for capital improvements to AREA schools in accordance with the AREA agreement. CIF-R Capital Improvement Fees paid by Dunbarton, and earned interest, will accumulate in the fund and may be withdrawn in accordance with this Agreement and applicable state laws. Except as otherwise permitted under Section 3.C.4 below, each year the Bow School Board shall propose a warrant article at the annual school district meeting asking for voter approval to deposit the total CIF-R received from Dunbarton during the current fiscal year into the capital reserve fund by September 1 following the close of the fiscal year under consideration. For example, at the Annual Bow School District Meeting in March, 2025, the proposed warrant article shall ask voters to deposit an amount equal to the total CIF-R received from Dunbarton during Fiscal Year 2024-25 into the capital reserve fund prior to September 1, 2025.

Withdrawal and use of CIF-R Capital Improvement Fees shall be restricted as follows:

1. Proceeds of the CIF-R capital reserve fund, including any interest earned, may only be used for the purpose of paying for Dunbarton's share of a qualifying capital improvement expenditure at either or both of the AREA schools or AREA school sites.
2. Qualifying capital improvements shall directly benefit either or both of the AREA schools or sites, shall have a minimum useful life of 10 years, and shall have a minimum total capital expenditure of \$500,000 prior to deduction of any CIF-R funds.
3. Dunbarton's share of a qualifying capital improvement expenditure for an AREA school or site shall not exceed a percentage of the total capital improvement expenditure equivalent to Dunbarton's percentage of total ADM for that AREA school for the most recently completed fiscal year at the time the qualifying capital improvement is authorized or approved by Bow. For capital improvements at BMS, total ADM shall include all BMS students in grades 5 through 8.
4. Bow may withdraw an amount from the CIF-R capital reserve fund up to but not exceeding Dunbarton's share of a qualifying capital improvement expenditure. If the CIF-R capital reserve fund balance is less than Dunbarton's share, Bow may choose to retain annual CIF-R funds received from Dunbarton, rather than deposit an amount equal to those funds into the CIF-R capital reserve fund, in the current or succeeding fiscal year or years until Bow collects the total amount of Dunbarton's share. An amount equal to all CIF-R funds received in excess of

Dunbarton's share shall be deposited into the CIF-R capital reserve fund in accordance with this Agreement. Bow's right to retain or collect annual CIF-R funds for any uncollected portion of Dunbarton's share shall end upon withdrawal pursuant to RSA 195-A:14 or expiration of this Agreement.

5. Bow may use CIF-R funds properly withdrawn or withheld from deposit in accordance with this Agreement for any purpose.
6. If Bow collects CIF-R funds, either withdrawn from the CIF-R capital reserve fund or otherwise retained in accordance with this Agreement, for any portion of a qualifying capital improvement expenditure, then no portion of that expenditure shall be considered as an AREA school expense or included in tuition calculations.

As an example, if Bow authorizes a capital expenditure of \$1,000,000 in Fiscal Year 2030-31 for a qualifying capital improvement at BHS, and Dunbarton's percentage of total ADM at BHS for Fiscal Year 2029-30 was 25%, then Dunbarton's maximum share of the capital improvement expenditure is \$250,000. If the CIF-R capital reserve fund balance totals \$300,000, then the maximum that can be withdrawn is Dunbarton's \$250,000 share for this particular capital improvement expenditure. If the CIF-R capital reserve fund balance totals \$200,000, then the maximum that can be withdrawn is \$200,000 and the additional \$50,000 of Dunbarton's share can be collected by Bow from CIF-R funds received from Dunbarton in the current or succeeding fiscal year or years.

The capital reserve fund holding CIF-R funds shall remain under the control of Bow, and Bow may propose to withdraw any or all of the proceeds for qualifying capital improvements at any time subject to the provisions in this Agreement and applicable state laws concerning capital reserve funds. Except under emergency circumstances, Bow shall notify Dunbarton at least 60 days prior to any vote of the public to authorize or approve a qualifying capital improvement. Such notification shall include a brief description of the capital improvement project, the proposed total capital improvement expenditure, Dunbarton's projected share of the expenditure, and any amount proposed to be withdrawn. The purpose of notification is to allow Dunbarton to review and comment on the proposed use. Dunbarton will have no authority to deny qualifying expenditures for qualifying capital improvements.

If an amount equal to all CIF-R money paid is not deposited annually by Bow into the capital reserve fund by September 1 following the close of the fiscal year in which the CIF-R money was received, except as permitted under Section 3.C.4 above, then Bow shall remit to Dunbarton an amount equal to the amount of CIF-R money paid but not deposited into the capital reserve fund. Any such remittance shall be in the form of a credit applied toward Dunbarton's tuition payments for the fiscal year following the fiscal year the CIF-R money was received by Bow. If all or any portion of Bow's withdrawal from the CIF-R capital reserve fund or retention of CIF-R funds does not comply with the provisions of this Agreement, then Bow shall remit to Dunbarton an amount equal to the non-compliant amount withdrawn or retained. Any such remittance shall be in the form of a credit applied toward Dunbarton's tuition payments for the fiscal year in which the non-compliant withdrawal or encumbrance was made by Bow. If for any reason the credit due to Dunbarton in any fiscal year is greater than the tuition charged to Dunbarton in that same fiscal year, then Bow shall pay the net balance due to Dunbarton within 60 days of the close of that fiscal year.

If Dunbarton withdraws from the AREA Agreement during the term of the agreement in accordance with RSA 195-A:14, as amended, the restrictions placed on the use of CIF-R money in the capital reserve fund or received but not yet deposited into the CIF-R capital reserve fund shall terminate upon the date of withdrawal and Bow shall have the right to withdraw and use any or all of the money for any purpose they choose consistent with state law.

If Bow withdraws from the AREA Agreement during the term of the agreement in accordance with RSA 195-A:14, as amended, or upon expiration of the AREA Agreement without a successor AREA Agreement in place, an amount equal to any balance remaining in the capital reserve fund, and an amount equal to any un-retained CIF-R paid by Dunbarton but not yet deposited into the CIF-R capital reserve fund, shall be payable to Dunbarton within 60 days of the date of withdrawal or expiration. If a successor AREA Agreement between Bow and Dunbarton is adopted and scheduled to take effect upon expiration of this agreement, then these amounts shall not be payable to Dunbarton but shall remain in or be deposited into the CIF-R capital reserve fund and be treated in accordance with the terms of the successor agreement.

D. Budgeted Tuition Rates for BMS and BHS shall be calculated in accordance with Appendix A.1 for the purpose of allowing each district to prepare and approve budgets prior to the start of the fiscal year. Operating costs shall be based on the Bow School Board's proposed budget and applicable proposed warrant article expenditures for the fiscal year under consideration, and shall be divided by total number of students estimated to be enrolled in grades 7-8 at BMS and in grades 9-12 at BHS for the fiscal year under consideration based on student enrollments on October 1 of the year preceding the fiscal year under consideration. The Budgeted Tuition Rate Per Student shall be the sum of the per student operating costs and the per student Capital Improvement Fee.

Budgeted Tuition Rates based on the Bow School Board's proposed budget shall be provided to Dunbarton in the form of a completed Appendix A.1 by December 25 preceding the fiscal year under consideration. To enable Dunbarton to begin their budget preparation at an earlier date, Bow shall provide Dunbarton with a preliminary Budgeted Tuition Rate based on the Superintendent's proposed budget by November 15 preceding the fiscal year under consideration. It shall be the responsibility of Dunbarton to estimate the number of students projected to attend BMS and BHS and calculate the total tuition cost to be included in Dunbarton's budget based on the Budgeted Tuition Rates.

E. Estimated Tuition Rates shall be calculated in accordance with Appendix A.2 for the purpose of enabling Dunbarton to make periodic estimated payments to Bow during the fiscal year under consideration. Operating costs shall be based on the Bow School District budget and applicable warrant article expenditures approved by Bow voters for the fiscal year under consideration, and shall be divided by total number of students enrolled in grades 7-8 at BMS and in grades 9-12 at BHS on October 1 of the fiscal year under consideration. The Estimated Tuition Rate Per Student shall be the sum of the per student operating costs and the per student Capital Improvement Fee. Estimated Tuition Rates shall be provided to Dunbarton in the form of a completed Appendix A.2 by October 15 of the fiscal year under consideration.

Bow shall submit invoices to Dunbarton for estimated tuition payments, and payments shall be due from Dunbarton, three times during the fiscal year in accordance with Table 3.1. Each invoice shall include a roster of student enrollment as of the date indicated in Table 3.1. Roster shall include student name sorted by grade level, street address and town of residence, and entry and/or exit date of enrollment for students enrolled for only a portion of the year. For the purpose of calculating invoice amounts to adjust for variations in student enrollment, Bow may establish an Estimated Daily Tuition Rate by dividing the Estimated Tuition Rate by the number of days of instruction anticipated for the school year under consideration.

TABLE 3.1 - ESTIMATED TUITION DATES			
	Invoice No. 1	Invoice No. 2	Invoice No. 3
Enrollment Roster Date:	October 1	February 1	June 1
Invoice Date:	October 15	February 15	June 1
Payment Due Date:	November 15	March 15	June 15

The amount for Invoice No. 1 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on October 1 of the fiscal year under consideration. The invoice amount shall also include an adjustment for each student who was not enrolled for the entire period from the first day of school up through October 1. Such students shall be identified and adjustments itemized on the invoice.

The amount for Invoice No. 2 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on February 1 of the fiscal year under consideration. The invoice amount shall also include an adjustment for each student who was not enrolled for the entire period from October 1 up through February 1. Such students shall be identified and adjustments itemized on the invoice.

For Invoice No. 3, a Revised Estimated Tuition Rate shall be calculated for BMS and BHS in accordance with Appendix A.2 but using projected end of fiscal year revenues and expenses divided by projected end of year ADM. The purpose of this revised rate is to incorporate adjustments to Invoice No. 3 such that the total amounts paid in Invoices No. 1 through No. 3 will closely match the anticipated total annual tuition charges defined in Section 3.F.

The amount for Invoice No. 3 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on May 1 of the fiscal year under consideration. The invoice amount shall include an adjustment for each student who was not enrolled for the entire period from February 1 up through May 1. Such students shall be identified and adjustments itemized on the invoice. The invoice amount shall also include an adjustment for the difference between

the Estimated Tuition Rate and the Revised Estimated Tuition Rate at BMS and BHS multiplied by the projected end of year ADM at each school.

F. Final Tuition Rates shall be calculated in accordance with Appendix A.3 for the purpose of determining the total annual tuition charge for Dunbarton for the fiscal year under consideration. Operating costs shall be based upon audited financial statements of actual Bow School District revenues and expenditures, and shall be divided by end of year grade 7-8 ADM at BMS and end of year grade 9-12 ADM at BHS for the fiscal year under consideration. The Final Tuition Rate Per Student shall be the sum of the per student operating costs and per student Capital Improvement Fee. Final Tuition Rates shall be provided to Dunbarton in the form of a completed Appendix A.3 by October 15 following the fiscal year under consideration.

The total annual tuition charged to Dunbarton for BMS shall be the BMS Final Tuition Rate multiplied by Dunbarton's BMS grade 7-8 ADM for the fiscal year. The total annual tuition charged to Dunbarton for BHS shall be the BHS Final Tuition Rate multiplied by Dunbarton's BHS ADM for the fiscal year. However, Dunbarton shall pay a total annual tuition charge that shall not be less than 90% of the sum of the amount calculated by multiplying the BMS Final Tuition Rate by the number of Dunbarton's students enrolled at BMS on October 1 and the amount calculated by multiplying the BHS Final Tuition Rate by the number of Dunbarton's students enrolled at BHS on October 1, for the fiscal year under consideration. The 90% provision is intended to set a minimum total annual tuition charge to protect the Bow School District from a significant loss of revenue if Dunbarton's end of year ADM is significantly lower than October 1 enrollment.

The total annual tuition charged to Dunbarton based on Final Tuition Rates shall be compared to the sum of all previous estimated tuition payments made by Dunbarton for the fiscal year under consideration. Any accounting adjustments required to balance previous payments with total annual tuition charge shall be applied to and separately stated on Invoice No. 1 in the following fiscal year. If an accounting adjustment is required following withdrawal, expiration, or termination of the agreement, Bow shall prepare a statement itemizing credits and debits and the district in debt shall pay any balance due within 60 days of the statement date.

G. In addition to expenses noted elsewhere in this agreement, the following Bow School District expense items shall not be considered as AREA school expenses and shall not be included in tuition rate calculations:

- Special education services covered under Section 4-C, whether attributable to Bow or Dunbarton students.
- Assessment for SAU services.
- Regular Transportation.
- Special Education Transportation.
- Debt Service, to include principal and interest on school district debt.
- Capital Improvements for which Dunbarton's share of the expense is paid for with CIF-R funds in accordance with Section 3-C.

H. Dunbarton shall have the opportunity, at their own expense and without unreasonable burden placed on Bow, to audit the provisions of this Agreement relating to

tuition calculations and operating costs included in the tuition calculations.

I. Home Schooling: Tuition charges for home schooled students from Dunbarton attending classes part time shall be 1/7 at BMS and 1/8 at BHS of the daily tuition rate for each class period multiplied times the number of days the student is enrolled. Home schooled students shall be allowed to participate in athletics and other co-curricular activities under the same terms and conditions as enrolled students without incurring any additional charges applicable to only home school students, in accordance with New Hampshire law.

J. Exchange Students: Exchange students attending AREA schools shall be considered non-resident students in accordance with Section 3.A. This Agreement provides for two types of exchange student programs:

1. Traditional exchange program whereby students can temporarily attend school outside of their resident school district. Traditional exchange students hosted by Dunbarton have the opportunity to be placed in the AREA schools without tuition being charged to Dunbarton, as long as the total number of traditional exchange students allowed by Bow School District policies is not exceeded. Both districts shall have equal access to traditional exchange student positions. In the event that Bow should waive this policy and accept additional traditional exchange students from Dunbarton upon request of the Dunbarton School Board, the additional exchange student shall be counted in Dunbarton's enrollment and ADM and Dunbarton shall pay AREA school tuition for that student in accordance with this Agreement.
2. USA student VISA exchange program whereby the Bow School District becomes a USA student VISA issuing entity and is allowed to accept and charge tuition and home stay fees paid to host families for VISA students. Bow shall contract separately with the VISA student's family or sponsor for any such charges. Dunbarton shall not be charged tuition or fees for hosting VISA students. Dunbarton host families will be afforded the same program opportunities as those host families living in Bow.

Bow reserves the right to choose whether or not to participate in the USA student VISA exchange program. Bow also reserves the right to accept or deny a particular exchange student placement under either of these exchange programs.

K. Transportation: Each district shall be responsible for transportation of their respective students, in accordance with applicable state law, to and from AREA schools.

4. Special Education

Special Education costs shall be calculated as follows:

A. Special education costs of students who attend non-AREA schools shall be the responsibility of the student's respective school district. Such children shall not be included in the Average Daily Membership (ADM) used to determine per student tuition

costs under Section 3 of this agreement. Such children shall not be included when determining the per-student charges under Section 4 of this agreement. The respective school districts shall pay those non-AREA school expenses directly.

B. Special education services provided by the Bow School District and intended to serve the general special education population within the AREA schools shall be provided to Dunbarton students without additional charge to Dunbarton. Such services may include psychological, speech/language, occupational therapy, physical therapy, and other related services or educational assistants not dedicated to a specific student per Section 4-C. The costs of said services shall be included in operating costs as set forth in Appendices A.1, A.2 and A.3 and, therefore, will be shared by both districts based on percentage of ADM as set forth in Section 3 above.

C. For any Bow or Dunbarton student whose Individual Education Plan (IEP) requires the full time exclusive dedicated services of an educational assistant, teacher, nurse, consultant, specialist, etc., and/or a student who requires specialized equipment used exclusively for that student, the student's school district shall be responsible for the actual costs of these individual services and equipment. For any Bow or Dunbarton student who requires evaluations, consultations, legal proceedings, or services not provided by the Bow School District and not intended to serve the general special education student population of the AREA schools, the student's school district shall be responsible for the actual costs of these individual services. Any such costs attributable to individual students shall not be included in calculations to derive tuition rates.

Any such costs attributable to Dunbarton shall be billed to Dunbarton not more than twice each fiscal year at the close of each school year semester. The cost for exclusive dedicated special education assistants (one-to-one aides) billed to Dunbarton shall be based on the average cost for all such classified Bow School District employees in the AREA schools rather than the actual cost for the particular employee or employees assigned to Dunbarton students. Any equipment purchased by or billed to Dunbarton for the exclusive use of a single special education student shall become the property of the Dunbarton School District.

D. Bow will provide Dunbarton's school administration with notification of all special education meetings concerning Dunbarton students. Bow shall contact Dunbarton's special education administrator to coordinate the scheduling of special education meetings to afford Dunbarton's special education administrator the opportunity to attend. All special education services for Dunbarton students shall be approved by Dunbarton or a designated agent thereof.

E. Transportation: Each district shall be responsible for transportation of their respective special education students, in accordance with applicable state law, to and from AREA schools.

5. State Aid

Except as otherwise expressly provided by law, state aid shall be credited as follows:

- A. Adequacy Grants for grade 7 through 12 students shall be credited to the respective school district in which each student legally resides.
- B. State Building Aid shall be credited to the school district or districts that incur the direct cost of qualifying expenditures.
- C. All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

6. Curriculum

Bow shall be responsible for the development of and improvement or modifications to the curriculum for BMS and BHS. The parties to this Agreement recognize that curriculum changes may impact the estimated per student operating costs discussed hereafter.

7. Joint AREA Board Meeting

At the request of either Bow or Dunbarton, a joint meeting of the school boards of both districts may be called for the purpose of discussing or clarifying matters pertaining to this agreement. All school board members from both districts are permitted to attend and participate in such meeting. Such meetings shall not comprise an AREA School Plan Review Board as defined in RSA 195-A:14, as amended. Such meetings shall also not comprise a Joint School Board Meeting as defined in RSA 195-A:5, as amended.

8. School Board/Resident Participation

Dunbarton School Board members are invited to participate on all committees of the Bow School Board pertaining to grades 7 through 12.

The Chair of the Bow School Board shall recognize Dunbarton residents in the same manner Bow residents are acknowledged during the public comment portion of Bow School Board meetings.

9. School Board Notices

The Bow School Board shall provide the Dunbarton School Board with copies of all agendas of Bow School Board meetings and Bow School Board committee meetings as is required for posting of said meetings.

10. Documentation/Reports

Bow and Dunbarton shall have access to educational records and other data for legitimate educational purposes for students residing within their districts, all in accordance with the Federal Family Educational Rights and Privacy Act (FFERPA), also known as the Buckley Amendment, Public Law 93-380 (20 U.S.C. § 1232g). Both districts shall have access to

educational records, with no identification of individual students, for the purpose of conducting evaluations of school programs.

Bow shall provide to Dunbarton access to records to permit accurate accounting of tuition rates for Dunbarton students. Such records to include costs attributable to grades 7 and 8 at BMS and costs attributable to other grades at BMS. Such records to also include costs attributable to AREA Schools and costs attributable to other schools in the Bow School District.

Upon request, Bow shall provide Dunbarton with quarterly attendance reports including number of non-resident students, and discipline and grade summaries, including the numbers of suspensions and honor roll data.

11. Non AREA Schools

Each school district has the authority to adopt the provisions of RSA 194-B.

Except as otherwise expressly provided by law, or as mutually agreed upon by the Bow and Dunbarton School Boards, each district's respective students covered by this agreement and includable in the average daily membership in residence, defined in RSA 189:1-d(IV), shall attend the AREA schools pursuant to this agreement.

12. Vocational Programs

As part of the Quality of Education provided by Bow in accordance with Section 2 of this Agreement, Dunbarton students shall also be afforded the opportunity to participate in any vocational programs offered to Bow students either within or outside of the Bow School District as part of the tuition charge contemplated under Section 3 of this Agreement and with no additional charge to Dunbarton. It shall also be the responsibility of Bow to provide the necessary transportation to allow Dunbarton students to attend any vocational programs outside of the district. In the event that there is limited space in any vocational program, students shall be selected based on the admission policies of the programs, but not based on residence within a certain town.

13. Withdrawal, Expiration or Termination

Any amendment to or withdrawals from this Agreement shall be made only in accordance with RSA 195-A:14, as amended. In the event of withdrawal, expiration or other termination of this Agreement for any reason with no successor AREA Agreement in effect, Dunbarton students who were enrolled at and attending Bow High School at the close of the most recent school year shall, at Dunbarton's request and authorization, be permitted to continue their high school education and graduate from Bow High School.

Dunbarton shall endeavor to identify the students who choose to continue their high school education at Bow High School after termination of this agreement, and shall provide a

roster of such students to Bow by October 1 of the year prior to the beginning of the first school year after termination.

For the period when Dunbarton's students continue their high school education at Bow High School after termination of this AREA Agreement, Bow and Dunbarton shall enter into a Tuition Agreement governing the terms and conditions of their attendance. Bow and Dunbarton herein agree that the financial terms and conditions of this Tuition Agreement shall be the same terms and conditions contained in any Area Agreement in effect during this period or, if no Area Agreement is in effect, the same financial terms contained in the prior Area Agreement most recently in effect.

Upon expiration or termination, or withdrawal by either Bow or Dunbarton from this Agreement, all financial obligations of either party in accordance with this Agreement shall terminate.

Provisions within this section shall survive the term of this Agreement.

14. Dispute Resolution

In the event of a dispute concerning the terms of this Agreement which cannot be resolved after a good faith attempt by the parties, the dispute shall be referred to the New Hampshire Board of Education for a decision in accordance with Administrative Rule Ed 200, which decision may be appealed to a court of competent jurisdiction.

15. Amendments

This plan may be amended by mutual agreement of both communities, at any time as permitted by state law.

16. Agreement Approval and Term

This Agreement shall take effect on July 1, 2024 subject to approval of this Agreement as provided in RSA 195-A:3, as amended.

The date of operating responsibility as defined in RSA 195-A:1,XI shall be July 1, 2014.

The term of this Agreement shall be 15 years.

IN WITNESS WHEREOF, this Agreement has been executed this 22nd day of November, 2021.

	I support the AREA Agreement	I do not support the AREA Agreement	
<u>Bow:</u>			
 Bryce Larrabee Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/21</u> Date
 Eric Shulman Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date
 Jenna Beardon Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date
<u>Dunbarton:</u>			
 Jeffrey Trexler Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date
 Clement Madden Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/21</u> Date
 Jarrett Duncan Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date

Commissioner of Education

Date

Appendix A.1 - Budgeted Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By December 25 Prior to the Fiscal Year

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12	
Based on Enrollment on October 1 Prior to Fiscal Year		Bow	XXX	XXX	
		Dunbarton	XXX	XXX	
Total AREA Enrollment		XXXX	XXX	XXX	
OPERATING COSTS - Based on Bow School Board Approved Budget for [Fiscal Year]					
EXPENSES					
Function	Function Description	Total Budget	Non-AREA Budget Items	AREA Grades 7-8	AREA Grades 9-12
1100	Regular Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1200	Special Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1260	Bilingual Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1280	Gifted and Talented	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1300	Vocational Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1410	Co-Curricular Programs	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1420	Athletic Programs	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1490	Summer Enrichment	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2113	Social Work Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2119	School Resource Officer	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2120	Guidance Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2130	Health Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2140	Psychological Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2150	Speech Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2160	PT/OT Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2212	Professional Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2213	Improvement of Instruction	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2222	Library/Media Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2223	Audio/Visual Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2250	Technology Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2300	General Fund Contingency	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2311	School Board Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2313-17	Contracted Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2321	SAU Services	XXXXXXX	XXXXXXX	0	0
2410	Office of the Principal	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2620	Custodial Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2630	Maintenance/Grounds	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2721	Regular Transportation	XXXXXXX	XXXXXXX	0	0
2722	Special Education Transportation	XXXXXXX	XXXXXXX	0	0
2724	Co-Curricular Transportation	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2725	Athletic Transportation	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2740	Vehicle Repair	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
5000	Debt Service/Other	XXXXXXX	XXXXXXX	0	0
EXPENSE SUB-TOTAL		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
SUBTRACT REVENUES - List Revenue Sources					
	Employee Insurance Co-Pays	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
	One Half of CIF = CIF-U	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
TOTAL OPERATING COST BUDGET		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
DIVIDE BY TOTAL AREA ENROLLMENT				XXX	XXX
BUDGETED OPERATING COST RATE PER STUDENT				XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT				XXX	XXX
TOTAL BUDGETED TUITION RATE				XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

Appendix A.2 - Estimated Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By October 15 of the Fiscal Year (Revised and Completed By June 1 of the Fiscal Year)

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12	
Based on Enrollment on October 1 of the Fiscal Year		Bow	XXXX	XXX	
(Projected End of Year ADM for May 15 Revision)		Dunbarton	XXXX	XXX	
Total AREA Enrollment		XXXX	XXX	XXX	
OPERATING COSTS - Based on Bow Voter Approved Budget for [Fiscal Year] (Projected End of Fiscal Year for May 15 Revision)					
EXPENSES		Total Budget	Non-AREA Budget Items	AREA Grades 7-8	AREA Grades 9-12
Function	Function Description				
1100	Regular Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1200	Special Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1260	Bilingual Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1280	Gifted and Talented	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1300	Vocational Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1410	Co-Curricular Programs	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1420	Athletic Programs	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1490	Summer Enrichment	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2113	Social Work Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2119	School Resource Officer	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2120	Guidance Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2130	Health Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2140	Psychological Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2150	Speech Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2160	PT/OT Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2212	Professional Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2213	Improvement of Instruction	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2222	Library/Media Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2223	Audio/Visual Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2250	Technology Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2300	General Fund Contingency	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2311	School Board Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2313-17	Contracted Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2321	SAU Services	XXXXXXX	XXXXXXX	0	0
2410	Office of the Principal	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2620	Custodial Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2630	Maintenance/Grounds	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2721	Regular Transportation	XXXXXXX	XXXXXXX	0	0
2722	Special Education Transportation	XXXXXXX	XXXXXXX	0	0
2724	Co-Curricular Transportation	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2725	Athletic Transportation	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2740	Vehicle Repair	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
5000	Debt Service/Other	XXXXXXX	XXXXXXX	0	0
EXPENSE SUB-TOTAL		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
SUBTRACT REVENUES - List Revenue Sources					
	Employee Insurance Co-Pays	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
	One Half of CIF = CIF-U	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
TOTAL OPERATING COST BUDGET (MAY 15 PROJECTION)		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
DIVIDE BY TOTAL AREA ENROLLMENT (PROJECTED ADM)				XXX	XXX
ESTIMATED OPERATING COST RATE PER STUDENT				XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT				XXX	XXX
TOTAL ESTIMATED TUITION RATE				XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

Appendix A.3 - Final Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By October 15 Following the Fiscal Year

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12
Based on Actual End of Fiscal Year ADM		Bow	XXX	XXX
		Dunbarton	XXX	XXX
		Total AREA ADM	XXX	XXX
OPERATING COSTS - Based on Actual End of Fiscal Year Expenses and Revenues for [Fiscal Year]				
EXPENSES		Total	AREA	AREA
Function	Function Description	Budget	Budget Items	Grades 7-8
				Grades 9-12
1100	Regular Education	XXXXXXX	XXXXXXX	XXXXXXX
1200	Special Education	XXXXXXX	XXXXXXX	XXXXXXX
1260	Bilingual Education	XXXXXXX	XXXXXXX	XXXXXXX
1280	Gifted and Talented	XXXXXXX	XXXXXXX	XXXXXXX
1300	Vocational Education	XXXXXXX	XXXXXXX	XXXXXXX
1410	Co-Curricular Programs	XXXXXXX	XXXXXXX	XXXXXXX
1420	Athletic Programs	XXXXXXX	XXXXXXX	XXXXXXX
1490	Summer Enrichment	XXXXXXX	XXXXXXX	XXXXXXX
2113	Social Work Services	XXXXXXX	XXXXXXX	XXXXXXX
2119	School Resource Officer	XXXXXXX	XXXXXXX	XXXXXXX
2120	Guidance Services	XXXXXXX	XXXXXXX	XXXXXXX
2130	Health Services	XXXXXXX	XXXXXXX	XXXXXXX
2140	Psychological Services	XXXXXXX	XXXXXXX	XXXXXXX
2150	Speech Services	XXXXXXX	XXXXXXX	XXXXXXX
2160	PT/OT Services	XXXXXXX	XXXXXXX	XXXXXXX
2212	Professional Services	XXXXXXX	XXXXXXX	XXXXXXX
2213	Improvement of Instruction	XXXXXXX	XXXXXXX	XXXXXXX
2222	Library/Media Services	XXXXXXX	XXXXXXX	XXXXXXX
2223	Audio/Visual Services	XXXXXXX	XXXXXXX	XXXXXXX
2250	Technology Services	XXXXXXX	XXXXXXX	XXXXXXX
2300	General Fund Contingency	XXXXXXX	XXXXXXX	XXXXXXX
2311	School Board Services	XXXXXXX	XXXXXXX	XXXXXXX
2313-17	Contracted Services	XXXXXXX	XXXXXXX	XXXXXXX
2321	SAU Services	XXXXXXX	XXXXXXX	0
2410	Office of the Principal	XXXXXXX	XXXXXXX	XXXXXXX
2620	Custodial Services	XXXXXXX	XXXXXXX	XXXXXXX
2630	Maintenance/Grounds	XXXXXXX	XXXXXXX	XXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXX	XXXXXXX	XXXXXXX
2721	Regular Transportation	XXXXXXX	XXXXXXX	0
2722	Special Education Transportation	XXXXXXX	XXXXXXX	0
2724	Co-Curricular Transportation	XXXXXXX	XXXXXXX	XXXXXXX
2725	Athletic Transportation	XXXXXXX	XXXXXXX	XXXXXXX
2740	Vehicle Repair	XXXXXXX	XXXXXXX	XXXXXXX
5000	Debt Service/Other	XXXXXXX	XXXXXXX	0
EXPENSE SUB-TOTAL		XXXXXXX	XXXXXXX	XXXXXXX
SUBTRACT REVENUES - List Revenue Sources				
	Employee Insurance Co-Pays	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
	One Half of CIF = CIF-U	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
TOTAL OPERATING COSTS		XXXXXXX	XXXXXXX	XXXXXXX
DIVIDE BY TOTAL AREA ADM			XXX	XXX
FINAL OPERATING COST RATE PER STUDENT			XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT			XXX	XXX
TOTAL FINAL TUITION RATE			XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

AMENDED WRITTEN PLAN FOR AUTHORIZED REGIONAL
ENROLLMENT AREA FOR THE
BOW AND DUNBARTON SCHOOL DISTRICTS
FOR THE PERIOD JULY 1, 2024 – JUNE 30, 2039

November 22, 2021

This Authorized Regional Enrollment Area (AREA) Agreement ("Agreement") is entered into pursuant to RSA 195-A by and between the Bow School District ("Bow"), and the Dunbarton School District ("Dunbarton"), each of Merrimack County, New Hampshire.

WITNESSETH:

WHEREAS, Bow and Dunbarton enter into this Agreement to promote the excellence of educational experience for students from all involved districts;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide long term security for member districts by establishing a guarantee that the sending district will send and the receiving district will receive students;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide every student body member of the AREA schools equal access to all educational programs and opportunities, membership rights, and responsibilities independent of their resident district;

WHEREAS, Bow and Dunbarton enter into this Agreement to provide a broader range of program offerings for students than would otherwise be financially feasible for individual districts;

WHEREAS, Bow and Dunbarton enter into this Agreement to share equitably the costs of education at the AREA schools among the districts involved in the AREA Agreement;

WHEREAS, Bow and Dunbarton enter into this Agreement to allow for the sending districts to actively participate in evaluation and planning at the AREA schools.

NOW THEREFORE, it is agreed as follows:

1. Name

Bow Memorial School (hereinafter "BMS") and Bow High School (hereinafter "BHS"), both located in the Bow School District, New Hampshire, shall be the AREA schools. BMS shall be the AREA school for grades 7 and 8 and BHS shall be the AREA school for grades 9 through 12. Dunbarton is the sending district and Bow is the receiving district. Together they shall form the region that the AREA schools shall serve. No schools in either district shall be discontinued and no new buildings will be initially enlarged or constructed as part of this Agreement.

2. Quality of Education

A. Accreditation Requirements and Procedures

Bow represents and warrants that it will, during the term of this Agreement, provide a course of studies for grades 7 through 12 and appropriate facilities, equipment, supplies, text books, teachers and administrators so as to operate grades 7 through 12 in a manner consistent with standards as defined by the laws of the State of New Hampshire for the education of its own and sending district students, grades 7 through 12. Bow shall provide State of New Hampshire approved AREA schools, fully or conditionally. If conditionally approved, for any reason, Bow shall comply with the requirements set forth in RSA 194:23 and Administrative Rules Ed 306, as amended.

1. Bow High School

Bow High School (BHS) shall provide New England Association of Schools and Colleges (NEASC) accredited schools for all public school students from Dunbarton in grades 9 through 12. If at any time BHS is placed on a warning or probationary status by NEASC and no plan for corrective action is filed within the prescribed guidelines, or within an extension granted by the accrediting agency, or, absent a prescribed timeline, within 180 days, the sending district's annual Capital Improvement Fee for BHS students shall be reduced by \$50 per student from the current amount pro-rated for the number of days in which BHS is in violation of this section. Once Bow submits the corrective action plan to comply with NEASC requirements, the reduction in the Capital Improvement Fee shall cease.

If the corrective action plan is not implemented in the time prescribed by NEASC or, absent a timeline set by NEASC, within 18 months from notification of warning or probationary status, the annual Capital Improvement Fee for Dunbarton students attending BHS shall be reduced by \$50 per student from the current amount pro-rated for the number of days each fiscal year in which BHS is in violation of this section. The annual Capital Improvement Fee shall increase to the current amount for the remainder of the fiscal year when the warning or probationary status is lifted.

2. Bow Memorial School

At any time during the term of this Agreement, the Dunbarton School Board has the authority to require the Bow School District to undertake a third-party accreditation process in accordance with the standard and customary accreditation procedure applicable to middle schools in New Hampshire.

Prior to the commencement of any accreditation process, the Dunbarton School Board shall consult with the Bow School Board to discuss any substantive issues with the quality of education being delivered by the Bow School District in the middle school. Following consultation and any other necessary review by either board, Bow shall have sixty (60) days to cure any substantiated issues raised by Dunbarton or adequately respond to any

concern relative to the quality of education being delivered to middle school students. If the Dunbarton School Board is not satisfied with the response of Bow to its concerns in the quality of education, then Bow shall initiate and implement a third-party accreditation process to be completed within six (6) months from the last day of the sixty (60) day response period.

If any accreditation process undertaken at the middle school finds that any aspect of the quality of education being delivered by the Bow School District does not satisfy prescribed guidelines for New Hampshire schools, the Bow School District shall undertake corrective action in accordance with the guidelines and timeline of the accrediting agency, or by no later than 180 days from the notification of a violation. If the Bow School District fails to comply with the required corrective action measures within the applicable time period, the annual Capital Improvement Fee for Dunbarton students attending BMS shall be reduced by \$50 per student from the current amount pro-rated for the number of days in which BMS is in violation of this section. The annual Capital Improvement Fee shall be restored to the current amount once the Bow School District completes the required corrective action measures.

Any expenses related to undertaking the accreditation process shall be an AREA school expense and included in tuition calculations.

B. Bow shall provide to students of both the sending and receiving districts equal access to all educational and co-curricular opportunities and programs.

C. Bow warrants that it will administer its schools to promote a safe environment for learning and that it will enforce reasonable policies that control access to its schools. Bow shall maintain policies and procedures that permit access to Bow buildings by representatives of Dunbarton. These policies and procedures shall not interfere with the operation of Bow schools.

In the event that a Dunbarton parent has a concern about any aspect of their student's education at BMS or BHS, that parent will have available to them the same avenues of recourse available to the parent of any of those schools' students, namely:

- The availability of the teacher to address the concern.
- If the above does not lead to resolution of the concern, access to a building administrator to address the concern
- If the above does not lead to resolution of the concern, access to the Office of the Superintendent to address the concern.
- If the above does not lead to resolution of the concern, access to the Bow School Board as final arbiter of concerns and disputes originating in the Bow School District subject only to State Board of Education review, as appropriate. The parent may be accompanied by a member or members of the sending district's school board to the meeting with the Bow School Board at the parent's discretion.

3. Computation of Tuition Rates and Payment Due Dates

A. For the purposes of this Agreement, "Average Daily Membership" (herein after "ADM") shall be defined as the aggregate full-day membership of pupils attending one of the AREA schools divided by the number of full days of instruction offered at that AREA school. "Membership" shall be as defined in RSA 189:1-d, as amended. End of year ADM shall be determined after the end of the fiscal year under consideration. Results of all ADM calculations, including proportion allocated to each district, shall be rounded off to the nearest 1/100.

Any students attending the AREA schools whose legal residence is in a school district or town other than Bow or Dunbarton shall be considered "non-resident" students. Except where specifically stated in this Agreement, all non-resident students shall be counted as Bow students and included in Bow's enrollment and ADM calculations. Bow may enter into any agreement they deem appropriate or necessary with the non-resident student's school district, parent/guardian, or sponsoring entity.

Any Bow or Dunbarton students participating in an exchange student program or otherwise attending a non-AREA school on a temporary basis for at least 30 school days or greater shall not be included in enrollment and ADM calculations under this agreement for the period of non attendance.

B. A Fiscal year is defined as beginning on July 1 and ending on June 30 of the following calendar year. For each fiscal year, the total annual tuition paid by Dunbarton to Bow shall be based on Bow's actual operating costs applicable to the AREA schools for the fiscal year under consideration apportioned to Dunbarton based on Dunbarton's percentage of total end of year ADM for AREA grades at each AREA school, as set forth in Section 3. The tuition rate shall include per student operating costs and per student Capital Improvement Fee as specified herein.

Operating costs shall be defined as the net difference between applicable revenues and applicable expenditures. Applicable expenditures is defined as Bow School District expenses for personnel, supplies, equipment, maintenance, improvements and operation of the AREA schools, in accordance with this Agreement. Applicable revenues is defined as Bow School District revenues that directly offset or compensate the Bow School District for AREA school expenditures. Revenue also includes the unrestricted portion of the Capital Improvement Fee (CIF-U) as defined below. Other types of revenues deemed applicable include, but are not limited to, employee insurance co-pays if the co-pay portion of employee insurance is included in AREA school expenses, student activity fees or any similar fees collected for the purpose of offsetting AREA school expenses, and rental or user fees collected for use of AREA school buildings or grounds. Applicable revenues do not include tuition received for Dunbarton students or any non-resident students, state aid as specified in Section 5 of this Agreement, earnings on investments, impact fees, transfers from capital reserve funds, revenue or reimbursement for expenses that are specific to only the Bow School District such as Medicaid reimbursement, etc. For specific programs intended to be self-supported by participants or users, such as Drivers Education, Summer

School, and Food Service, none of the direct expenses or revenues associated with the program shall be considered applicable or included in AREA school tuition calculations. If partially self-supporting programs have applicable expenses that exceed revenues, the excess expenses shall be considered an AREA school expense.

Bow's total school district operating costs shall be allocated in a manner that fairly represents the direct operating costs applicable to each particular AREA school, and fairly represents the portion of indirect school district-wide operating costs attributable to each particular AREA school. Total AREA school operating costs at BMS shall be further allocated to AREA grades 7-8 and non-AREA grades 5-6 in a similar manner. For BMS, all direct operating costs that are applicable to only grades 7-8, such as grade 7-8 teaching staff or grade 7-8 program costs, shall be included in BMS AREA school tuition calculations. Also for BMS, indirect operating costs that are applicable to all BMS grade levels 5-8 shall be allocated 58% to AREA grades 7-8 for inclusion in BMS AREA school tuition calculations and 42% to non-AREA grades 5-6.

For each fiscal year and each AREA School, Bow shall calculate a Budgeted Tuition Rate in accordance with Subsection 3.D, an Estimated Tuition Rate in accordance with Subsection 3.E, and a Final Tuition Rate in accordance with Subsection 3.F. All tuition rates specified in this agreement are per student annual rates unless otherwise noted.

C. Tuition rates shall include an annual per student Capital Improvement Fee (CIF) which shall be stated separately in each tuition rate calculation. The purpose of the CIF is to enable Dunbarton to contribute to the cost of qualifying AREA school capital improvements. For fiscal year beginning July 1, 2024, the CIF shall be \$800. For fiscal year beginning July 1, 2025 and beyond, the CIF will be adjusted based on the annual percentage increase or decrease in the Consumer Price Index (CPI-U) for Boston-Brockton-Nashua urban area as reported by the US Department of Labor for July of the year prior to the fiscal year under consideration. For example, the CIF for fiscal year beginning July 1, 2025 shall be adjusted based on the annual change in CPI-U from July 2023 to July 2024. CIF shall be rounded to the nearest dollar.

Under the prior 2014-2024 AREA Agreement, the parties recognized that the restrictions imposed on Bow for handling and disposition of CIF funds limited their use for only large and relatively costly capital improvements. In an effort to provide funds that Bow can use for more modest and frequent capital expenditures, the parties in this agreement have significantly increased the CIF rate and have divided the CIF into two categories:

Capital Improvement Fee – Unrestricted (CIF-U)

The per student CIF-U rate shall be one half of the total per student CIF rate. There are no restrictions or limitations imposed on Bow's use or disposition of CIF-U funds. CIF-U funds can be used for any purpose and are not limited to only AREA school expenses. It is recommended that CIF-U funds be annually deposited into one or more Bow capital reserve funds for future capital needs at any Bow school, however, Bow has the sole authority and discretion to determine if CIF-U funds will be deposited into capital reserve, used as revenue to offset expenses, or expended in any other manner consistent with state law. Recognizing that CIF-U funds may be co-mingled with other Bow funds and that

Bow may choose to use CIF-U funds along with other funds for AREA school expenses that are included in calculating tuition rates, the total amount of CIF-U paid by Dunbarton each year will be included as an AREA school revenue.

Capital Improvement Fee – Restricted (CIF-R)

The per student CIF-R rate shall be one half of the total per student CIF rate. The purpose of CIF-R is to enable Dunbarton to contribute to the cost of large and relatively infrequent qualifying AREA school capital improvements. The handling and disposition of CIF-R funds shall be restricted in accordance with the following paragraphs.

At the March 14, 2014 annual school district meeting, the Bow School District created an interest bearing CIF-R capital reserve fund, called AREA School Capital Improvements - Dunbarton Fees. The purpose of this fund is for capital improvements to AREA schools in accordance with the AREA agreement. CIF-R Capital Improvement Fees paid by Dunbarton, and earned interest, will accumulate in the fund and may be withdrawn in accordance with this Agreement and applicable state laws. Except as otherwise permitted under Section 3.C.4 below, each year the Bow School Board shall propose a warrant article at the annual school district meeting asking for voter approval to deposit the total CIF-R received from Dunbarton during the current fiscal year into the capital reserve fund by September 1 following the close of the fiscal year under consideration. For example, at the Annual Bow School District Meeting in March, 2025, the proposed warrant article shall ask voters to deposit an amount equal to the total CIF-R received from Dunbarton during Fiscal Year 2024-25 into the capital reserve fund prior to September 1, 2025.

Withdrawal and use of CIF-R Capital Improvement Fees shall be restricted as follows:

1. Proceeds of the CIF-R capital reserve fund, including any interest earned, may only be used for the purpose of paying for Dunbarton's share of a qualifying capital improvement expenditure at either or both of the AREA schools or AREA school sites.
2. Qualifying capital improvements shall directly benefit either or both of the AREA schools or sites, shall have a minimum useful life of 10 years, and shall have a minimum total capital expenditure of \$500,000 prior to deduction of any CIF-R funds.
3. Dunbarton's share of a qualifying capital improvement expenditure for an AREA school or site shall not exceed a percentage of the total capital improvement expenditure equivalent to Dunbarton's percentage of total ADM for that AREA school for the most recently completed fiscal year at the time the qualifying capital improvement is authorized or approved by Bow. For capital improvements at BMS, total ADM shall include all BMS students in grades 5 through 8.
4. Bow may withdraw an amount from the CIF-R capital reserve fund up to but not exceeding Dunbarton's share of a qualifying capital improvement expenditure. If the CIF-R capital reserve fund balance is less than Dunbarton's share, Bow may choose to retain annual CIF-R funds received from Dunbarton, rather than deposit an amount equal to those funds into the CIF-R capital reserve fund, in the current or succeeding fiscal year or years until Bow collects the total amount of Dunbarton's share. An amount equal to all CIF-R funds received in excess of

Dunbarton's share shall be deposited into the CIF-R capital reserve fund in accordance with this Agreement. Bow's right to retain or collect annual CIF-R funds for any uncollected portion of Dunbarton's share shall end upon withdrawal pursuant to RSA 195-A:14 or expiration of this Agreement.

5. Bow may use CIF-R funds properly withdrawn or withheld from deposit in accordance with this Agreement for any purpose.
6. If Bow collects CIF-R funds, either withdrawn from the CIF-R capital reserve fund or otherwise retained in accordance with this Agreement, for any portion of a qualifying capital improvement expenditure, then no portion of that expenditure shall be considered as an AREA school expense or included in tuition calculations.

As an example, if Bow authorizes a capital expenditure of \$1,000,000 in Fiscal Year 2030-31 for a qualifying capital improvement at BHS, and Dunbarton's percentage of total ADM at BHS for Fiscal Year 2029-30 was 25%, then Dunbarton's maximum share of the capital improvement expenditure is \$250,000. If the CIF-R capital reserve fund balance totals \$300,000, then the maximum that can be withdrawn is Dunbarton's \$250,000 share for this particular capital improvement expenditure. If the CIF-R capital reserve fund balance totals \$200,000, then the maximum that can be withdrawn is \$200,000 and the additional \$50,000 of Dunbarton's share can be collected by Bow from CIF-R funds received from Dunbarton in the current or succeeding fiscal year or years.

The capital reserve fund holding CIF-R funds shall remain under the control of Bow, and Bow may propose to withdraw any or all of the proceeds for qualifying capital improvements at any time subject to the provisions in this Agreement and applicable state laws concerning capital reserve funds. Except under emergency circumstances, Bow shall notify Dunbarton at least 60 days prior to any vote of the public to authorize or approve a qualifying capital improvement. Such notification shall include a brief description of the capital improvement project, the proposed total capital improvement expenditure, Dunbarton's projected share of the expenditure, and any amount proposed to be withdrawn. The purpose of notification is to allow Dunbarton to review and comment on the proposed use. Dunbarton will have no authority to deny qualifying expenditures for qualifying capital improvements.

If an amount equal to all CIF-R money paid is not deposited annually by Bow into the capital reserve fund by September 1 following the close of the fiscal year in which the CIF-R money was received, except as permitted under Section 3.C.4 above, then Bow shall remit to Dunbarton an amount equal to the amount of CIF-R money paid but not deposited into the capital reserve fund. Any such remittance shall be in the form of a credit applied toward Dunbarton's tuition payments for the fiscal year following the fiscal year the CIF-R money was received by Bow. If all or any portion of Bow's withdrawal from the CIF-R capital reserve fund or retention of CIF-R funds does not comply with the provisions of this Agreement, then Bow shall remit to Dunbarton an amount equal to the non-compliant amount withdrawn or retained. Any such remittance shall be in the form of a credit applied toward Dunbarton's tuition payments for the fiscal year in which the non-compliant withdrawal or encumbrance was made by Bow. If for any reason the credit due to Dunbarton in any fiscal year is greater than the tuition charged to Dunbarton in that same fiscal year, then Bow shall pay the net balance due to Dunbarton within 60 days of the close of that fiscal year.

If Dunbarton withdraws from the AREA Agreement during the term of the agreement in accordance with RSA 195-A:14, as amended, the restrictions placed on the use of CIF-R money in the capital reserve fund or received but not yet deposited into the CIF-R capital reserve fund shall terminate upon the date of withdrawal and Bow shall have the right to withdraw and use any or all of the money for any purpose they choose consistent with state law.

If Bow withdraws from the AREA Agreement during the term of the agreement in accordance with RSA 195-A:14, as amended, or upon expiration of the AREA Agreement without a successor AREA Agreement in place, an amount equal to any balance remaining in the capital reserve fund, and an amount equal to any un-retained CIF-R paid by Dunbarton but not yet deposited into the CIF-R capital reserve fund, shall be payable to Dunbarton within 60 days of the date of withdrawal or expiration. If a successor AREA Agreement between Bow and Dunbarton is adopted and scheduled to take effect upon expiration of this agreement, then these amounts shall not be payable to Dunbarton but shall remain in or be deposited into the CIF-R capital reserve fund and be treated in accordance with the terms of the successor agreement.

D. Budgeted Tuition Rates for BMS and BHS shall be calculated in accordance with Appendix A.1 for the purpose of allowing each district to prepare and approve budgets prior to the start of the fiscal year. Operating costs shall be based on the Bow School Board's proposed budget and applicable proposed warrant article expenditures for the fiscal year under consideration, and shall be divided by total number of students estimated to be enrolled in grades 7-8 at BMS and in grades 9-12 at BHS for the fiscal year under consideration based on student enrollments on October 1 of the year preceding the fiscal year under consideration. The Budgeted Tuition Rate Per Student shall be the sum of the per student operating costs and the per student Capital Improvement Fee.

Budgeted Tuition Rates based on the Bow School Board's proposed budget shall be provided to Dunbarton in the form of a completed Appendix A.1 by December 25 preceding the fiscal year under consideration. To enable Dunbarton to begin their budget preparation at an earlier date, Bow shall provide Dunbarton with a preliminary Budgeted Tuition Rate based on the Superintendent's proposed budget by November 15 preceding the fiscal year under consideration. It shall be the responsibility of Dunbarton to estimate the number of students projected to attend BMS and BHS and calculate the total tuition cost to be included in Dunbarton's budget based on the Budgeted Tuition Rates.

E. Estimated Tuition Rates shall be calculated in accordance with Appendix A.2 for the purpose of enabling Dunbarton to make periodic estimated payments to Bow during the fiscal year under consideration. Operating costs shall be based on the Bow School District budget and applicable warrant article expenditures approved by Bow voters for the fiscal year under consideration, and shall be divided by total number of students enrolled in grades 7-8 at BMS and in grades 9-12 at BHS on October 1 of the fiscal year under consideration. The Estimated Tuition Rate Per Student shall be the sum of the per student operating costs and the per student Capital Improvement Fee. Estimated Tuition Rates shall be provided to Dunbarton in the form of a completed Appendix A.2 by October 15 of the fiscal year under consideration.

Bow shall submit invoices to Dunbarton for estimated tuition payments, and payments shall be due from Dunbarton, three times during the fiscal year in accordance with Table 3.1. Each invoice shall include a roster of student enrollment as of the date indicated in Table 3.1. Roster shall include student name sorted by grade level, street address and town of residence, and entry and/or exit date of enrollment for students enrolled for only a portion of the year. For the purpose of calculating invoice amounts to adjust for variations in student enrollment, Bow may establish an Estimated Daily Tuition Rate by dividing the Estimated Tuition Rate by the number of days of instruction anticipated for the school year under consideration.

TABLE 3.1 - ESTIMATED TUITION DATES			
	Invoice No. 1	Invoice No. 2	Invoice No. 3
Enrollment Roster Date:	October 1	February 1	June 1
Invoice Date:	October 15	February 15	June 1
Payment Due Date:	November 15	March 15	June 15

The amount for Invoice No. 1 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on October 1 of the fiscal year under consideration. The invoice amount shall also include an adjustment for each student who was not enrolled for the entire period from the first day of school up through October 1. Such students shall be identified and adjustments itemized on the invoice.

The amount for Invoice No. 2 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on February 1 of the fiscal year under consideration. The invoice amount shall also include an adjustment for each student who was not enrolled for the entire period from October 1 up through February 1. Such students shall be identified and adjustments itemized on the invoice.

For Invoice No. 3, a Revised Estimated Tuition Rate shall be calculated for BMS and BHS in accordance with Appendix A.2 but using projected end of fiscal year revenues and expenses divided by projected end of year ADM. The purpose of this revised rate is to incorporate adjustments to Invoice No. 3 such that the total amounts paid in Invoices No. 1 through No. 3 will closely match the anticipated total annual tuition charges defined in Section 3.F.

The amount for Invoice No. 3 shall include one third of the Estimated Tuition Rate Per Student multiplied by the number of Dunbarton students enrolled at the particular AREA school on May 1 of the fiscal year under consideration. The invoice amount shall include an adjustment for each student who was not enrolled for the entire period from February 1 up through May 1. Such students shall be identified and adjustments itemized on the invoice. The invoice amount shall also include an adjustment for the difference between

the Estimated Tuition Rate and the Revised Estimated Tuition Rate at BMS and BHS multiplied by the projected end of year ADM at each school.

F. Final Tuition Rates shall be calculated in accordance with Appendix A.3 for the purpose of determining the total annual tuition charge for Dunbarton for the fiscal year under consideration. Operating costs shall be based upon audited financial statements of actual Bow School District revenues and expenditures, and shall be divided by end of year grade 7-8 ADM at BMS and end of year grade 9-12 ADM at BHS for the fiscal year under consideration. The Final Tuition Rate Per Student shall be the sum of the per student operating costs and per student Capital Improvement Fee. Final Tuition Rates shall be provided to Dunbarton in the form of a completed Appendix A.3 by October 15 following the fiscal year under consideration.

The total annual tuition charged to Dunbarton for BMS shall be the BMS Final Tuition Rate multiplied by Dunbarton's BMS grade 7-8 ADM for the fiscal year. The total annual tuition charged to Dunbarton for BHS shall be the BHS Final Tuition Rate multiplied by Dunbarton's BHS ADM for the fiscal year. However, Dunbarton shall pay a total annual tuition charge that shall not be less than 90% of the sum of the amount calculated by multiplying the BMS Final Tuition Rate by the number of Dunbarton's students enrolled at BMS on October 1 and the amount calculated by multiplying the BHS Final Tuition Rate by the number of Dunbarton's students enrolled at BHS on October 1, for the fiscal year under consideration. The 90% provision is intended to set a minimum total annual tuition charge to protect the Bow School District from a significant loss of revenue if Dunbarton's end of year ADM is significantly lower than October 1 enrollment.

The total annual tuition charged to Dunbarton based on Final Tuition Rates shall be compared to the sum of all previous estimated tuition payments made by Dunbarton for the fiscal year under consideration. Any accounting adjustments required to balance previous payments with total annual tuition charge shall be applied to and separately stated on Invoice No. 1 in the following fiscal year. If an accounting adjustment is required following withdrawal, expiration, or termination of the agreement, Bow shall prepare a statement itemizing credits and debits and the district in debt shall pay any balance due within 60 days of the statement date.

G. In addition to expenses noted elsewhere in this agreement, the following Bow School District expense items shall not be considered as AREA school expenses and shall not be included in tuition rate calculations:

- Special education services covered under Section 4-C, whether attributable to Bow or Dunbarton students.
- Assessment for SAU services.
- Regular Transportation.
- Special Education Transportation.
- Debt Service, to include principal and interest on school district debt.
- Capital Improvements for which Dunbarton's share of the expense is paid for with CIF-R funds in accordance with Section 3-C.

H. Dunbarton shall have the opportunity, at their own expense and without unreasonable burden placed on Bow, to audit the provisions of this Agreement relating to

tuition calculations and operating costs included in the tuition calculations.

I. Home Schooling: Tuition charges for home schooled students from Dunbarton attending classes part time shall be 1/7 at BMS and 1/8 at BHS of the daily tuition rate for each class period multiplied times the number of days the student is enrolled. Home schooled students shall be allowed to participate in athletics and other co-curricular activities under the same terms and conditions as enrolled students without incurring any additional charges applicable to only home school students, in accordance with New Hampshire law.

J. Exchange Students: Exchange students attending AREA schools shall be considered non-resident students in accordance with Section 3.A. This Agreement provides for two types of exchange student programs:

1. Traditional exchange program whereby students can temporarily attend school outside of their resident school district. Traditional exchange students hosted by Dunbarton have the opportunity to be placed in the AREA schools without tuition being charged to Dunbarton, as long as the total number of traditional exchange students allowed by Bow School District policies is not exceeded. Both districts shall have equal access to traditional exchange student positions. In the event that Bow should waive this policy and accept additional traditional exchange students from Dunbarton upon request of the Dunbarton School Board, the additional exchange student shall be counted in Dunbarton's enrollment and ADM and Dunbarton shall pay AREA school tuition for that student in accordance with this Agreement.
2. USA student VISA exchange program whereby the Bow School District becomes a USA student VISA issuing entity and is allowed to accept and charge tuition and home stay fees paid to host families for VISA students. Bow shall contract separately with the VISA student's family or sponsor for any such charges. Dunbarton shall not be charged tuition or fees for hosting VISA students. Dunbarton host families will be afforded the same program opportunities as those host families living in Bow.

Bow reserves the right to choose whether or not to participate in the USA student VISA exchange program. Bow also reserves the right to accept or deny a particular exchange student placement under either of these exchange programs.

K. Transportation: Each district shall be responsible for transportation of their respective students, in accordance with applicable state law, to and from AREA schools.

4. Special Education

Special Education costs shall be calculated as follows:

A. Special education costs of students who attend non-AREA schools shall be the responsibility of the student's respective school district. Such children shall not be included in the Average Daily Membership (ADM) used to determine per student tuition

costs under Section 3 of this agreement. Such children shall not be included when determining the per-student charges under Section 4 of this agreement. The respective school districts shall pay those non-AREA school expenses directly.

B. Special education services provided by the Bow School District and intended to serve the general special education population within the AREA schools shall be provided to Dunbarton students without additional charge to Dunbarton. Such services may include psychological, speech/language, occupational therapy, physical therapy, and other related services or educational assistants not dedicated to a specific student per Section 4-C. The costs of said services shall be included in operating costs as set forth in Appendices A.1, A.2 and A.3 and, therefore, will be shared by both districts based on percentage of ADM as set forth in Section 3 above.

C. For any Bow or Dunbarton student whose Individual Education Plan (IEP) requires the full time exclusive dedicated services of an educational assistant, teacher, nurse, consultant, specialist, etc., and/or a student who requires specialized equipment used exclusively for that student, the student's school district shall be responsible for the actual costs of these individual services and equipment. For any Bow or Dunbarton student who requires evaluations, consultations, legal proceedings, or services not provided by the Bow School District and not intended to serve the general special education student population of the AREA schools, the student's school district shall be responsible for the actual costs of these individual services. Any such costs attributable to individual students shall not be included in calculations to derive tuition rates.

Any such costs attributable to Dunbarton shall be billed to Dunbarton not more than twice each fiscal year at the close of each school year semester. The cost for exclusive dedicated special education assistants (one-to-one aides) billed to Dunbarton shall be based on the average cost for all such classified Bow School District employees in the AREA schools rather than the actual cost for the particular employee or employees assigned to Dunbarton students. Any equipment purchased by or billed to Dunbarton for the exclusive use of a single special education student shall become the property of the Dunbarton School District.

D. Bow will provide Dunbarton's school administration with notification of all special education meetings concerning Dunbarton students. Bow shall contact Dunbarton's special education administrator to coordinate the scheduling of special education meetings to afford Dunbarton's special education administrator the opportunity to attend. All special education services for Dunbarton students shall be approved by Dunbarton or a designated agent thereof.

E. Transportation: Each district shall be responsible for transportation of their respective special education students, in accordance with applicable state law, to and from AREA schools.

5. State Aid

Except as otherwise expressly provided by law, state aid shall be credited as follows:

- A. Adequacy Grants for grade 7 through 12 students shall be credited to the respective school district in which each student legally resides.
- B. State Building Aid shall be credited to the school district or districts that incur the direct cost of qualifying expenditures.
- C. All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

6. Curriculum

Bow shall be responsible for the development of and improvement or modifications to the curriculum for BMS and BHS. The parties to this Agreement recognize that curriculum changes may impact the estimated per student operating costs discussed hereafter.

7. Joint AREA Board Meeting

At the request of either Bow or Dunbarton, a joint meeting of the school boards of both districts may be called for the purpose of discussing or clarifying matters pertaining to this agreement. All school board members from both districts are permitted to attend and participate in such meeting. Such meetings shall not comprise an AREA School Plan Review Board as defined in RSA 195-A:14, as amended. Such meetings shall also not comprise a Joint School Board Meeting as defined in RSA 195-A:5, as amended.

8. School Board/Resident Participation

Dunbarton School Board members are invited to participate on all committees of the Bow School Board pertaining to grades 7 through 12.

The Chair of the Bow School Board shall recognize Dunbarton residents in the same manner Bow residents are acknowledged during the public comment portion of Bow School Board meetings.

9. School Board Notices

The Bow School Board shall provide the Dunbarton School Board with copies of all agendas of Bow School Board meetings and Bow School Board committee meetings as is required for posting of said meetings.

10. Documentation/Reports

Bow and Dunbarton shall have access to educational records and other data for legitimate educational purposes for students residing within their districts, all in accordance with the Federal Family Educational Rights and Privacy Act (FFERPA), also known as the Buckley Amendment, Public Law 93-380 (20 U.S.C. § 1232g). Both districts shall have access to

educational records, with no identification of individual students, for the purpose of conducting evaluations of school programs.

Bow shall provide to Dunbarton access to records to permit accurate accounting of tuition rates for Dunbarton students. Such records to include costs attributable to grades 7 and 8 at BMS and costs attributable to other grades at BMS. Such records to also include costs attributable to AREA Schools and costs attributable to other schools in the Bow School District.

Upon request, Bow shall provide Dunbarton with quarterly attendance reports including number of non-resident students, and discipline and grade summaries, including the numbers of suspensions and honor roll data.

11. Non AREA Schools

Each school district has the authority to adopt the provisions of RSA 194-B.

Except as otherwise expressly provided by law, or as mutually agreed upon by the Bow and Dunbarton School Boards, each district's respective students covered by this agreement and includable in the average daily membership in residence, defined in RSA 189:1-d(IV), shall attend the AREA schools pursuant to this agreement.

12. Vocational Programs

As part of the Quality of Education provided by Bow in accordance with Section 2 of this Agreement, Dunbarton students shall also be afforded the opportunity to participate in any vocational programs offered to Bow students either within or outside of the Bow School District as part of the tuition charge contemplated under Section 3 of this Agreement and with no additional charge to Dunbarton. It shall also be the responsibility of Bow to provide the necessary transportation to allow Dunbarton students to attend any vocational programs outside of the district. In the event that there is limited space in any vocational program, students shall be selected based on the admission policies of the programs, but not based on residence within a certain town.

13. Withdrawal, Expiration or Termination

Any amendment to or withdrawals from this Agreement shall be made only in accordance with RSA 195-A:14, as amended. In the event of withdrawal, expiration or other termination of this Agreement for any reason with no successor AREA Agreement in effect, Dunbarton students who were enrolled at and attending Bow High School at the close of the most recent school year shall, at Dunbarton's request and authorization, be permitted to continue their high school education and graduate from Bow High School.

Dunbarton shall endeavor to identify the students who choose to continue their high school education at Bow High School after termination of this agreement, and shall provide a

roster of such students to Bow by October 1 of the year prior to the beginning of the first school year after termination.

For the period when Dunbarton's students continue their high school education at Bow High School after termination of this AREA Agreement, Bow and Dunbarton shall enter into a Tuition Agreement governing the terms and conditions of their attendance. Bow and Dunbarton herein agree that the financial terms and conditions of this Tuition Agreement shall be the same terms and conditions contained in any Area Agreement in effect during this period or, if no Area Agreement is in effect, the same financial terms contained in the prior Area Agreement most recently in effect.

Upon expiration or termination, or withdrawal by either Bow or Dunbarton from this Agreement, all financial obligations of either party in accordance with this Agreement shall terminate.

Provisions within this section shall survive the term of this Agreement.

14. Dispute Resolution

In the event of a dispute concerning the terms of this Agreement which cannot be resolved after a good faith attempt by the parties, the dispute shall be referred to the New Hampshire Board of Education for a decision in accordance with Administrative Rule Ed 200, which decision may be appealed to a court of competent jurisdiction.

15. Amendments

This plan may be amended by mutual agreement of both communities, at any time as permitted by state law.

16. Agreement Approval and Term

This Agreement shall take effect on July 1, 2024 subject to approval of this Agreement as provided in RSA 195-A:3, as amended.

The date of operating responsibility as defined in RSA 195-A:1,XI shall be July 1, 2014.

The term of this Agreement shall be 15 years.

IN WITNESS WHEREOF, this Agreement has been executed this 22nd day of November, 2021.

	I support the AREA Agreement	I do not support the AREA Agreement	
<u>Bow:</u>			
 Bryce Larrabee Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/21</u> Date
 Eric Shulman Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date
 Jenna Beardon Bow School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date
<u>Dunbarton:</u>			
 Jeffrey Trexler Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date
 Clement Madden Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/21</u> Date
 Jarrett Duncan Dunbarton School Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>11/22/2021</u> Date

Commissioner of Education

Date

Appendix A.1 - Budgeted Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By December 25 Prior to the Fiscal Year

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12	
Based on Enrollment on October 1 Prior to Fiscal Year		Bow	XXX	XXX	
		Dunbarton	XXX	XXX	
		Total AREA Enrollment	XXX	XXX	
OPERATING COSTS - Based on Bow School Board Approved Budget for [Fiscal Year]					
EXPENSES					
Function	Function Description	Total Budget	Non-AREA Budget Items	AREA Grades 7-8	AREA Grades 9-12
1100	Regular Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1200	Special Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1260	Bilingual Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1280	Gifted and Talented	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1300	Vocational Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1410	Co-Curricular Programs	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1420	Athletic Programs	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1490	Summer Enrichment	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2113	Social Work Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2119	School Resource Officer	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2120	Guidance Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2130	Health Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2140	Psychological Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2150	Speech Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2160	PT/OT Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2212	Professional Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2213	Improvement of Instruction	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2222	Library/Media Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2223	Audio/Visual Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2250	Technology Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2300	General Fund Contingency	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2311	School Board Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2313-17	Contracted Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2321	SAU Services	XXXXXXX	XXXXXXX	0	0
2410	Office of the Principal	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2620	Custodial Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2630	Maintenance/Grounds	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2721	Regular Transportation	XXXXXXX	XXXXXXX	0	0
2722	Special Education Transportation	XXXXXXX	XXXXXXX	0	0
2724	Co-Curricular Transportation	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2725	Athletic Transportation	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2740	Vehicle Repair	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
5000	Debt Service/Other	XXXXXXX	XXXXXXX	0	0
EXPENSE SUB-TOTAL		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
SUBTRACT REVENUES - List Revenue Sources					
Employee Insurance Co-Pays		(XXXXXXX)	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
One Half of CIF = CIF-U		(XXXXXXX)	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
TOTAL OPERATING COST BUDGET		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
DIVIDE BY TOTAL AREA ENROLLMENT				XXX	XXX
BUDGETED OPERATING COST RATE PER STUDENT				XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT				XXX	XXX
TOTAL BUDGETED TUITION RATE				XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

Appendix A.2 - Estimated Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By October 15 of the Fiscal Year (Revised and Completed By June 1 of the Fiscal Year)

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12	
Based on Enrollment on October 1 of the Fiscal Year		Bow	XXXX	XXX	
(Projected End of Year ADM for May 15 Revision)		Dunbarton	XXX	XXX	
		Total AREA Enrollment	XXXX	XXX	
OPERATING COSTS - Based on Bow Voter Approved Budget for [Fiscal Year] (Projected End of Fiscal Year for May 15 Revision)					
EXPENSES					
Function	Function Description	Total Budget	Non-AREA Budget Items	AREA Grades 7-8	AREA Grades 9-12
1100	Regular Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1200	Special Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1260	Bilingual Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1280	Gifted and Talented	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1300	Vocational Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1410	Co-Curricular Programs	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1420	Athletic Programs	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1490	Summer Enrichment	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2113	Social Work Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2119	School Resource Officer	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2120	Guidance Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2130	Health Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2140	Psychological Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2150	Speech Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2160	PT/OT Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2212	Professional Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2213	Improvement of Instruction	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2222	Library/Media Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2223	Audio/Visual Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2250	Technology Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2300	General Fund Contingency	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2311	School Board Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2313-17	Contracted Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2321	SAU Services	XXXXXXXX	XXXXXXXX	0	0
2410	Office of the Principal	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2620	Custodial Services	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2630	Maintenance/Grounds	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2721	Regular Transportation	XXXXXXXX	XXXXXXXX	0	0
2722	Special Education Transportation	XXXXXXXX	XXXXXXXX	0	0
2724	Co-Curricular Transportation	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2725	Athletic Transportation	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
2740	Vehicle Repair	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
5000	Debt Service/Other	XXXXXXXX	XXXXXXXX	0	0
EXPENSE SUB-TOTAL		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
SUBTRACT REVENUES - List Revenue Sources					
	Employee Insurance Co-Pays	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)
	One Half of CIF = CIF-U	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)	(XXXXXXXX)
TOTAL OPERATING COST BUDGET (MAY 15 PROJECTION)		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
DIVIDE BY TOTAL AREA ENROLLMENT (PROJECTED ADM)				XXX	XXX
ESTIMATED OPERATING COST RATE PER STUDENT				XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT				XXX	XXX
TOTAL ESTIMATED TUITION RATE				XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

Appendix A.3 - Final Tuition Rate Calculation for [Fiscal Year]

To Be Prepared and Completed By October 15 Following the Fiscal Year

STUDENT DATA		Total AREA	Grades 7-8	Grades 9-12	
Based on Actual End of Fiscal Year ADM		Bow	XXX	XXX	
		Dunbarton	XXX	XXX	
		Total AREA ADM	XXX	XXX	
OPERATING COSTS - Based on Actual End of Fiscal Year Expenses and Revenues for [Fiscal Year]					
EXPENSES		Total	Non-AREA	AREA	AREA
Function	Function Description	Budget	Budget Items	Grades 7-8	Grades 9-12
1100	Regular Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1200	Special Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1260	Bilingual Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1280	Gifted and Talented	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1300	Vocational Education	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1410	Co-Curricular Programs	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1420	Athletic Programs	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
1490	Summer Enrichment	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2113	Social Work Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2119	School Resource Officer	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2120	Guidance Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2130	Health Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2140	Psychological Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2150	Speech Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2160	PT/OT Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2212	Professional Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2213	Improvement of Instruction	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2222	Library/Media Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2223	Audio/Visual Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2250	Technology Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2300	General Fund Contingency	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2311	School Board Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2313-17	Contracted Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2321	SAU Services	XXXXXXX	XXXXXXX	0	0
2410	Office of the Principal	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2620	Custodial Services	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2630	Maintenance/Grounds	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2640	Upkeep/Maint of Equipment	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2721	Regular Transportation	XXXXXXX	XXXXXXX	0	0
2722	Special Education Transportation	XXXXXXX	XXXXXXX	0	0
2724	Co-Curricular Transportation	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2725	Athletic Transportation	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
2740	Vehicle Repair	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
5000	Debt Service/Other	XXXXXXX	XXXXXXX	0	0
EXPENSE SUB-TOTAL		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
SUBTRACT REVENUES - List Revenue Sources					
	Employee Insurance Co-Pays	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
	One Half of CIF = CIF-U	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)	(XXXXXXX)
TOTAL OPERATING COSTS		XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
DIVIDE BY TOTAL AREA ADM				XXX	XXX
FINAL OPERATING COST RATE PER STUDENT				XXXXX	XXXXX
ADD CAPITAL IMPROVEMENT FEE PER STUDENT				XXX	XXX
TOTAL FINAL TUITION RATE				XXXXX	XXXXX

Notes: Detailed breakdown of expense and revenue allocations to be provided to Dunbarton upon request.

**SCHOOL ADMINISTRATIVE UNIT #19
11 School Street
Goffstown, NH 03045-1908**

Telephone (603) 497-4818 * FAX (603) 497-8425

Serving the Towns of Goffstown and New Boston

VIA EMAIL AND FIRST CLASS MAIL

November 29, 2021

Drew Cline, Chairman
c/o Angela Adams
State Board of Education
101 Pleasant Street
Concord, NH 03301

Re: Renewal of AREA Agreement with negotiated amendments for Goffstown and New Boston School Districts

Dear Chairman Cline:

We respectfully request that the proposed renewal of the AREA for the Goffstown and New Boston School Districts be placed on the consent agenda for the December 8, 2021 State Board meeting. I enclose for your reference the following:

1. Final Draft of proposed AREA for renewal with negotiated amendments pursuant to NH RSA 195-A:3(XI) for a ten (10) year term commencing July 1, 2024 (with Appendices);
2. Proposed warrant articles for the Goffstown and New Boston 2022 Annual Meetings.

In accord with RSA 195-A we request that the State Board of Education:

1. Approve the renewal of the AREA Agreement for a term of ten (10) years, subject to voter approval; and
2. Approve the proposed Warrant Articles.

Thank you very much for your courteous attention to this matter. We look forward to continuing the long and successful relationship between the New Boston and Goffstown School Districts.

Sincerely,


Brian Banks
Superintendent of Schools

Enclosures: SAU#19 AREA Agreement
Goffstown and New Boston School District Warrant Article

Equal Opportunity Employer * Equal Education Opportunities

SAU No. 19

DRAFT New Boston and Goffstown Warrant Articles

Shall the school district vote to approve the negotiated renewal and amendment of the Authorized Regional Enrollment Agreement (AREA Agreement) between the New Boston and Goffstown School Districts which provides for the continued maintenance of AREA schools located in Goffstown to serve grades seven through twelve from the school districts of Goffstown and New Boston for a term of ten (10) years commencing on July 1, 2024 and terminating on June 30, 2034 in accordance with the proposed AREA Agreement as approved by the State Board of Education and on file with District Clerk and the administrative offices at SAU No. 19.

**WRITTEN PLAN FOR AUTHORIZED REGIONAL
ENROLLMENT AREA FOR THE
GOFFSTOWN AND NEW BOSTON SCHOOL DISTRICTS**

THIS AGREEMENT is entered into pursuant to RSA 195-A by the Goffstown School District (hereinafter called "Goffstown") and the New Boston School District (hereinafter called "New Boston"), each of Hillsborough County, New Hampshire.

The Goffstown and New Boston School Districts enter into this AREA agreement:

To promote the excellence of educational experience for students from each involved district.

To provide a safe environment that promotes learning for AREA students. To provide long term security for member districts by establishing a guarantee that the sending district will send and the Goffstown District will receive students. To assure every member of the AREA schools' student bodies equal access to all educational programs and opportunities, membership rights, and responsibilities independent of their resident district.

To provide a broader range of program offerings for students than would otherwise be financially feasible for individual districts.

To share equitably the costs of education at the AREA schools among the districts involved in the agreement.

To allow for the sending district to actively participate in the evaluation and planning of programs at the AREA schools.

WITNESSETH that, in consideration of the mutual agreements contained herein, Goffstown and New Boston hereby agree to enter into an Authorized Regional Enrollment Area (AREA) Plan upon the following terms and conditions:

1. Parties

Mountain View Middle School (hereinafter "MVMS") and Goffstown High School (hereinafter "GHS"), both located in the Town of Goffstown, New Hampshire, shall be the AREA schools. MVMS shall be the AREA school for grades 7 and 8 and GHS shall be the AREA school for grades 9 through 12. New Boston is the sending district and Goffstown is the receiving district. Together they shall form the region that the AREA schools shall serve.

2. Quality of Education

A. The receiving district shall provide New England Association of Schools and Colleges (NEASC) accredited and State of New Hampshire approved schools for all public school students from the sending district in grades 7 through 12. The receiving district represents and warrants that it

will, during the term of this Agreement, provide a course of studies for grades 7 through 12 and appropriate facilities, equipment, supplies, text books, teachers and administrators so as to operate grades 7 through 12 in a manner consistent with standards as defined by the laws of the State of New Hampshire for the education of its own and sending district students, grades 7 through 12. State of New Hampshire approval, as outlined and described by the New Hampshire Department of Education shall be full approval or conditional approval. All recommendations found on NEASC reports will be discussed at the Curriculum and Education committee and sending district representatives in attendance shall report on plans to address recommendations to the sending district's Board. The sending district shall have the ability to bring up NEAS&C recommendations at C&E committee meetings if and when they feel they are not being sufficiently addressed. If at any time GHS or MVMS are placed on a warning or probationary status by NEASC and no plan for corrective action is filed within the prescribed guidelines, or within an extension granted by the accrediting agency, or, absent a prescribed timeline, within 180 days, the sending district's rental charge shall be reduced by .5%. This reduction in rental charge shall cease once the receiving School District has complied with the NEASC requirements for presenting a plan for corrective action. If the corrective action plan is not implemented in the time prescribed by NEASC or, absent a timeline set by NEASC, within 18 months from notification of warning or probationary status, the rental charge owed by the sending district shall be reduced by .5%. The rental charge will be restored to 2.5% when the warning or probationary status is lifted.

B. The receiving district shall provide to students of both the sending and receiving districts equal access to all educational and co-curricular opportunities and programs offered to the receiving district students either within or outside of the receiving district including providing the necessary means of transportation to vocational programs outside of the receiving district. In the event there is limited space in any vocational program, students shall be selected using the admissions policy of the program. Charges for vocational education and transportation are detailed under Section 3 of this Agreement.

C. The receiving district warrants that it will administer its schools to promote a safe environment for learning and that it will enforce reasonable policies that control access to its schools. The receiving district shall maintain policies and procedures that permit access to Goffstown buildings by representatives of the sending district. These policies and procedures shall not interfere with the operation of receiving schools. The receiving district shall make their policies and handbooks available to students electronically on the receiving district's website. In the event that a sending district parent has a concern about any aspect of their student's education at MVMS or GHS, that parent will have available to them the same avenues of recourse available to the parent of any of those schools' students, namely:

1. The availability of the teacher to address the concern.
2. If the above does not lead to resolution of the concern, access to a building administrator to address the concern.
3. If the above does not lead to resolution of the concern, access to the SAU superintendent or assistant superintendent to address the concern.
4. If the above does not lead to resolution of the concern, access to the receiving district School Board as final arbiter of concerns and disputes originating in Goffstown subject only to State Board of Education review as appropriate. The parent may be accompanied by a member or members of the sending

district's School Board to the meeting with the receiving district's School Board at the parent's discretion.

D. The receiving district warrants that it will provide class sizes consistent with Goffstown School District Policy IIB and regulation ED 306, as either may be amended.

3. Computation of Tuition Rates and Payment Due Dates

A. For the purposes of this agreement, "Average Daily Membership" (herein after "ADM") shall be defined as the aggregate full-day membership of pupils attending one of the AREA schools divided by the number of full days of instruction offered at that AREA school. "Membership" shall be defined in RSA 1 89: I -d, as amended. It is the intent of this definition that ADM shall be determined by the receiving district based on enrollment records maintained by the receiving district. ADM as defined herein is not intended to be the ADM-A data published annually by the NH Department of Education, as the date of publication historically occurs well after such data is required for calculations specified in this Agreement. End of year ADM shall be determined after the end of the fiscal year under consideration. Results of all ADM calculations, including proportion allocated to each district, shall be rounded off to the nearest 1/100.

Any students attending the AREA schools whose legal residence is in a school district or town other than Goffstown or New Boston shall be considered "non-resident" students. Except where specifically stated in this Agreement, all non-resident students shall be counted as Goffstown students and included in Goffstown's enrollment and ADM calculations. Goffstown may enter into any agreement they deem appropriate or necessary with the non-resident student's school district, parent/guardian, or sponsoring entity.

B. For each fiscal year, the total annual tuition paid by the sending district to the receiving district shall be based on the receiving district's actual revenues and expenditures applicable to the AREA schools for the fiscal year under consideration, apportioned to the sending district based on their respective proportion of end of year ADM, as set forth in Section 3-A. The tuition rate shall include per student operating costs and per student rental charge as specified herein. For each fiscal year and each AREA School, the receiving district shall calculate a Budgeted Tuition Rate in accordance with Subsection 3-D, an estimated Tuition Rate in accordance with Subsection 3-E, and a Final Tuition Rate in accordance with Subsection 3-F.

C. Beginning on July 1, 2024, tuition rates shall include a rental charge of 2.5% of the appraised value of MVMS and GI-IS buildings (including infrastructure such as mechanical and electrical systems) and sites. For the purpose of calculating a rental charge, appraisals of MVMS and GHS buildings and sites shall be performed every five years commencing in 2017. Such appraisals shall be conducted by a New Hampshire state certified general real estate appraiser who shall prepare a written Appraisal Report as defined in RSA 310-B:2 (II) as amended. In order for the results of an updated appraisal to be in effect and included in the tuition calculations of this section for a particular fiscal year, the receiving district must provide copies of the certified appraisal report to the sending district on or before November 1 preceding the fiscal year under consideration. An appraisal may be performed more often if major changes occur to the value of any of the buildings or infrastructure.

Such appraisals shall be authorized by the receiving district which shall assume all costs of said appraisals as an operating expense of the AREA schools.

D. Budgeted Tuition Rates for MVMS and GHS shall be calculated in accordance with Appendix A. 1 for the purpose of allowing each district to prepare and approve budgets prior to the start of the fiscal year. Operating costs (Appendix A. 1, part 1) shall be based on the receiving district's proposed budget for the fiscal year under consideration, and shall be divided by total Grade 5-8 MVMS enrollment and total Grade 9-12 GHS enrollment on October 1 preceding the fiscal year under consideration to establish the Budgeted Tuition Rate Per Student Before Rental Charge. Rental charge (Appendix A. 1, part 2) shall be based on the certified appraisal in effect per Section 3-C and shall be divided by total Grade 5-8 MVMS enrollment and Grade 9-12 GHS enrollment on October 1 preceding the fiscal year under consideration to establish the Budgeted Rental Charge Rate Per Student. The Budgeted Tuition Rate Per Student shall be the sum of the budgeted Tuition Rate Per Student Before Rental Charge and the Budgeted Rental Charge Rate Per Student.

Budgeted Tuition Rates along with completed Appendix A.1 shall be provided to the sending district by November 15 preceding the fiscal year under consideration. It shall be the responsibility of the sending district to estimate the number of students projected to attend MVMS and GHS from their respective districts and calculate the total tuition cost to be included in their respective budgets based on the Budgeted Tuition Rates.

E. Estimated Annual Tuition Rates shall be calculated in accordance with Appendix A.2 for the purpose of enabling the sending district to make periodic estimated payments to the receiving district during the fiscal year under consideration. Operating costs (Appendix A.2, part 1) shall be based on the receiving district budget approved by the receiving district voters for the fiscal year under consideration, and shall be divided by total number of students enrolled in Grades 5-8 at MVMS and in Grades 9-12 at GHS on October 1 of the fiscal year under consideration to establish the Estimated Annual Tuition Rate Per Student Before Rental Charge. Rental charge (Appendix A.2, part 2) shall be based on the certified appraisal in effect per Section 3-C and shall be divided by total number of students enrolled in Grades 5-8 at MVMS and in Grades 9-12 at GHS on October 1 of the fiscal year under consideration to establish the Estimated Annual Rental Charge Rate Per Student. The Estimated Annual Tuition Rate Per Student shall be the sum of the Estimated Annual Tuition Rate Per Student Before Rental Charge and the Estimated Annual Rental Charge Rate Per Student. Estimated Annual Tuition Rates shall be provided to the sending district in the form of a completed Appendix A.2 by October 15 of the fiscal year under consideration.

The receiving district shall submit invoices to the sending district for estimated tuition payments, and payments shall be due from the sending district, three times during the fiscal year in accordance with the Table 3.1. Each invoice shall include a roster of student enrollment as of the date indicated in Table 3.1. Roster shall include student name sorted by grade level, street address and town of residence, and entry and/or exit date of enrollment for students enrolled for only a portion of the year. For the purpose of calculating invoice amounts to adjust for variations in student enrollment, the receiving district may establish an Estimated Daily Tuition Rate by dividing the Estimated Annual Tuition Rate by the number of days of instruction anticipated for the school year under consideration.

TABLE 3.1 - ESTIMATED TUITION DATES			
	Invoice No. 1	Invoice No. 2	Invoice No. 3
Enrollment Roster Date:	October 1	February 1	May 1
Invoice Date:	October 15	February 15	May 15
Payment Due Date:	November 15	March 15	June 15

The amount for Invoice No. 1 shall include one third of the Estimated Annual Tuition Rate Per Student multiplied by the number of each sending district students enrolled at the particular AREA School on October 1 of the fiscal year under consideration. The invoice amount shall also include an adjustment for each student who was not enrolled for the entire period from the first day of school up through October 1. Such students shall be identified and adjustments itemized on the invoice.

The amount for Invoice No. 2 shall include one third of the Estimated Annual Tuition Rate Per Student multiplied by the number of the sending district's students enrolled at the particular AREA School on February 1 of the fiscal year under consideration. The invoice amount shall also include an adjustment for each student who was not enrolled for the entire period from October 1 up through February 1. Such students shall be identified and adjustments itemized on the invoice.

For Invoice No. 3, a Revised Estimated Annual Tuition Rate shall be calculated for MVMS and GHS in accordance with Appendix A.2 but using projected end of fiscal year revenues and expenses divided by projected end of year ADM. Estimated rental charge rates shall also be recalculated using projected end of year ADM. The purpose of these revised rates is to incorporate adjustments to Invoice No. 3 such that the total amounts paid in Invoices No. 1 through No. 3 will closely match the anticipated total annual tuition charges defined in Section 3-F.

The amount for Invoice No. 3 shall include one third of the Estimated Annual Tuition Rate Per Student multiplied by the number of the sending district's students enrolled at the particular AREA School on May 1 of the fiscal year under consideration. The invoice amount shall include an adjustment for each student who was not enrolled for the entire period from February 1 up through May 1. Such students shall be identified and adjustments itemized on the invoice. The invoice amount shall also include an adjustment for the difference between the Estimated Annual Tuition Rate and the Revised Estimated Annual Tuition Rate at MVMS and GHS multiplied by the projected end of year ADM at each school.

F. Final Tuition Rates shall be calculated in accordance with Appendix A.3 for the purpose of determining the total annual tuition charges for the sending district for the fiscal year under consideration. Operating costs (Appendix A.3, part 1) shall be based upon actual receiving district's revenues and expenditures as reported in the Department of Education-Form DOE 25 for that fiscal year, and shall be divided by end of year Grade 5-8 ADM at MVMS and end of year Grade

9-12 ADM at GHS for the fiscal year under consideration to establish the Final Tuition Rate per Student Before Rental Charge. Rental charge (Appendix A.3, part 2) shall be based on the certified appraisal in effect per Section 3-C and shall be divided by end of year Grade 5-8 ADM at MVMS and end of year Grade 9-12 ADM at GHS for the fiscal year under consideration to establish Final Rental Charge Rate Per Student. The Final Tuition Rate Per Student shall be the sum of the Final Tuition Rate Per Student Before Rental Charge and the Final Rental Charge Rate Per Student.

The total annual tuition charged to the sending district for MVMS shall be the MVMS Final Tuition Rate multiplied by the sending district's respective proportion of MVMS ADM for the fiscal year. The total annual tuition charged to the sending district for GHS shall be the GHS Final Tuition Rate multiplied by the sending district's respective proportion of GHS ADM for the fiscal year. However, the sending district shall pay a total annual tuition charge that shall not be less than 90% of the sum of the amount calculated by multiplying the MVMS Final Tuition Rate by the number of their sending district's students enrolled at MVMS on October 1 and the amount calculated by multiplying the GHS Final Tuition Rate by the number of their sending district's students enrolled at GHS on October 1, for the fiscal year under consideration.

The total annual tuition charged to the sending district based on Final Tuition Rates shall be compared to the sum of all previous estimated tuition payments made by that sending district for the fiscal year under consideration. Any accounting adjustments required to balance payments with total annual tuition charges, along with completed Appendix A.3, shall be applied to and separately stated on the October 15 invoice in the following fiscal year.

G. The receiving district shall provide the sending district upon request with monthly reports of new enrollments and withdrawals, including the names of the students and the dates of their enrollment or withdrawal.

H. The sending district shall have the opportunity, at its own expense, without unreasonable burden placed on the receiving district, to audit the provisions of this Agreement relating to tuition calculations and operating costs included in the tuition calculations.

I. Home Schooling: Tuition charges for home schooled students from the sending district attending classes part time shall be one-sixth (1/6) of the daily tuition rate as calculated for the May 15 billing (see Appendix A.2) for each class period multiplied times the number of days the student is enrolled.

J. Exchange Students: Consistent with current Policy JFABB "Foreign Exchange Students," exchange students from the sending district have the opportunity to be placed in the AREA schools without additional charge to the sending district, as long as the total number of exchange students allowed by receiving district policies, and as may be amended, is not exceeded. Both districts shall have equal access to exchange student positions. In the event that the receiving district should waive this policy and accept additional exchange students from the sending district, the student's tuition expense shall be paid by the sending district at the full rate of tuition for that school. The sending district shall be notified and pre-approve this waiver.

K. Transportation- Transportation of students from the sending district, to and from the AREA schools, shall be the responsibility of the sending district at their sole expense and conform to state law. The sending district shall develop policies in consultation with the transportation contractor governing the conduct of the students of the sending district while being transported to and from the AREA schools. All students will comply with all receiving district transportation policies which the receiving district will make available to students electronically on the receiving district website.

4. Special Education

Special Education costs shall be calculated as follows:

A. Special Education costs of students who attend out-of-AREA schools shall be the responsibility of the students' respective school district. Such children shall not be included in the Average Daily Membership (ADM) used to determine per-student tuition costs under Section 3 of this agreement. Such children shall not be included when determining the per-student charges under Section 4 of this agreement. The respective school district shall pay those out-of-AREA schools directly.

Tuition charges for students with an Individual Education Plan (IEP) from the sending district attending classes part time shall be one-sixth (1/6) of the daily tuition rate as calculated for the May 15 billing (See Appendix A.2) for each class period multiplied times the number of days the student is enrolled.

B. Special Education services provided by the receiving district and intended to serve the general special education population within the AREA schools shall be provided to sending district students without additional charge to the sending district. Such services may include psychological, speech/language, occupational therapy, physical therapy, and other related services not dedicated solely to a specific student per Sections 4-C and 4-D. The costs of said services shall be included in operating costs as set forth in Appendices A. 1, A.2 and A.3 and, therefore, will be shared by all districts based on percentage of ADM as set forth in Section 3 above.

Extended School Year services provided by the receiving district and intended to service the general special education population within the AREA schools are included within tuition costs and shall be provided without additional charge to the sending district.

C. Districts with students in Goffstown special education programs whose IEPs require more intensive instruction and support delivered in school and community settings, such as the GHS Life Skills Transition Program, will be assessed an additional charge for each participating student to reflect additional costs for staffing, expenses and resources (e.g. teacher, related service provider, community support provider, transportation, background checks, etc.) used exclusively in the program. This additional charge shall be based on the proportionate share of the student's utilization of the program, and shall be in addition to the regular tuition calculated in Section 3. To calculate the additional charge, the total additional costs attributed to the program shall be divided by the sum of the total number of class periods for all students enrolled in the program to establish a per class period rate. The additional charge per student shall be the per class period rate multiplied by the number of class periods for which the student was enrolled in the program. The sending district shall

be billed separately at the end of each semester for their students who access such receiving district programs. Charges for students from the receiving district who access this program shall be paid for by the receiving district and shall not be included in operating costs as set forth in Appendices A.1, A.2 and A.3.

D. For any sending or receiving district student whose Individual Education Plan (IEP) requires the full time exclusive dedicated services of paraeducator personnel, or a teacher, nurse, consultant, specialist, etc., and/or a student who requires specialized equipment used exclusively for that student, the student's school district shall be responsible for the actual costs of these individual services and equipment, and these actual costs shall be billed directly to the sending district.

For any sending or receiving district student who requires evaluations, consultations, legal proceedings, or services not provided by the receiving district and not intended to serve the general special education student population of the AREA schools, the student's school district shall be responsible for the actual costs of these individual services. Any such costs attributable to the sending district shall be billed to the sending district twice each fiscal year at the close of each school year semester. Any such costs attributable to individual sending or receiving district students shall not be included in calculations to derive tuition rates.

The cost for full-time exclusive dedicated paraeducator personnel (one-to-one aides) billed to the sending district shall be based on the average cost for all such classified receiving district employees in the AREA schools rather than the actual cost for the particular employee or employees assigned to sending district students. Any equipment purchased by or billed to the sending district for the exclusive use of an individual special education student shall become the property of the sending district.

All individual services outlined in this paragraph will have prior authorization of the sending district's Local Education Agency (LEA).

If a student who requires such full-time services is also enrolled in a program as described in section 4-C above, and if the student's full-time support then eliminates the need for support from any part of the program's staff, the per class program cost for that student will be proportionately reduced. The student's per class period program charge would then be reduced by an amount that reflects the actual cost of the program's paraeducator.

E. Prior to the meetings, the receiving district will provide the Special Education Administrator of the sending district notification of all special education meetings concerning students from the sending district. The receiving district shall contact the sending district's Special Education Administrator to coordinate the scheduling of Special Education meetings to afford the Special Education Administrator of the sending district the opportunity to attend. All Special Education services for sending district students shall be approved by the sending district or a designated agent thereof.

5. State Aid

Except as otherwise expressly provided by law, and in amounts as may be calculated by the State, state aid shall be credited as follows:

- A. Adequacy Grants, state aid that the school district receives on a per pupil determination, for providing the opportunity for an adequate education, for grade 7 through 12 students shall be credited to the respective school district in which each student legally resides.
- B. State Building Aid shall be credited to the school district or districts that incur the direct cost of qualifying expenditures.
- C. All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

6. Curriculum

The receiving district shall be responsible for the development of and improvement or modifications to the curriculum for MVMS and GHS. The parties to this Agreement recognize that curriculum changes may impact the per student operating costs.

7. Transitional Programs

The receiving district will provide transitional programs to the sending district's incoming 7th and 9th graders. These programs will provide the sending district students and parents a clear vision of curriculum, student assistance, guidance, athletic and extracurricular activities available. These programs will include (but not limited to) the following:

6th to 7th grade transition:

1. A 'Step-Up Day' where 6th graders visit MVMS
2. A 'Step-Up Night' for parents to visit MVMS
3. MVMS students and guidance counselor or administrator visit sending district 6th grade classes
4. Special Education transition meetings held at MVMS with parents, and also students, as needs dictate
5. A 'Principal Roundtable' will be held at the sending district to afford parents the opportunity to hear from the principal and ask questions
6. A facility open house, to be held late in the summer for students to tour the school
7. 'First Day of School' activities for parents
8. 'Open House Night' early in the fall semester, where individual teachers will present plans for the coming year

8th to 9th grade transition

1. A 'Step-Up Day' where 8th graders visit GHS
2. A 'Step-Up Night' for parents to visit GHS

3. Special Education transition meetings held at GHS with parents of 8th graders
4. GHS guidance counselors meet with 8th grade teachers to review information needed to assist with course selection and placement
5. A guidance counselor will be available in the summer months to assist parents and students on an as-needed bases
6. Open House Night' early in the fall semester, where individual teachers will present plans for the coming year.

Notwithstanding the foregoing, should circumstances occur which make the foregoing inexpedient, the AREA districts will work collaboratively to adapt the transitional program(s) as needed, and as circumstances reasonably allow.

8. Joint AREA Board Meeting

A joint AREA Board meeting of both school boards of this AREA agreement shall be held annually in June. The purpose of the meeting shall be limited to discussion and/or clarification of matters pertaining to this agreement. All school board members from both boards of this agreement are expected to attend and participate in these meetings. These meetings will not be considered SAU Board meetings and are not intended to be AREA School Plan Review Board meetings pursuant to RSA 195-A: 14. Either AREA School Board that is a member of this Agreement may call one additional meeting each fiscal year, up to a maximum of three joint meetings per year.

The school boards recognize that because a quorum of each individual school board will be present during these joint meetings, each school board shall post notice of the joint meeting consistent with the provisions of RSA 91 -A and shall otherwise comply with all other provisions of RSA 91 -A.

9. Joint Resources

The Districts have an interest, where practicable, in the shared utilization of resources, such as Facilities, Food Service, technology services, and Student Information System Administration. It is the intent of the parties to maximize the efficiency of any such operations to reduce total cost with a fair allocation of expense for the relevant service paid by the respective districts.

10. School Board Communication, Participation and Representation

The sending district School Board is invited to participate on all standing sub committees of the receiving district School Board. The sending district will have one vote on each standing sub-committee to which they send a School Board member. The receiving district will notify the sending district of committees or subcommittees formed during this contract that are not long-standing committees. School Board members of the sending district may participate on other committees and subcommittees when such committees or sub-committees are considering matters concerning MVMS and/or GHS.

The Chair of the receiving district School Board shall recognize the sending district residents in the same manner the receiving district residents are acknowledged during the public comment portion of receiving district School Board meetings. The Chair of the receiving district School Board shall recognize sending district residents in the same manner receiving district residents are acknowledged during the public portion of receiving district School Board meetings.

11. School Board Notices

The receiving district shall make all agendas of receiving district School Board meetings and receiving district School Board committee meetings available to the sending district School Board electronically on the receiving district's website.

12. Documentation/Reports

The receiving district and the sending district shall have access to educational records and other data for legitimate educational purposes for students residing within their districts, all in accordance with the Federal Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, Public Law 93-380 (20 U.S.C §1232g). Both districts shall have access to educational records, with no identification of individual students, for the purpose of conducting evaluations of school programs. The following categories of reports/records, to the extent the reports, records and other data are readily available in the described form, shall be provided by the receiving district to the sending School Board at the sending district's request:

1. academic achievement
2. student demographics
3. class size
4. at-risk students
5. other student related reports, records or data necessary to evaluate school programs.

Other student educational reports/records and data, to the extent readily available in the requested form, shall be made available to the sending district School Board within 30 days of the receipt by the receiving district of the request for such records/reports/data from the sending district.

At the sending district's request, the receiving district shall provide the sending district a quarterly report that indicates the number of school board level grievances concerning teachers of grades 7 through 12 during that quarter.

The receiving district shall provide to the sending district access to records to permit accurate accounting of tuition rates for students from the sending district. Such records will include costs attributable to the AREA schools and costs attributable to the other schools that comprise the receiving district.

13. Non-AREA Schools

Each school district has the authority to adopt the provisions of RSA 194-B. Except as otherwise expressly provided by law, or as mutually agreed upon by the sending and receiving School Board, each district's respective students covered by this agreement and includable in the average daily membership in residence, defined in RSA 189: I-d (IV), shall attend the AREA schools pursuant to this agreement.

14. Outdated AREA Agreements

On the effective date of this Agreement, any former AREA agreements between the sending and receiving districts shall become void.

15. Withdrawal

Any amendment to or withdrawals from this Agreement shall be made only in accordance with RSA 195-A:14 as amended. In the event of withdrawal, sending district students attending and enrolled at GHS at the time of the withdrawal shall, at the sending district's request and authorization, be permitted to graduate from GHS.

The sending district shall endeavor to identify the students who choose to continue their high school education at GHS after withdrawal from this agreement, and shall provide a roster of such students to the receiving district by October 1 of the year prior to the beginning of the first school year after withdrawal. For the year of attendance, the sending district shall pay a per student tuition rate calculated and paid as described in the AREA agreement in force at the time of attendance. If no AREA agreement is in force at the time of attendance, the tuition shall be calculated using the same calculation method used in the AREA agreement in force at the time of withdrawal.

16. Termination and/or Expiration of Contract

In the event of termination of this Agreement for any reason other than withdrawal pursuant to RSA 195-A:14, and/or expiration of this Agreement, sending district students attending and enrolled at GHS at the time of termination and/or expiration shall, at the sending district's request and authorization, be permitted to graduate from GHS. The sending district shall endeavor to identify the students who choose to continue their high school education at GHS after termination and/or expiration of this agreement, and shall provide a roster of such students to the receiving district by October 1 of the year prior to the beginning of the first school year after termination and/or expiration. For the year of attendance, the sending district shall pay a per student tuition rate calculated and paid as described in the AREA agreement in force at the time of attendance. If no AREA agreement is in force at the time of attendance, the tuition shall be calculated using the same calculation method used in the AREA agreement in force at the time of termination and/or expiration.

Furthermore, in the event of termination of this Agreement for any reason other than withdrawal pursuant to RSA 195-A:14, the sending district shall remain liable to the receiving district for principal and interest charges, for the length of any outstanding bond issue or other financial instrument obligations approved during the term of this Agreement. In calculating the amount of any outstanding bond or financing obligations owed to the receiving district, the sending district shall be liable only for a percentage of the remaining obligations. The percentage of amounts owed for the remainder of any financing obligation shall be based on a percentage of the sending district's ADM count compared to the overall student ADM count (on the date of the sending district's departure) of the school in which there is an outstanding financial obligation. Example: If in the year of the sending district's departure from the AREA, the sending district's students ADM count in that school represents 20% of the total school ADM count, the sending district shall be liable for 20% of the remaining principal and interest charges until said obligation is fully satisfied.

17. Agreement Approval

This Agreement shall take effect on July 1, 2024, subject to approval of this Agreement as provided in RSA 195-A: 3 as amended.

18. Dispute Resolution

In the event of a dispute concerning the terms of this Agreement which cannot be resolved after a good faith attempt by the parties, the dispute shall be referred to the New Hampshire Board of Education for a decision in accordance with Administrative Rule Ed 200, which decision may be appealed to a court of competent jurisdiction.

19. Amendments

This plan may be amended by mutual agreement of the two communities, at any time as permitted by state law.

20. Term

The date of operating responsibility shall be July 1, 2024. The term of this Agreement shall be 10 years.

IN WITNESS WHEREOF, this Agreement has been executed this ____ day of _____, 2021.

[SIGNATURES]

GOFFSTOWN SCHOOL DISTRICT

IIB

CLASS SIZE/INSTRUCTIONAL GROUPS

Board policy is to have heterogeneous classes, where appropriate.

In order to effectively achieve individualized programming and learning, it is anticipated that grouping arrangements must be kept flexible. Thus, class groups will generally not be established on a permanent basis.

Age or grade differences should not constitute a barrier to groups. Rather, the basic criteria for class assignment should be the learning (goals and objectives) being addressed and the students' ability to achieve those purposes. Students should be grouped so that each benefits to a greater extent than would otherwise be possible, with provision for altering the grouping as often as necessary to fit the specific purpose involved.

The Superintendent is directed to develop the appropriate regulations to implement this policy.

The Board directs the Superintendent to work with Principals in attempting to establish a reasonable and equitable class enrollment for each teacher.

The Board understands that achieving this goal is dependent upon the financial ability of the district. In determining the size of various classes, the administration will consider the following factors: 1) The type of load which will help the teacher be most effective with the children in the class. 2) Required preparation and correction time for the particular class. 3) The square footage of the classroom.

The School Board will attempt to keep class sizes within the following guidelines:

K-readiness through grade 2, from 16 to 22 students per class.

Grades 3-6, from 19 to 24 students per class.

Grades 7 through 12, from 20 to 28 students per class.

Regular instruction not to exceed 28 students per class

Laboratory instruction not to exceed 22 students per class

Minimum regular class size 12 to 15

Minimum laboratory size 8-12

Special education classes are to be in accord with State Department of Education Regulations and Guidelines.

Efforts will be made to conform to state guidelines.

Legal Reference:

NH Code of Administrative Rules Section Ed. 306.17, Class Size

Proposed: 08/28/00

Adopted: 10/02/00

Proposed: 10/11/2021

Adopted: 11/01/2021

New Hampshire
State Board of Education
Minutes of the November 11, 2021 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 9:05 a.m.
Drew Cline presided as Chair.

Members present: Ryan Terrell, Ann Lane, Sally Griffin, Drew Cline, Richard Sala, and Phil Nazzaro (remote). Board member, Kate Cassady, was not able to attend due to a prior commitment. Also in attendance were Commissioner of Education, Frank Edelblut and Deputy Commission, Christine Brennan.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

AGENDA ITEM III. PRESENTATIONS/REPORTS

A. Town of Carrol "Minority Report"

Attorney Dean Eggert introduced the report provided by the minority member of the Town of Carrol. The RSA gives the Board authority to approve a withdrawal plan submitted by a committee or minority report. Currently, the Town of Carrol comprises only 4.62% of the students attending the district, but they pay a larger share proportionally. The withdrawal plan talks about 59 students within the Town of Carrol. The tuition costs are half what the Town of Carrol is paying for those students.

Ann Lane asked how many families compromise the 59 students. Attorney Eggert responded, 35-40 families. Ann Lane asked if those families had been asked about the change. Attorney Eggert responded that the school sent out a survey and received middle of the road responses. The withdrawal process would occur over a two-year process, which will mitigate the impact on families. There is also an option for parents to apply and have the district pay the tuition.

Sally Griffin clarified that a vote from the Board would allow the Town of Carrol to initiate a review of the feasibility and suitability for Carrol's withdrawal. Attorney Eggert responded that it is a two-step process. The report must go before the Board for review and approval. The Board may ask for response on any area of deficiencies. The report may then be submitted to voters for an actual withdrawal vote.

MOTION: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education, in accordance with RSA 195:25 VI, moves to approve the minority report submitted by the Town of Carrol and order that it be submitted to the voters of the White Mountain Regional School District in accordance with RSA 195:29 for vote at the annual or special meeting to be held no later than March 2022. Further, the State Board approves the following warrant article for submissions to the voters.

VOTE: The motion was approved without dissent by unanimous vote by the State Board of Education, with Drew Cline abstaining.

B. Public School Restraint and Seclusion Report for School Year 2020-2021 per RSA 126U

C. Bullying Report for School Year 2020-2021 per RSA 193-F:6,II

Rich Farrell, investigator for the Department of Education, reported on the restraint and seclusion, and bullying reports that were generated by public, nonpublic, and charter schools. For the second year in a row, the Department had 100% compliance with public schools, charter schools, and all nonpublic schools.

Three documents were provided to the Board. The first was public school restraint and seclusion cases. There was a significant decrease in injuries. There were only three reported injuries involving public schools or public charter schools. Two of the three were staff members injured by a student and one was an injury to a student whose fingers were pinched in a door. Many schools were not in session, which was a factor in the decrease in restraints and seclusions. The bullying report is reviewed by the Department to ensure schools comply with the statute and to follow up on what the school did in response to the bullying. The numbers have gone down dramatically, but cyber bullying increased because students were home.

The last document was the nonpublic school restraint and seclusion reports. There were only staff member injuries in the nonpublic schools. The number of restraints and seclusions decreased. Many of these schools did not close.

Ryan Terrell asked how cyber bullying is reported when it happens outside of the school. Rich Farrell responded that the victim's family reports the incident to the school. Ryan Terrell asked if the process is the same as bullying in school. Rich Farrell responded that bullying in school is a combination of victim reporting and teacher reporting. Most school districts have bullying policies that comply with the statute. Districts want parents and/or students to report bullying formally to initiate the process. Ryan Terrell asked if the decrease of bullying in schools is

proportionate to the increase in cyber bullying. Rich Farrell responded that the data shows it to be true.

Ryan Terrell asked about the lowest level of seclusion and restraint. Rich Farrell responded that school districts have an inflated report in comparison to the statute definition. Many school districts report a time out room as seclusion even though that does not meet statute criteria. The definition by statute is the student has to be alone, in a space that is defined by statute and approved, and the student has to be monitored. The same is true for reported restraint.

Sally Griffin asked how the data is used. Rich Farrell responded that if a child is repeatedly involved in seclusion or restraint, the Department is required to review the records of that student once a year. The districts use the data internally to change programming, retrain staff members, and to review best practices. Sally Griffin asked about the program Choose Love. Rich Farrell responded that he does not have information on that program. Chair Cline agreed that it would be interesting to look at districts that implemented the Choose Love program and track the effect on bullying.

Ann Lane asked about actions being taken by districts to be proactive in the future. Rich Farrell responded that so far, everything has been reactive rather than proactive concerning reintegrating students into schools.

AGENDA ITEM IV. PUBLIC HEARINGS**A. Education Freedom Accounts (EFA) Program (Ed 800)**

The session remained open from 10:00 a.m. to 11:00 a.m. with the following public comment.

Jim O'Connell, school board member from Manchester, spoke on his own behalf. He was not a fan of the freedom accounts and previously spoke during the legislative process. His concern was the way in which the program is implemented and rules governing the program. He was hoping that rules would ensure the program is going to the purpose for which it was intended. He worries about abuse of the system and using the funds for improper purposes. Chair Cline offered the opportunity to provide specific rule comments in writing.

Brian Hawkins, representing NEA New Hampshire, discussed rules made regarding qualifying expenses. He felt the proposal should put more limits on what the scholarship organization is authorized to do. A lot of authority is being given in statute to a third-party organization, specifically in RSA 194F-2:20. He asked for clarification in the rules around differentiated aide. Income based aide should be continually verified. Rules around background checks lacks clarification around no stipulation that a negative background check will result in a bar from participation.

Kate Baker Demers, Children's Scholarship Funds, stated that New Hampshire children and families in need are grateful and relieved that the legislature implemented this program as well as the speed in which the program is being implemented. The rules provide rigorous guidance in implementing the program. Chair Cline asked for a copy of the binders created based upon the rules. Kate Baker Demers responded that the binder includes the statistic to-date of who is in the program and their demographics. Fifty-four percent of the students received free and reduced lunch, which is well under the income limits set by the legislature.

Jerry Zelin, attorney on behalf of New Hampshire Association of Special Education Administrators, sent a letter focused on two elements of the proposed rules. One is the proposed rule that bypasses the special education process and allows a medical provider to diagnose that the student has a disability and increase the child's voucher as if the child qualified for special education, when the certification required by that medical provider omits many elements of the special education eligibility standard. Chair Cline asked for written suggestions that would also include students who are not currently enrolled in a public school and need that determination made. Jerry Zelin responded that the special education laws include a child find process that requires school districts to identify, evaluate, and find eligible any child in its jurisdiction regardless of whether the child is attending the public school. The second concern was the provision that says if the voucher

goes to a child who is attending a public school as a tuition student, that child retains the right to free appropriate public education (FAPE). That contradicts the EFA statute that says any child in the EFA program is treated as a child attending a private school and thereby forfeits the right to a FAPE while in the EFA program. Chair Cline responded that they are looking into that.

Lisa Beaudoin, chair of NH State Advisory Committee on the Education of Children/Student with Disabilities (SAC), presented abbreviated comments. SAC members include special educators, administrators, members of the general court, and representatives of key state agencies involved with children with disabilities. The SAC committee members have concerns with the proposed rules that the EFA application can be verified as complete only after it is signed by the parent and by a student if the student is in secondary education. They raised concerns about requiring the signature of a minor child, including students with disabilities who may be unable to provide informed consent. The second concern raised was around students who are considered students with disabilities for purposes of eligibility and what constitutes a qualified licensed medical professional to provide determination. They emphasized that the two sets of standards on which students have disabilities, there is Child Find and an eligibility determination that includes a doctor but is not limited to that. This may represent an equity issue.

Bonnie Dunham, parent, shared that requiring the signature of a minor should be removed from the rule. She suggested adding that an education service

provider shall only be approved if they have provided written assurance that they comply with all federal and state civil rights laws including those to which they would otherwise be exempt. She brought up a concern about a definition of child with disabilities in two different ways. In Ed 804.01c, they reference the Individuals with Disabilities Education Act (IDEA) definition of a child with disability, but New Hampshire also breaks it down more to include children with developmental delay and brain injury. She suggested referencing RSA 186c. She echoed the concern over the allowance of any medical professional to determine eligibility of special education. She raised a concern that there is no criteria for qualified curriculum materials.

A. School Year and Distance Education(Ed 306.18 and Ed 306.22)

The session remained open from 11:00 a.m. to 11:30 a.m. with the following public comment.

Katie Kinnane, parent, asked about a complaint she made previously regarding distance education. She stated her student was not given equal access to education. She saw her children experience a steep decline during distance learning. She stated the new rules would alter how districts provide continuity of education in emergencies in a way that will be detrimental to students. She stated that it would disregard disability rights. Chair Cline apologized that she did not receive the written response to her complaint and will ensure she does.

Janet Ward stated that some of her emailed comments were bounced back. Chair Cline responded that he would ensure all members receive her email and that the emails on the website should be correct. Janet Ward disagrees with revoking accreditation from schools, which review dependable data and recommendations of scientifically and medically informed authorities and comes to a decision that protects the health and well-being of its students.

Bonnie Dunham, parent, stated that she has a child that is medically vulnerable. Although she values inclusive education, there were times when in school instruction would not have been possible or safe. Her other child would not have qualified for distance learning under the current rules and may have brought home an illness that would have been life threatening for her brother. She asked that the proposed rule be added Ed 306.22d(i) that state if a parent makes a request for distance education that it be provided because the child's participation in in-person learning would pose a risk to the health or safety of the child, the parent, or other members of a household. She provided written comments to the Board.

Lisa Witte, Superintendent of Schools Monadnock Regional School District, submitted a written comment on behalf of their school board. The Monadnock school board voted unanimously to notify State Board of Education of opposition to proposed revisions to Ed 306.22. She stated the district is responsible for

deciding the best interest of its community, which could include a shift to distance learning in response to COVID-19. Opposition to the rule does not suggest a desire to rely on distance learning for extended periods, but they want to ensure the district can continue to make decisions that prioritize the health and safety of the community. The existing language of Ed 306.22 provides flexibility for districts. The Monadnock Regional School District requests the proposed revisions be rejected and current rule stay in effect. Chair Cline stated that the proposed rule does not prevent a school from closing for COVID. Lisa Witte stated it would require someone to be available for in person learning upon parent request. Chair Cline clarified that the school can be closed, but the day will be added to the end of the school year. Lisa Witte clarified that the district wants to be able to offer remote learning so that the school year is not interrupted. Chair Cline stated the proposed rule allows parents to have a say. He asked feedback for what role the parent would have if the district closed a school as it is trying to find a balance between what the districts wants and what the parents want. Lisa Witte responded that it is not about what the district wants, it is what is in the best interest of the community. If there are a significant number of staff members out due to COVID, distance learning should be an option.

Brian Hawkins, representative of NEA New Hampshire, stated that an email was submitted. The NEA did a survey and responses were that people agreed school districts should retain the ability to conduct distance education if it is necessary due to health and safety concerns. Almost no educator in the state is

eager to revert to remote instruction. They agree that remote instruction should be used sparingly and in the name of health and safety for their students. If the health and safety of students and staff require it, going to temporary distance education should be an option and the decision made at the local level. Mitigation efforts have not been supportive from the top down. The feedback received questioned the logic of allowing distance education not to count for a health issue, but for it to count in regard to inclement weather. They believe it sends the message that the health and safety of students and educators is not a priority. They urge the Board to continue to discuss this rule. Chair Cline asked from the NEA's point of view, what role parents should have in the decision-making process. Brian Hawkins responded that parental input is important, and they would rather emphasize mitigation efforts. Policies are subject to hearings, which allows for parent input.

Winfried Feneberg, Superintendent of Kearsarge Regional School District, stated that he also had difficulty getting valid email addresses for the Board. Chair Cline stated that they received emails, but they will look into the problem. Winfried Feneberg attended on behalf of the Kearsarge Regional School Board to share opposition to the proposed revisions to Ed 306.22. The school district objects to any efforts by the State Board to remove the local board's authority to provide multiple instructional options. They stand firmly behind efforts to provide education in person for all students. Its school district remained open for families who wanted in person instruction, while also allowing distance education for families who

preferred that option. Revisions would limit, without benefit, the available instructional options for students in their district. They also assert the proposed changes inappropriately infringe on district rights. They ask that the current rule remain unchanged. The district has done research have the full support of students, parents, and guardians.

Karen Rosenberg, senior staff attorney at the disability rights center in Concord, provided information on potential impact the rule would have on students with disabilities without taking a position. During the pandemic, they heard from parents whose students really needed in person instruction and got no benefit from remote instruction due to disability. Services like physical therapy and occupational therapy need to be in person to be effective. They also heard about students who did well with remote learning. Students with social anxiety made academic progress, but the remote situation did not provide them with the opportunities to make progress in their social emotional growth. They also heard that some parents are concerned about in person learning for medically vulnerable students. Families who have medically vulnerable children or family members are concerned about a hard rule that students attend in person or be pulled from public schools. The proposed change does not have a provision that would require school districts to put into place remote learning when parents require it. With students with disabilities, it is difficult to have a one size fits all solution. She encouraged the Board to consider the different ways students need their education delivered. Chair Cline clarified that the current rule does not require a remote

instruction option. The proposed rule also does not require it. He clarified that she was suggesting a required remote option for families with medical needs would be beneficial. Karen Rosenberg responded that the rule offers an opportunity to request remote instruction without guidance for what should be taken into account to grant that request or a requirement that the request be granted.

Lisa Beaudoin, chair of NH State Advisory Committee on the Education of Children/Student with Disabilities (SAC), stated that members discussed the potential impact of the proposed rule on a medically vulnerable student with a disability and/or their family. They voted to request two changes to the initial proposal. They request the Board consider adding after Ed 306.22(d), if a parent makes a request for distance education to be provided because the child's participation in in-person learning would pose a risk to the health or safety of the child, the parent, or other member of the household and the parent provides documentation to support the request, in accordance with the policy developed by the school board, the local educational agency (LEA) shall provide the requested distance education. They also request an addition to Ed 306.22(a), all students shall have access to full year, full day in-person instruction as required by RSA 189.1 and RSA 189.24, distance education as defined by RSA 306.22(a) shall not satisfy the requirement for in-person instruction, please add: except for students who are receiving home instruction as a special education placement, attending the virtual learning academy chartered public school, or receiving distance education in accordance with Ed 306.22(d). She noted that most of the SAC

members are parents of children with disabilities or professionals who work with people with disabilities, many members are participating in meetings remotely. The SAC did not, according to state regulations, did not meet technical requirements for a quorum so input cannot be submitted as a formal recommendation from the SAC. They request both this and previous comments be considered.

Susan Ford, retired educator, requested that decisions be made at a local level. She is concerned that the state and the Board have not require schools to mandate masks. School districts are fighting that fight at the local level. There are increases in certain areas of the state. School districts and school boards must take their individual information to make decisions.

AGENDA ITEM V. COUNCIL FOR TEACHER EDUCATION (CTE)

A. Saint Anselm College ~ Final Review Report for M.Ed. in Special Education

Laura Stoneking, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education, shared that the CTE and Higher Education Commission piloted a dual/joint review at Saint Anselm College to examine approval for a master's in education for a special education degree and the approval for the special education licensure program. Ken Darsney co-chaired with Dick

Gustafson. The report contains two reviews in one. The first part is the specific standards for special education through the educator preparation review and the second part being the higher education commission review and recommendation. Saint Anselm was awarded approval for the Master of Education degree. The special education licensure program is pending approval.

Ann Lane asked if the motion should state MEd licensure. Laura Stoneking responded that that UNH offers two pathways. Saint Anselm's program is a Master of Education pathway.

Ryan Terrell asked about the demand for the program. Laura Wasielewski responded there is a demand from current students and prospective students who pursue special education programs elsewhere. There is also a demand from districts due to critical shortage.

Ann Lane asked how the program would be promoted to school districts in New Hampshire. Laura Wasielewski responded they would promote internally through the admissions office for current students. They are currently looking into marketing on their website and magazine. Ann Lane asked if the school reaches out to guidance departments. Laura Wasielewski responded that the admissions office and marketing department would communicate and fold in the new program with admission and marketing efforts.

MOTION: Ryan Terrell made the motion, seconded by Sally Griffin that the State Board of Education grant Saint Anselm College full approval of the following listed professional educator preparation programs through December 31, 2024: 507.40 and 612.07, Special Education Teachers (age 5-21) M.Ed.

VOTE: The motion was approved by unanimous vote by the State Board of Education, with Chair abstaining.

A. University of New Hampshire (UNH) ~ Secondary Progress Reports for Special Education and Principal and Special Educator Administrator

Laura Stoneking reported that UNH completed a secondary progress report for three programs that were approved as conditional. UNH has been doing a lot of work to ensure its program standards meet the minimum requirements. The CTE unanimously voted to make the recommendation for full approval for School Principal, Special Education Administrator, and Special Education Teacher.

Ann Lane asked expected enrollment in these certification enrollment programs. Professor Connelly responded that in general special education certification only, enrollment is about 7-8 per year. Kathryn McCurdy added that in the principal and special education administrator, enrollment is lower, but there is yearly interest. Ann Lane asked if students are coming from New Hampshire or

out of state. Professor Connelly responded that in special education administrator, students are almost exclusively from New Hampshire. In general special education, enrollment is about 2/3 New Hampshire, 1/3 out of state, usually Massachusetts.

Ryan Terrell asked if students have a general interest in education first or they come in with the purpose of special education. Professor Connelly responded mostly students enter with interest in special education. Some students will come in for elementary or secondary and pursue dual certification in special education. Ryan Terrell asked what the goal for enrollment would be. Professor Connelly responded that a new staff member would be hired in the spring, which will extend the capacity.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education, grant the listed 3 UNH educator preparation programs full approval for 507.40, 612.07 Special Education Teacher (age 5-21) M.Ed.; 506.06, 614.04, Principal Instructional Leader Ed.S. Licensure; and 606.07, 614.15 Special Education Administrator Licensure through August 30, 2027.

VOTE: The motion was approved by unanimous vote by the State Board of Education, with the Chair abstaining.

November 10, 2021

AGENDA ITEM VI. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. Lionheart Classical Academy Chartered Public School – Charter Approval

Tal Bayer represented Lionheart Classical Academy Public Charter School in place of Jane Waterhouse. Barry Tanner, representative of the applicant and sponsor organization, reported that the application was submitted to the Department. The potential leadership of the school accompanied Mr. Tanner. Mr. Tanner provided the Board with updates. He thanked Jane Waterhouse for being a resource and for providing guidance.

Mr. Tanner shared key accomplishments. They have raised over \$400,000. They also have multiyear pledges. This is without formal fundraising. They found a facility with a signed 15-year lease to rent 26,000 square feet of the building. The lease allows expansion in the building with the caveat of being able to take on the balance of the building

Drew Cline asked if there is an option in the lease not to expand if enrollment does not meet projections. Mr. Tanner responded that additional space does not have to be taken if not needed.

Ann Lane asked if there is an option to purchase the building. Mr. Tanner responded that option was not built into the lease, but they have discussed it with the property owner. Ann Lane asked if the budget includes fundraising. Mr. Tanner responded that they have strong support financially and there are long-term donors with multiyear commitments already in writing. Ann Lane suggested not including fundraising in the budget and have it as a separate line item. Ann Lane asked if someone on the school's board has business expertise. Barry Tanner responded that the board has a variety of business experience, including himself who has been the CEO of a major corporation for over 25 years and is a CPA.

Phil Nazzaro mentioned differentiation between fundraising and development in a nonprofit. The school's approach is a clear development approach. He asked about enrollment and demand in the community. Mr. Tanner responded that they surveyed 9-11 area towns. The enrollment number is a conservative number based on the survey. There have already been phone calls expressing interest in the charter based on informational meetings and word of mouth. Phil Nazzaro asked if enrollment does not meet projections, would the school be able to continue financially. Barry Tanner responded that they built into the plan to be able to continue with low enrollment year 1.

Sally Griffin asked about collaboration with Hillsdale College. Mr. Tanner responded that they are a licensee of their K-12 curriculum. They will not be involved in governance, funding, or have any influence over the school other than providing the curriculum.

Ryan Terrell asked about language of the goal statement including cultural literacy and what that will look like in practice. A school administrator responded that the program guide uses Core Knowledge founded by E. D. Hirsch. It is very content rich in every grade and focuses on the subjects of history, literature, science, math, art, and music. It provides background knowledge. Ryan Terrell mentioned theories of cultural literacy being related to social advancement or class advancement and asked how that looks for students who are not from America. A school administrator responded that because the approach is so content rich, students are learning the knowledge and the information that will help them be literate and be able to function effectively. This process is effective for all students, but especially with students who are not native to America and do not already have that exposure.

Drew Cline asked about the health services line that is a part time nurse with a low salary and whether they will be able to fill that position. Mr. Tanner responded that they want to have a school nurse and they hope to find someone who is already working part time and are looking to supplement his/her time. They

also have some room in the budget, if needed. Drew Cline asked about the detailed hair cut policy and how they will enforce it. The school administrator responded that it is difficult to enforce and they will need parent involvement with their guidelines on presentation. The handbook is still a draft and there may be more flexibility. The spirit is that the hair should be neat and out of the student's face. Drew Cline suggested using that language rather than specific lengths. Drew Cline asked who pays for tutors if students fall behind. The school administrator responded there are different ways to address that. It may be a teacher working with a student after school, an older student working with a younger child; families may be willing to hire a private tutor.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approves the Lionheart Classical Academy Public Chartered School application. The school may now move forward with its approved plan to open a New Hampshire chartered public school.

VOTE: The motion was approved by unanimous vote by the State Board of Education, with the Chair abstaining.

2. Cocheco Academy for the Arts Chartered Public School - Renewal

Tim, a member of the evaluation team, introduced Michael McMahon and Brenda McCartney from Cocheco Board of Trustees. Dave Akridge, board member, joined remotely.

Nate Greene shared that renewal reports were submitted to the State Board. There have also been discussions between Cocheco and the Department recently concerning operating issues. Michael McMahon stated that since the beginning of the school year, there has been a considerable decline in student population. They have concluded that after the renewal, they are unlikely to be viable. Funding during COVID has allowed them to survive, which will be ending. The lease is up at the end of the school year. They are looking for something else, but the low enrollment has caused them to reconsider. They do not believe they can survive past the current school year to pay for a new lease, hire staff, etc. Some students have opted for remote learning or homeschooling. Some seniors have opted to get a GED. They want to continue to the end of the year and assist in providing students a smooth transition.

Chair Cline asked if they are asking to extend the charter through the end of next year to teach out kids and then shut the school down. Michael McMahon responded that seems like the best option. Ryan Terrell asked about the period of time the school saw the largest loss of students. Brenda McCartney responded that the most dramatic was between September and October. Ryan Terrell asked about reasons given for students leaving. Brenda McCartney responded that one student moved, one student no longer liked the program, one student left after a

friends left, two seniors decided to go for a GED, and some decided they preferred to homeschool.

Commissioner Edelblut asked if it is possible that the demand for an art school is no longer viable in that community and how extended remote learning had an effect. Michael McMahon responded that remote learning had an effect on all students. They saw some students who had minimal participation during remote learning. They did not return afterwards. Another issue is for a school with 45 students; even five is a high percentage loss. He believes the need for art schools is still there, but the location was not contemplated as a school building. A different space may be more attractive.

The commissioner asked if this is a leading indicator that is happening in other schools. Nate Greene responded that it is possible. Coheco is a small school, so any decrease has a large effect. In larger schools, there is an ability to absorb the impact of these factors.

Chair Cline asked when the charter expires. Brenda McCartney responded it expires January 12, 2021. Nate Greene shared that Coheco has been a school for 16 years, which placed it on an odd schedule. Chair Cline asked about peak enrollment. Brenda McCartney responded that peak enrollment was 2012 at 84 students. Present enrollment is below opening enrollment when the school opened. Chair Cline asked about communications and a marketing recruitment

plan for students. Brenda McCartney responded that it has varied. It was more robust pre-COVID. They would have groups go out to talk to kids. They have contacted guidance counselors of districts that do not have a high school. They have also attended events for general community outreach. They also used targeted Facebook advertising and Google marketing. They tried bringing in a staff member to boost outreach. It worked for a while and in looking for a new building, outreach initiatives fell.

Chair Cline shared that he was looking for the statute to determine options during a renewal. The language states shall be a five-year renewal. He asked Cocheco to come to the meeting on December 9 to allow time to find options for extending the charter. Brenda McCartney shared that they held a parent meeting to inform them that they had a meeting with the State Board and would be providing them with a plan.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education table the discussion.

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

B. Learn Everywhere

1. Izzit.org - Civics Fundamentals

Dean Graziano shared the addition of Section 189.11, United States and New Hampshire civics instruction. At a previous meeting, one piece shared was a civics engagement for youth going beyond teaching to participation. The syllabus, in week 9, states the student will get a reminder and sample letter. The students will have to engage through a local or state issue. The goal is to have students participate. One requirement is to address the letter, send it out in the hope that students will receive a response. The program meets a rigorous set of competencies to complete the program.

Chair Cline reminded that schools in New Hampshire only have to offer a half credit of civics, so this class would substitute that credit and students would not have to take any other civics course.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the Izzit.org Civic Fundamentals as a Learn Everywhere program.

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

AGENDA ITEM VII. PROFESSIONAL STANDARDS BOARD (PSB)

Steve Appleby, NHDOE, Director, Division of Educator Support and Higher Education, shared that there are a handful of PSB seats that are open, predominantly the teacher positions. There are three applicants.

A. Christine O'Hara

Chair Cline introduced Christine O'Hara, Dean of Bedford High School. He felt the application was very strong. His one concern was that her current superintendent is not on the list. He would like to clarify that decision with her.

MOTION: Ryan Terrell made the motion, seconded by Ann Lane, that the State Board of Education table this applicant to get more information on her references.

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

B. Donna Couture

Chair Cline shared that Donna Couture had a strong application. Phil Nazzaro agreed.

MOTION: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education appoint Donna Couture to the Professional Standards Board for a term to end 2024.

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

C. Jo-Ann Belanger

Chair Cline shared that Jo-Ann Belanger's application did not feel as strong as other applications. Ryan Terrell agreed. Ann Lane shared that her motivation for joining seemed limited. Chair Cline stated that she did not have any explanation for what she would do outside of the world language effort, which rarely comes up. Phil Nazzaro shared that there is currently no one on the PSB with world language experience. He suggested getting more information on her broader desire to join the board. Chair Cline stated applicants have the opportunity to describe their desire and hers seemed lacking. Ann Lane shared that she relies on the PSB to inform her and would like to be thoughtful about who is placed in those positions.

Phil Nazzaro asked if there are typically many applications for PSB. Steve Appleby responded that typically there are more applications than spots. However, since the pandemic that has changed.

MOTION: Ryan Terrell made the motion, seconded by Ann Lane, that the State Board of Education deny Jo-Ann Belanger's request to be part of the Professional Standards Board.

VOTE: The State Board of Education approved the motion with a 3-1 vote.

The Board asked Steve Appleby to share with Jo-Ann Belanger the reason why her application was denied.

AGENDA ITEM VIII. LEGISLATIVE UPDATES

A. Conditional Approval Response ~ Criminal History Record Check Clearance Credential – School Bus Drivers and Transportation Monitors (Ed 504.12 et all)

JLCAR gave a conditional approval response for criminal history record check, clearance credentials, school bus drivers and transportation monitors.

There were technical changes made to align with other rule and statute. There were no comments.

MOTION: Ann Lane made the motion seconded by Phil Nazzaro, that the State Board of Education to approve the conditional approval response for criminal record check, clearance credentials, school bus drivers and transportation monitors.

VOTE: The motion was approved by unanimous vote by the State Board of Education, with the Chair abstaining.

B. Initial Proposal ~ Learn Everywhere Program (Ed 1400)

Commissioner Edelblut shared there are a number of Learn Everywhere websites that provide a list of approved programs. They are now going through a process of making changes for better function of the program. There are minor technical changes. Nate Greene stated that it is ensuring the rules match the process.

Chair Cline noted change on Page 2, adding a requirement that applications contain a detailed description of course instruction, number of credits the program will fulfill, and description of competency based grading system. These changes will improve the application process to require more detail.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 1400 Learn Everywhere Program.

VOTE: The motion was approved by unanimous vote by the State Board of Education, with the Chair abstaining.

C. Initial Proposal ~ Criminal History Record Checks for First-Time New Hampshire Applicants (Ed 504.12, Ed 505.07, Ed 505.08, and Ed 512.01, and Ed 604.09)

MOTION: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 504.12, Ed 505.07, Ed 505.08, and Ed 512.01, and Ed 604.09 regarding Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educatory Preparation Program (PEPP) Candidates.

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

D. Initial Proposal - Admin Endorsements (Ed 506)

Chair Cline suggest this item be tabled. There were many changes and it would be helpful to wait until the December meeting when Amanda Phelps would be available to review the changes with the Board.

MOTION: Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education to table the initial proposal, administrator endorsements (Ed 506).

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

AGENDA ITEM IX. COMMISSIONER UPDATES

Commissioner Edelblut shared that he had a discussion with the US Department of Education Secretary Cardona about strategies to help students succeed.

The commissioner noted that it unlikely that the Department will be back in Londergan Hall anytime soon and are looking to find an alternate interim space.

The commissioner shared that 2,200 EFA program applications were received and 1,635 were accepted. Two hundred thirty-four (234) applications were over the eligibility criteria of 300% of the federal poverty level. Some people

were eligible but decided to pursue a different program. This comprises about 1% of New Hampshire students. The cost per student EFA student is \$4,952 vs. over \$20,000 in traditional public school system.

Chair Cline asked how many of those students are currently enrolled in public schools. Commissioner replied that of the 1,635, 280 of them came out of the public school system this year. Two hundred twenty (220) are a result of COVID last year. Two hundred four (204) left pre-COVID. He shared that they looked into the percent for virtual instruction. Forty percent of students who chose an EFA program were in person more than 40% of the time.

AGENDA ITEM X. OPEN BOARD DISCUSSION

Ryan Terrell noted a theme with the discussion over distance learning. He asked how they could clearly communicate some of the disinformation around efforts. There can be a dissonance between what is written and what is perceived. He would like to hear more from opposition about the consideration that parents are contending with a society that is not flexible to deal with school closures. It is important to remember that not every region has students who have environments that are conducive to at-home learning. Whatever the rules turn out to be, the extreme learning loss in core subjects show that for a large number of students, distance learning is not working.

Phil Nazzaro suggested that getting data on learning loss would be useful in making decisions. Commissioner Edleblut stated they would be publishing data on this topic. The Department will be looking at absolute values data as well as projected vs. actual learning curves. They also need to be careful with findings when looking at the percentage of students who participated in assessments in 2021 being down from 2019.

Chair Cline shared that learning loss is a concern. There was a national published study on US learning loss. They found that students nationally averaging 5 months behind and low-income kids were 7 months behind. In districts where there are higher income families, going remote is not as big a deal. It is difficult to find a good balance.

Ann Lane asked if in any of the studies, is there any assessment of how girls and boys have done comparatively. Commissioner shared that data shows equivalent loss.

AGENDA ITEM XI. TABLED ITEMS

- A. Initial Proposal ~ School Librarian (Ed 508.06)

- B. Initial Proposal ~ Criminal History Record Checks for First-Time New Hampshire Applicants (Ed 505.07, Ed 505.08, and Ed 512.01)

AGENDA ITEM XII. CONSENT AGENDA

A. Tuition Agreement~ Hooksett School District and Pinkerton Academy

B. Meeting Minutes of October 14, 2021, State Board Meeting

It was noted that on page 5169, the minutes have Ann Lane speaking and it should be Kate Cassady.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell that the State Board of Education accept the consent agenda as a slate with the modifications to the meeting minutes as stated.

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

AGENDA ITEM X. ADJOURNMENT

MOTION: Ann Lane made the motion, seconded by Richard Sala to adjourn the meeting at 1:12 p.m.

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

November 10, 2021

From: [Zachary Harmon](#)
To: [Phelps, Amanda](#); [Adams, Angela](#)
Cc: [Rev. Heidi Carrington Heath](#)
Subject: Comments for when the Board of Education regarding Holocaust and Genocide Education
Date: Wednesday, November 3, 2021 3:32:18 PM
Attachments: [Comments for the Board of Education Regarding Holocaust and Genocide Education Rules.pdf](#)

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Greetings Ms. Phelps and Ms. Adams,

Thank you so much for your help earlier in helping me understand the process for submitting comments for the Board of Education. As I understand it, the Board of Education won't be hearing anything regarding Holocaust and Genocide Educaiton until December, but I thought I would submit this letter just in case it would be helpful to have it submitted intime for the November 3rd deadline from the New Hampshire Coucnil of Churches.

Please let me know if you have any questions or if there is anything further that I should do. Also please let me know if you have any difficulty with the formatting of the comments.

Thank you so much for your time,
Rev. Zac Harmon

--

The Rev. Zachary Harmon
Vicar, St. Christopher's Episcopal Church
187 East Road
Hampstead, NH 03841
Cell: 503-798-0501

St. Christopher's Episcopal Church

187 East Road, Hampstead, NH 03841



Dear Honorable Members of the Board of Education:

Thank you for working so hard on crafting an education policy around Holocaust and Genocide Education Studies and for the intention and care you have shown in this work.

As the New Hampshire Council of Churches Representative on the state Holocaust and Genocide Education Commission, I want to highlight to you the importance of listing the Armenian Genocide in the proposed rules. Many significant genocides and mass atrocities are listed in the proposed rules, and these are good inclusions. However, the exclusion of the Armenian Genocide is a profound absence.

There are Armenian members of the congregation I serve (St. Christopher's Episcopal Church in Hampstead), and there is also a significant Armenian community in New Hampshire. Many of them are descendants of Armenian Genocide survivors. Armenian-American Christians also attend many of the churches of the New Hampshire Council of Churches. In my ministry I have witnessed how the history and legacy of the Armenian Genocide impacts some of the people in our pews and some of the residents of our Granite State.

It is also difficult to discuss the creation of the word 'Genocide' without discussing the central historical figure of Raphael Lemkin who developed the definition of genocide. Lemkin was inspired in part to develop the word 'genocide' so that he could describe the crime of systemic murders and atrocities Armenians had experienced based on their ethnicity and religion in the last days of the Ottoman Empire. (<https://encyclopedia.ushmm.org/content/en/article/coining-a-word-and-championing-a-cause-the-story-of-raphael-lemkin>)

The Armenian Genocide has been recognized by the United States Government as well.

Thank you for your time, courtesy and attention. Thank you for the challenging and important work you have undertaken.

Sincerely,

A handwritten signature in blue ink that reads "Zachary Harmon". The signature is fluid and cursive.

The Rev. Zachary Harmon

NH Council of Churches Representative on the Holocaust and Genocide Education Commission

Vicar,
St. Christopher's Episcopal Church



The Senate of the State of New Hampshire

107 North Main Street, Concord, N.H. 03301-4951

November 18, 2021

Chairman Drew Cline
361 North Amherst Road
Bedford, NH 03110

Dear Chairman Cline,

At its November 15, 2021 meeting the Commission on Holocaust and Genocide Education voted to ask its chairman to convey the following message to the State Board of Education:

The Commission on Holocaust and Genocide Education wishes to share its support for the Board of Education initial proposal for Ed Rules 306.49. We know the Board will consider the input from the public hearing on December 9th and hope that the Board will move forward in the approval process as expeditiously as possible.

Thank you for conveying this to the members of the State Board of Education,

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Kahn".

Senator Jay Kahn
NH Senate District 10

Cc: Commissioner Louis Frank Edelblut
Amanda Phelps
Angela Adams

From: armenianchurchathyepointe@verizon.net
To: [Adams, Angela](#)
Subject: Fwd: NAMING THE ARMENIAN GENOCIDE AS THE CURRICULUM AROUND HOLOCAUST AND GENOCIDE EDUCATION
Date: Tuesday, November 23, 2021 3:52:43 PM

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

TO: Ms. Angela Adams, Executive Assistant to the Commissioner of the Board of Education.

Dear Ms. Adams:

Attached, please find my letter with regard to naming the Armenian Genocide as the Curriculum around Holocaust and Genocide Education. My Church is only minutes from the NH border and we have many Parishioners from NH. I know they, too, would appreciate having this important information in your curriculum.

I am very pleased and honored to submit this letter. Do not hesitate to reach out to me if you need anything, further, or if I can help in any way.

Thank you for your consideration. Please confirm receipt.

Rev. Fart Vart Gyoalyan
Pastor
The Armenian Apostolic Church at Hye Pointe
1280 Boston Road
Bradford, MA 01835



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THE ARMENIAN APOSTOLIC CHURCH AT HYE POINTE
REV. FR. VART GYOZALYAN, PASTOR - ՏԵՐ ՎԱՐԴ ԳՅՈՂՅԱՆ - ԳՅՈՐԱՅԱՆ - ՀՈՒՄԻ

November 23, 2021

Dear Honorable Members of the Board of Education:

Thank you for your work in guiding and writing the policy for Holocaust and Genocide Education for New Hampshire schools. There has never been a more crucial time in the state of NH for this work to move forward. The New Hampshire Council of Churches is grateful to be one voice in this work.

We write today to strongly urge you to directly name the Armenian Genocide in the rules regarding Holocaust and Genocide Education. For many years, the Armenian people have made their home in New Hampshire. They have contributed to the enduring legacy of the Granite State. And yet, they have carried with them a painful and tragic history that we have often been reticent to name directly. In 2021, our federal government finally named the mass killing of the Armenian people by its proper name: genocide (after being recognized by the US House & Senate in 2019). We would encourage our state to reflect this in our education policy.

As an organization pursuing Christian unity and witness in NH, we believe it is our moral and ethical obligation to tell the truth. Our holy texts tell us that the truth shall set us free. It takes courage to acknowledge genocide. We hope this will be a next step in doing so. We particularly lift up the work and witness of the only Armenian Church in NH, Ararat Armenian Congregational Church, where our Armenian siblings have long sought refuge. They deserve for their full story to be told in our teaching of history. Thank you again for your support of this crucial work, and we look forward to the possibility of an even deeper moral courage, and truth-telling.

Warmest Regards,

Rev. Fr. Vart Gyozyan
Pastor
The Armenian Apostolic Church at Hye Pointe