



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

Granite State College Building | Events Center

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.

Thursday, June 9, 2022

AGENDA

I. CALL TO ORDER ~ 9:00 AM

II. PLEDGE OF ALLEGIANCE

III. PUBLIC COMMENT *The State Board of Education welcomes public commentary. In person commentary is limited to 3 minutes per person and clarifying questions may be asked, otherwise the Board does not provide feedback. All written commentary should be submitted 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](#).*

IV. PRESENTATIONS/REPORTS

A. Jump\$tart Coalition 2021 Survey of New Hampshire Students ~ DAN HEBERT, President

V. PUBLIC HEARINGS

A. 10:00 a.m. ~ [Early Childhood Education Teacher](#)  (Ed 507.18)

B. 10:30 a.m. ~ [Theatre Teacher](#)  (Ed 507.35)

C. 11:00 a.m. ~ [Classical Languages Teacher](#)  (Ed 507.37)

D. 11:30 a.m. ~ [Music Teacher](#)  (Ed 507.39)

VI. PROFESSIONAL STANDARDS BOARD APPLICANTS/RENEWALS ~ STEPHEN APPLEBY, NHDOE, Director, Division of Educator Support and Higher Education

A. Tom Laliberte, Assistant Superintendent, Bedford School District ~ renewal application (2022-2025) ~ Higher Education and Education Administration

VII. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools ~ TAL BAYER, NHED, Administrator

1. Robert Frost Public Charter School ~ renewal

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

1. Commissioner's Nonpublic School Approval Designation: renewals report
2. Commissioner's Nonpublic School Approval Designation: new school approvals

C. Learn Everywhere Program ~ TIM CARNEY, NHED, Administrator of Educational Pathways

1. New Hampshire Academy of Science ~ renewal
2. Friends Forever International ~ new application

VIII. LEGISLATIVE UPDATES

A. Conditional Approval Response ~ Learn Everywhere Program (Ed 1400)

B. Initial Proposal ~ Criminal History Records Check Clearance (Ed 504.12, Ed 505.05, Ed 505.07, Ed 505.08, Ed 505.09, Ed 512.01, and Ed 604.09)

C. Adopt ~ Holocaust and Genocide Education (Ed 306 various)

D. Adopt ~ Learn Everywhere (Ed 1400)

IX. COMMISSIONER'S UPDATE

X. OPEN BOARD DISCUSSIONS

XI. TABLED ITEMS

A. Initial Proposal ~ Administrator Endorsements (Ed 506)

B. River View Public Charter School ~ Application

C. Town of Carroll's Appeal of the White Mountain Regional School District's Vote to Reject the Proposed Withdrawal Plan

XII. CONSENT AGENDA

A. Meeting Minutes of May 12, 2022

XIII. NONPUBLIC SESSION

XIV. ADJOURNMENT ~ 2:00 PM

III, Public Comment

Adams, Angela

From: Claudia Istel <cistel79@gmail.com>
Sent: Thursday, June 9, 2022 6:17 PM
To: Adams, Angela
Subject: State school board meeting public comment June 9, 2022

Categories: State Board of Education

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Dear Ms. Adams,

Here are my comments. I appreciate you including them in the public record.

Thank you.

Claudia Istel

Good morning. I am Claudia Istel from Acworth. My career has been as an educator including over thirty years teaching in public high schools and five years as an adjunct in the CCSNH.

Public education is a hallmark of democracy. A well informed citizenry is critical to supporting and continuing our democracy. Their knowledge makes them informed voters and active community participants. They are prepared to be independent and self- supporting.

Public education gives all children the opportunity to equality, to be able to participate on an equal footing in our society and economy. Public education is where the values of our democracy are taught and shared.

Finally, I want to emphasize how much teachers in our public schools and our community colleges care for their students and give of themselves for the betterment of their students. We have a sacred trust to teach accurate information and critical thinking skills while respecting our students as individuals to help them grow and learn to be their best, to become independent thinkers and active citizens.

Thank you.

Adams, Angela

From: jwardnh@comcast.net
Sent: Thursday, June 9, 2022 10:19 AM
To: Adams, Angela
Subject: re: Comments prepared for the NH State Board of Education
Attachments: NH STATE DEPARTMENT OF EDUCATION - PUBLIC COMMENT, JUNE 9, 2022.docx

Categories: State Board of Education

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Angela,

Attached are the comments I presented to the NH State Board of Education this morning. Kindly enter them into the record of today's meeting and share them with members of the Board. In past meetings I recall that copies of presenters' comments were collected and distributed to Board Members. I assume that protocol is still being followed.

Thank you.

Janet Ward

June 9, 2022

To: NH State Board of Education

From: Janet Ward (Contoocook, NH)

Re: The Role of Public Education in our Democracy

This evening the Congressional Committee investigating the January 6, 2021, insurrection will hold its first public hearing. Considering this historic event, it seemed necessary and appropriate to come before you today to state publicly that I am appalled by this Board's complicity in supporting the Commissioner's unjustified efforts to undermine New Hampshire's public schools.

Do you, the members of this Board, understand the essential role of public education in our democracy? Do you know why public schools exist? Thomas Jefferson, a key architect of the democratic republic we call the United State of America, was fearful that self-interested "factions" would undermine the common good for their own purposes. His solution? Public education paid for and overseen by taxpayers.

This Board needs to understand that by undermining our public schools you are complicit in undermining our democracy.

Adams, Angela

From: Mary Wilke <wilke.mary@gmail.com>
Sent: Thursday, June 9, 2022 10:30 AM
To: Adams, Angela
Subject: written public comment
Attachments: sboe statement 6.9.22.docx

Categories: State Board of Education

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Hello Ms. Adams,

Attached is the written (longer) version of the public comment I made in today's SBOE meeting. I had meant to hand this in before I left, but forgot. I'm hoping it will be part of the public record.

Thank you,
Mary Wilke

Submitted by Mary Wilke, Concord, NH, to the State Board of Education
June 9, 2022

To Commissioner Edelblut, Chairman Kline, and Members of the State Board of Education:

In a recent column, Commissioner Edelblut said that teachers owe a “sacred trust” to their public school students, and I agree. And I believe that all of you owe that sacred trust as well.

The statute creating the Department of Education (reproduced on the back) begins with a policy statement wholly focused on public schools. It directs the department to provide direction and assistance to public schools and to “continually strive” to help them “achieve the highest possible degree” of programming and teaching.

Yet instead of working with our public schools, encouraging them in the good work they do, and assisting them where they need help, it seems to me you’ve turned your backs on them - focusing almost entirely on privatization measures and that small percentage of public schools that fall into the category of charters.

Imagine a parent moving to NH who checks the DOE website to learn about our school system. The landing page would lead her to believe that public schools - which in actuality serve nearly 90% of our youth - are minor players in the overall scheme of our K-12 education, and that she should be wary of them.

Of the five photos on the landing page, four link to private alternatives or private supplements to public schools. The page links to two disparaging essays written by the Commissioner - one accusing some vague number of public school teachers of imposing their values on students and another asserting that nothing we’ve done to improve the quality of public education has worked. And then there’s the link to the infamous teacher reporting form.

Where, on this web page or in your other communications with the public, do you celebrate the innovative, engaging lessons and activities taking place in public schools, every day, all around the state? When do you lift up the professionalism and dedication of public school teachers and administrators, who have built a public education system recognized as one of the top in the nation? Where would a parent find any indication that the Commissioner and this Board support and take pride in the public schools that 170,000 of our young people attend, that our taxpayers have invested so much in over the decades, and that polls indicate are treasured by the vast majority of NH citizens?

Your charge, under the DOE enabling statute, is to help public schools be the best they can be, to build on their strengths. And where you find weaknesses, as you will in any human system, your charge is to offer assistance, not disparagement. That’s your sacred trust, and as a person who learned in public school many years ago that public education is the foundation of a thriving democracy, I ask you to honor it.

RSA 21-N:1 Findings; Policy Statement

I. The general court finds that the students, parents, general citizenry, local school teachers and administrators, local governments, local school boards, school administrative units, and state government have a joint and shared responsibility for the quality of education delivered **through the public education system** in the state of New Hampshire.

II. In order to provide general guidance to the state department of education established by this chapter, the general court declares the following to be the policy of the state of New Hampshire:

(a) The department shall have the dual role of **providing regulatory direction and instructional assistance to public elementary and secondary schools.**

(b) The department shall be mindful of the need to balance these dual roles so that they are given equal consideration in planning department activities and expenditures and so that the consequences and implications of regulatory decisions are fully considered in light of the need to provide services to assist the local schools in complying with such regulatory direction.

(c) **The paramount goal of the state shall be to provide an adequate education for all school-age children in the state, consistent with RSA 193-E.** [193-E is entitled, "Adequate Public Education".]

(d) **The department shall continually strive to develop creative and innovative methods to assist local schools to achieve the highest possible degree of effective educational programming and teaching techniques.**

(e) In accordance with RSA 193-E, the department shall work to establish credible processes for measuring and rating schools.



2021 SURVEY OF NEW HAMPSHIRE HIGH SCHOOLS

ECONOMICS REQUIREMENT: STANDARD 6 WITHIN THE CURRICULUM FRAMEWORKS



JANUARY 1, 2022
NH JUMP\$TART COALITION
WWW.NHJUMPSTART.ORG

Background:

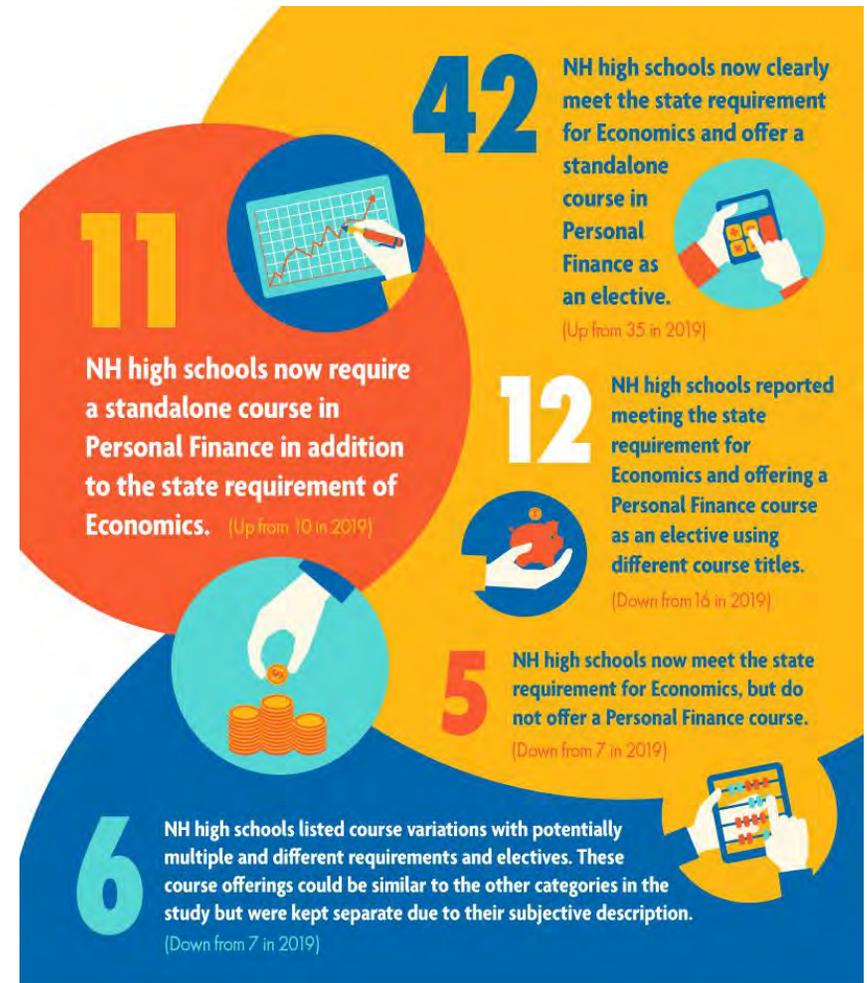
Since June 12, 2006, the New Hampshire State Board of Education has identified the 20 credits required for graduation to include one half credit of Economics under Administrative Rule Ed 306.27(n), and the Revised NH Curriculum Frameworks standard SS:EC:6 specifies that “students will be able to explain the importance of money management, spending, credit, saving, and investing in a free-market economy.”

This requirement represents the framework of a comprehensive personal finance curriculum that begins early in elementary school, builds on foundational knowledge and results in high school graduates who are competent, confident managers of their own money.

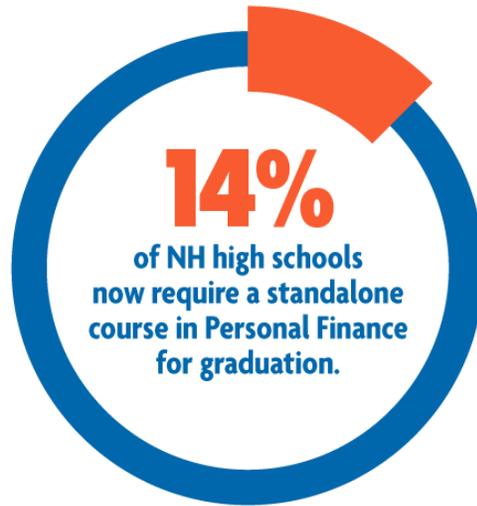
In 2013, the NH Jump\$tart Coalition released its first study of New Hampshire high schools to determine the extent of Personal Finance instruction in the Granite State. **Three high schools** were given a Governor’s Commendation for exceeding the State’s minimum requirements for its students with the additional graduation requirement of a half credit of Personal Finance. In April 2014, a recognition ceremony with officials from **Bedford High School, Hinsdale High School** and **Newfound Regional High School** was held with the Governor and Executive Council at the State House.

The study was updated in 2017 and 2019 with significant progress reported in each of those surveys. During the summer of 2021, the coalition once again updated its statewide analysis to identify any financial literacy progress since the 2019 release. The data was obtained by visiting each high school’s website and downloading their Program of Studies (*as of June 30, 2021*).

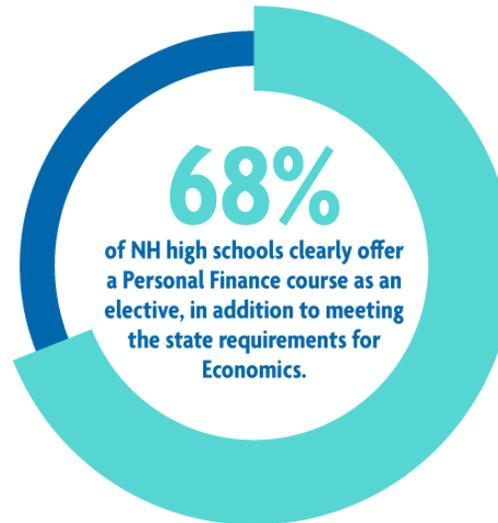
The results of this current study are located to the right:



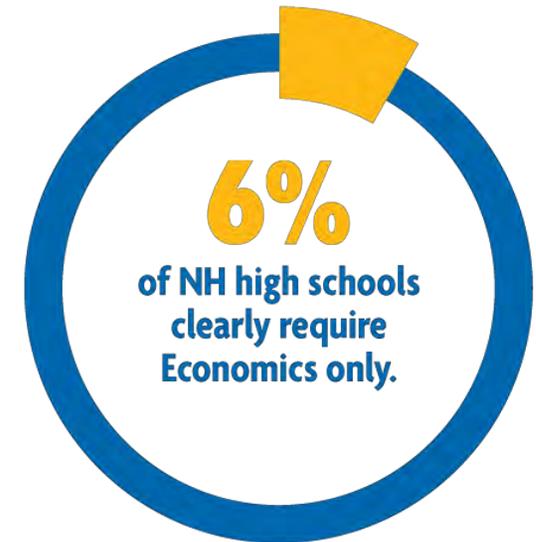
Current Status:



Source: NHJSC 2021 Survey of New Hampshire High Schools



Source: NHJSC 2021 Survey of New Hampshire High Schools



Source: NHJSC 2021 Survey of New Hampshire High Schools

With curriculum decided at the local level, it can be challenging to make accurate comparisons of what our children are being taught in each of the state's school districts.

A [2021 study](#) by **Next Gen Personal Finance** ranked New Hampshire 26th in the United States in offering a "Gold Standard" of financial education by receiving at least one required semester of Personal Finance training.

In the 2021 NH Legislative Session, **HB242** was introduced to redesign the state's "criteria for an adequate education," the statutory structure that determines the minimum requirements for school curricula. The bill intended to add new areas of required instruction, including "personal finance literacy." The bill was passed by both the House and Senate but was ultimately vetoed by the governor in June 2021. The veto was narrowly upheld in January 2022. Clearly, the interest to increase the emphasis of personal finance instruction in NH schools is growing.

Our statewide survey listed the specific courses by each NH high school and their district's graduation requirement. We are encouraged by the positive movement for financial education based on this year's study and we will continue to promote the importance of providing our children the instruction they need to become financially capable adults.

The NH Jump\$tart Coalition believes that parents remain the singular force for change for the schools in their communities.

The Check Your School Campaign

NH Jump\$tart has embraced the ***Check Your School*** national public-engagement campaign. *Check Your School* is designed to support the goal of Jump\$tart's Project Groundswell which is to increase and improve effective financial education in our nation's classrooms. Through the *Check Your School* campaign and its [website](#), we hope to harness the "power of parents" to start the conversation about the importance of financial literacy and the need for financial education at their own kids' schools. Grandparents, guardians, aunts, uncles, neighbors, friends, and even students themselves have a role to play and are encouraged to participate.

New Hampshire is positioned to take a leadership role in the youth financial literacy arena – the students have a demonstrated desire to learn how to manage their money; we have educators who want to teach this content and have the opportunities to be trained in this field (*NH Jump\$tart conducts free, annual teacher training workshops*); we have state educational standards in place; and there are hundreds of curricula and resources* (*many of them provided at no cost*) available.

All that is needed is community will.

*The [Jump\\$tart Clearinghouse](#) is the premier financial literacy online resource for educators, parents, students and others to find effective, financial education resources from various sources.

NH Jump\$tart is dedicated to improving the personal financial education of students throughout New Hampshire. Since our creation in 2000, NH Jump\$tart (a non-profit 501(c) 3 organization) has reached thousands of children and teens with information about financial literacy and a message of smart consumer behavior.

There is no paid staff. All our successes are accomplished through the volunteer efforts of individuals bound by the common passion of teaching children sound financial habits. Visit nhjumpstart.org for more information about NH Jump\$tart.

**Survey of New Hampshire High Schools
As of June 30, 2021
Economics Requirement. Standard 6 within the Curriculum Frameworks**



High Schools Clearly Requiring Economics and a Stand-alone Course in Personal Finance (10)

Bedford High School	Hindsdale High School
Belmont High School	Newfound Regional High School
Bow High School	Pelham High School
Colebrook Academy	Profile High School
Gorham High School	Woodsville High School

High Schools Clearly Requiring Economics and Clearly Offering Personal Finance as an Elective (42)

Alvirne High School	Kearsarge High School	Oyster River High School
Berlin High School	Keene High School	Portsmouth High School
Campbell High School	Kennett High School	Prospect High School
Exeter High School	Lebanon High School	Raymond High School
Farmington High School	Littleton High School	Salem High School
Franklin High School	Manchester Central High School	Somersworth High School
Gilford High School	Manchester Memorial High School	Souhegan Regional High School
Goffstown High School	Manchester West High School	Spaulding High School
Groveton High School	Mascenic High School	Stevens High School
Hillsboro-Deering High School	Mascoma Valley Regional High School	Timberlane High School
Hollis-Brookline High School	Merrimack Valley High School	White Mountain Regional High School
Hopkinton High School	Nashua North & South High Schools	Windham High School
Inter-Lakes High School	Newmarket High School	Winnacunnet High School
John Stark Regional High School	Nute High School	Winnisquam Regional High School

High Schools Indicating an Economics Requirement and Offering Personal Finance as an Elective Using Different Course Titles (12)

Coe Brown Academy	General or Honors Economics - <i>required</i> Personal Finance Math - <i>elective</i>
Conant High School	College Prep, Honors Civics and Economics - <i>required</i> Financial Algebra - <i>elective</i>
Concord High School	Economics - <i>required</i> Money Management - <i>elective</i>

**Survey of New Hampshire High Schools
As of June 30, 2021
Economics Requirement. Standard 6 within the Curriculum Frameworks**



Dover High School	Economics, Honors Economics - <i>required</i> Unified Independent Living - <i>elective</i>
Epping High School	Economics - <i>required</i> Business & Personal Finance- <i>elective</i>
Fall Mountain Regional High School	Government & Economics - <i>required</i> Financial Fitness - <i>elective</i>
Kingswood Regional High School	American Government/Economics- <i>required</i> Personal-Finance - <i>elective</i> Consumer Math - <i>elective</i>
Londonderry High School	CP Economics - <i>required</i> Independent Living and Money Management- <i>elective</i> CP Financial Services - <i>elective</i> C P Financial Planning - <i>elective</i>
Merrimack High School	Economics - <i>required</i> Banking & Credit - <i>elective</i>
Moultonboro High School	Economics- <i>required</i> Intro to Personal/Business Finance - <i>elective</i> Living On My Own - <i>elective</i> Money Smarts - <i>elective</i>
Pinkerton Academy	Intro to Economics level A, B or C- <i>required</i> Honors Economics - <i>required</i> Introduction to Economics Levels A, B, or C - <i>required</i> Consumer Economics- <i>elective</i> Practical Math for the Consumer- <i>elective</i> Personal Finance - <i>elective</i> Independent Living- <i>elective</i>
Sunapee High School	Economics- <i>required</i> Consumer Business - <i>elective</i>

**Survey of New Hampshire High Schools
As of June 30, 2021
Economics Requirement. Standard 6 within the Curriculum Frameworks**



High Schools Clearly Requiring Economics Only (5)

ConVal High School	Pembroke High School
Laconia High School	Plymouth High School
Lin-Wood High School	

Course Variations with Potentially Multiple and Different Requirements and Electives (6)

Hanover High School	Personal Finance - <i>elective</i> Math Essentials A & B - <i>elective</i> Economics - <i>elective</i> <i>Note: These courses incorporate the NH State Minimum Requirements of US and NH History (1 credit), US and NH Government/Civics (1/2 credit), Economics (1/2 credit), and World History, Global Studies, or Geography (1/2 credit). This also incorporates a district requirement of 1/2 credit in Modern America.</i>
Milford High School	Marketing I and II - <i>elective</i> Personal Finance - <i>elective</i> <i>Note: no Economics Requirement</i>
Monadnock High School	Introduction to Business Independent Living Personal Finance Economics <i>Note: can all be used to meet the economics requirement</i>
Newport High School	Economics & Honors Economics - <i>must choose one to meet the economics requirement</i> Personal Finance and Planning - <i>elective</i> Career and Life Skills - <i>elective</i> Senior Mathematical Topics - <i>elective</i>
Sanborn Regional High School	The Economy and Your Life - <i>required</i> Your Government and You - <i>required</i> Financial Skills for You - <i>elective</i> World Studies, World Literature, Cultural Studies - <i>required-each one meets the economics requirement</i> Financial Algebra- <i>elective</i>

**Survey of New Hampshire High Schools
As of June 30, 2021
Economics Requirement. Standard 6 within the Curriculum Frameworks**



Wilton - Lyndenboro High School U.S. Government and Economics-*required*
Consumer Math - *elective*

Schools with Unavailable Updated Information:

Hillsboro-Deering High School
Lisbon High School

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: Thomas Laliberte

WORK ADDRESS: 103 County RD; Bedford NH; 03110

(please include position/title)

LENGTH OF SERVICE: I have been in Bedford for four years

WORK TELEPHONE: (603) 472-3755

WORK EMAIL: lalibertet@sau25.net

HOME ADDRESS: [REDACTED]; Boscawen NH; 03303

HOME TELEPHONE: (603) [REDACTED]

PERSONAL EMAIL: [REDACTED]@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: *TL Laliberte* DATE: 5-9-22

Please submit the completed application form POSTMARKED 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.



BEDFORD SCHOOL DISTRICT
School Administrative Unit #25

Superintendent's Office
103 County Road
Bedford, NH 03110-6202
Tel 603.472.3755 • Fax 603.472.2567
www.sau25.net

Michael Fournier
Superintendent of Schools

Tom Laliberte
Assistant Superintendent

Lisa Ambrosio
Business Administrator

Melissa Gray
Director of Special Services

April 20, 2022

Dear Steve Appleby,

I am writing this letter to express my desire to remain on the Professional Standards Board (PSB) for an additional three-year commitment. I have found the work of the PSB to be instrumental in maintaining high expectations for New Hampshire's public education system. This year, my first three-year term on the PSB will expire.

In my time on the PSB, I have been part of subcommittees that have made recommendations to the State Board of Education. I currently act as the interim chair of the PSB. Please let me know if you need any further information or materials regarding my desire.

Sincerely,

Thomas W Laliberte
Bedford School District, Assistant Superintendent
Interim Chair, Professional Standards Board

Thomas W. Laliberte

Boscawen, NH 03303

Phone:

Email: @gmail.com

Experience

- **Assistant Superintendent:** Bedford School District; Bedford, NH; July 2018-Present
- **Principal:** Winnisquam Regional High School; Tilton, NH; July 2014- June 2018

Accomplishments:

- Initiated and facilitated ongoing process to provide a competency-based education for every student
 - Created and participated on committee that developed four new STEM courses
 - Introduced and facilitated change to a 4 x 4 block schedule form an alternating day schedule
 - Initiated high school intervention programs for mathematics and reading
 - Explored schedule change resulting in the creation of a school-wide support and enrichment block
 - Participated on district-wide teacher evaluation committee that resulted in changes in evaluation protocols and a change to a new evaluation system
 - Initiated and facilitated changes to district eligibility policy
 - Contributor to budget process resulting in move of alternative education program into the WRHS building saving the district \$90,000 in tuition
 - Created protocols for new district-wide mentor program as a new teacher support system
 - Facilitated NEASC Self-Study process and preparation for March 2018 accreditation visit
- **Principal:** Loudon Elementary School; Loudon, NH; July 2004-June 2014

Accomplishments:

- Established systematic, school-wide Response to Instruction program
 - Established Professional Learning Communities
 - Initiated and implemented district-wide, standards-based report cards for the elementary schools
 - Initiated and implemented district-wide world language programs for the elementary schools
 - Participated on the district's math curriculum committee as the administrative chair
 - Chaired the district technology plan development team
- **Assistant Principal:** Epsom Central School; Epsom, NH; July 2001-June 2004

- **Mathematics Teacher:**

- Pembroke Academy; Pembroke, NH 2000-2001
- Sanford High School; Sanford, ME; 1997-2000
- Massabesic High School; Waterboro, ME; 1996-1997
- Edward Little High School; Auburn, ME; 1993-1996

Certifications

- Superintendent 0001
- Principal 0003
- Mathematics (7-12) 1100
- Business Administrator 0038

Education

- Plymouth State University; Plymouth, NH 2014-2018
Certificate of Advanced Graduate Studies Superintendent Certification
- University of New Hampshire; Durham, NH; 2000-2004
Masters of Education in Administration and Supervision
- University of Southern Maine; Gorham, ME; 1990-1993
Met Secondary Mathematics Teacher Certification Requirements
- Indiana State University; Terre Haute, IN; 1985-1988
Bachelor of Science in Business Management

6/9/2022

EXECUTIVE SUMMARY
Office of Chartered Public Schools
Robert Frost Chartered Public
School(CPS) Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter renewal request from Robert Frost Chartered Public School.

B. RATIONALE FOR ACTION

Ed 318.12 gives the State Board of Education the authority to approve or deny the renewal of a charter schools charter.

C. EFFECTS OF THIS ACTION

A renewal of the charter will allow Robert Frost CPS to continue to operate as a chartered public school in the state of New Hampshire until their next renewal in 2027.

D. POSSIBLE MOTION

I move that the State Board of Education approve the renewal of Robert Frost Chartered Public School'

OR:

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

Chartered Public School 5 Year Renewal Report

A chartered public school may be renewed for a period of 5 years in accordance with RSA 193-B:3, X. The board of trustees of a charter school shall make an application for renewal to the state board no later than one year before the original charter is set to expire.

Name of Chartered Public School: Robert Frost Charter School of NH

Name of School Director: Janine McLauchlan

Street Address: 110 Main Street

Town: Conway, NH

Email: jmclaunchlan@robertfrostcharterschool.org

Phone Number: 603-356-6332

This Renewal Report is hereby filed with the New Hampshire Department of Education, Bureau of Educational Opportunities, Office of Chartered Public Schools. This report is a representation of the chartered public schools current academic and programmatic progress, fiscal stability, and future growth projections in fulfillment of the requirements of Ed 318.13. In addition to the information submitted within this template, the state board shall receive a copy of the school's current iReport state report card which is publicly available on the iPlatform system¹ as well as a copy of the chartered public schools most recent Annual Report filed with the Department.

As a component of the renewal process, the chartered public school must post an invitation for written comment. Please submit a copy of the invitation as well as any written comments received by the school during the invitation period.

By signing below, I certify that the information contained within this template is true and accurate to the best of my knowledge, and request that the State Board of Education renew the chartered public school's charter for a period of 5 years.

Tracy R. Stewart

Print Name:

4/20/27
Date:

Tracy R. Stewart

Signature of the Chairman of the Board of Trustees

¹ <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform>.

Chartered Public School Renewal Template

The boxes below will expand with content. Please keep responses between 1-3 paragraphs and attach additional documentation in the form of graphs, charts, letters, etc. as appendices if necessary.

What is the primary mission and vision of your chartered public school?

The Robert Frost Public Charter School creates life-long learners by providing an intellectually rich and challenging experience delivered through the combination of the Montessori tradition and Project-Based Learning. In a safe and peaceful setting, dedicated educators foster students' individuality, creativity, and critical-thinking skills to fully prepare them for future scholastic, civic and personal success.

In the following box, please describe the progress your school has made towards its academic goals:

RFPCS has an educational mission that prompts us to follow the child. Our academic goals for our students are to instill a love of learning and a good work ethic. Each student progresses at their own pace with no limitations placed on their progress. We always strive to see at least a year's worth of academic growth each school year. With few exceptions, our students achieve academic growth year to year.

In the following box, please describe the progress your school has made towards its programmatic goals:

RFPCS continues to deliver a powerful integration of Montessori method, project-based learning, and 21st Century skill building. The mixed-age groupings and an approach to teaching centered on the child, enables RFPCS students to move at their own pace, supporting children of all abilities and backgrounds to be successful. Integrating project-based learning (PBL) into our programming allows the students to learn and acquire skills such as collaboration, public speaking, research, etc. Students work cooperatively on these projects and learn to communicate effectively and work well as a team. Overall, the students are engaged and have a sense of ownership of their learning as they play a key role in the direction of their education and personal growth.

In the following box, please describe the progress your school has made towards its organizational goals:

RFPCS has set numerous organizational goals over the past 5 years. First was to revise our annual budget and align our income with our expenses. Second was to recruit board members and increase participation. Third was to amend our charter to include high school grades. We have been successful in all these endeavors and look forward to continuing to focus on long term sustainability and providing a high-quality alternative education for our students.

What is the anticipated enrollment for the school over the next 3 school years:

Year 1	Year 2	Year 3
61	77	80

Are there any changes to the curriculum and/or instruction of the school as a result of anticipated growth?

An expansion of our curriculum is in process to include grade 9-12 programming in response to the recent approval from the NH DOE to expand our Charter.

Describe the current state of the school's curricular program:

Curriculum mapping to align Montessori instruction methods with NH Common Core Standards is an ongoing activity.

Describe the current state of the school's technology and digital infrastructure:

The school relies on internet services from Spectrum Business. We use Google Suite as our email server.

Describe the efforts the school has made to disseminate best practices, including working with other local schools and districts:

School leadership attends regularly scheduled NH DOE meetings and trainings. School representatives maintain a positive relationship with local school districts to ensure coordination of best practices throughout the schools in our community.

Describe current parent involvement efforts and future plans for increased parent involvement:

Families are welcomed and encouraged to volunteer for various scheduled activities, events, and programs. Family members are often called upon to share their knowledge, hobbies, etc. with the students when appropriate for current lessons and/or projects. We have many family members that volunteer for our annual ski program, help chaperone field trips, help with spring clean-up, organize the annual turkey trot, etc. As we begin to transition away from a "closed building" due to COVID, families will have more opportunities to volunteer in the classroom, etc.

Describe past fundraising efforts since the last renewal and results of fundraising to date:

See Appendix A for historical fundraising data.

What are the schools plans for future fundraising efforts and goals?

See Appendix B

What specific plans does the school have in place to ensure continued sustainability?

The Board of Trustees prioritizes ethical fiscal management, staff retention, well-rounded Board of Trustee membership, and student recruitment. The Board of Trustees has recognized the need in our community for an alternative high school option and has worked towards the expansion of our Charter to accommodate additional grades. This will add to the long-term sustainability of our school.

Charter Schools are required to submit to the Department of Education a completed budget for the upcoming fiscal year. When submitting this renewal report, the school must attach and include a copy of the budget for the upcoming fiscal year. Please use the Department chartered public school budget template.



Fundraising Plan

2018-2022

Name of Fundraiser	Goal Amount	Fundraiser Date	Description/Notes, Purpose	Who is Responsible	Volunteer Time	Expenses	Outcome	
							Successes/Challenges	Amount Raised
Cone for A Cause		8/10/2018	Trails End Ice Cream	Board	2 hrs	0		128.89
Yard Sale 2018	2500.00	9/10/2018	Raise money, clear out storage.	Tracy, Belinda, Janine	20 hrs		A lot of work	2665.31
Photo Fundraiser 2018	700.00	11/1/2018	Annual School Pictures	Parent Group Rebekah	10 hrs			720.00
Harvest Festival 2018	1000.00	11/2/2018	Community Event/Fundraiser	Tracy, Belinda, Janine	20+ hrs		Fun Mostly current families	841.85
Barley & Salt		2/11/2019	Dine to Donate & Raffle	Tracy, Belinda, Janine, Rebekah	2 hrs	0		314.00
May the 4 th Be With You 2019	2500.00	5/4/2019	Community Event/Fundraiser	Tracy, Belinda organized, board & staff helped with prizes & games.	20+ hrs		Families enjoyed Not many outside people	3285.51
Sale		7/1/2019	Online Sale	Tracy, Juliet	1 hr		Storage items	1365.00

Appendix A - page 2 of 3

Fall Fun Calendar Raffle	2500.00	10/2/2019	Calendar Raffle	Board for prizes, students/parents for selling.	6 hrs	10.00	Student driven	2000.00
Photo Fundraiser 2019	600.00	October 2019	Annual School Pictures	Rebekah	10 hrs		Lots of work for Rebekah	440.00
Harvest Festival 2019	1000.00	10/22/2019	Community Event/Fundraiser	Tracy, Belinda organized, board & staff helped.	20 hrs.			678.21
Coffee Booth	300.00	12/10/2019	Sold coffee, cocoa & baked goods @ Settler's Green OVP	Tracy, Belinda, Juliet, Janine	10 hrs			484.25
Red Parka Bingo Night		1/10/2020	Bingo Night	Board provided prizes for Bingo	4 hrs	10.00	Fun & Easy	450.50
Hannaford Book Bin		May 2020	Book Bin	Books donated	2 hrs	0	Easy	238.63
Photo Fundraiser 2020	600.00	10/1/2020	Annual School Pictures	Miss Abby Tracy	6 hrs.			440.00
Hannaford Helps		12/7/2020	Annual Back to School	Hannaford				324.00
Amerigas		12/7/2020	Customer Receipts					53.90
Cyberspace Auction Spring 2021		5/4/2021	Virtual Fundraiser	Tracy, Belinda organized, board, staff & students helped.	30 hrs		353.33	3721.33
Photo Fundraiser 2021	500.00		Annual School Pictures	Rebekah				560.00



Fundraising Plan

Objectives

The objectives of this fundraising plan are:

- To raise funds to support operations.
- To raise funds to provide enrichment opportunities.

Strategy:

- Large fundraising events 2x per year.
- Smaller fundraising throughout the year.

Action Plan:

OBJECTIVE 1

ACTION	ASSIGNED TO	DEADLINE	PROGRESS
Plan Fall Event	Board	8 weeks prior	
Plan Spring Event	Board	8 weeks prior	

OBJECTIVE 2

ACTION	ASSIGNED TO	DEADLINE	PROGRESS
Dine to Donate	Staff	rolling	
Calendar Raffles	Board	2x per year	

• Notice ran in Conway Daily Sun
2/16 and 2/22

PUBLIC NOTICE

The Robert Frost Public Charter School is in the process of renewing their charter with the New Hampshire Department of Education. You are invited to provide written comments regarding this renewal application. Please direct comments to:

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

2022-2023 Charter School Budget

Charter School Name	Elementary	Middle	High	District #	
Budgeted Expenditures					
Instruction	1000-1999				
Regular Programs	1100-1199	235,196.48	0.00	0.00	
Special Programs	1200-1299	0.00	0.00	0.00	
Vocational Programs	1300-1399	0.00	0.00	0.00	
Other Programs	1400-1499	0.00	0.00	0.00	
Non-Public Programs	1500-1599	0.00	0	0	
Adult & Community Programs	1600-1699	0.00	0	0	
Community/Jr Coll Ed. Programs	1700-1799	0.00	0	0	
Community Service Programs	1800-1899	0.00	0	0	
Support Services	2000-2999				
Student Support Services	2000-2199	0.00			
Instructional Staff Services	2200-2299	0.00			
General Administration					
Collective Bargaining	0000-0000	0.00			
School Board Contingency	2310 / 840	0	0	0	
Other School Board	2310-2319	2,000.00	2,000.00	0.00	
Executive Administration					
Management Services	2320 / 310	20,500.00	20,500.00	0.00	
All Other Administration	2320-2399	0.00			
School Admin Services	2400-2499	113,457.95	113,457.95	0.00	
Business	2500-2599	4,500.00	4,500.00	0.00	
Operation & Maint. Of Plant	2600-2699	98,433.30	98,433.30	0.00	
Student Transport	2700-2799	1,800.00	1,800.00	0.00	
Support Services/ Central/ Other	2800-2899	0.00			
Non-Instructional Services					
Food Service Operations	3100	0.00	0.00	0.00	
Enterprise Operations	3200	0.00	0.00	0.00	
Facilities, Acquisitions, Construction					
Site Acquisition	4100	0.00	0.00	0.00	
Site Improvement	4200	0.00	0.00	0.00	
Architectural/Engineering	4300	0.00	0.00	0.00	
Educational Specification Develop	4400	0.00	0.00	0.00	
Building Acquisition/Constr.	4500	0.00	0.00	0.00	
Building Improvement Services	4600	0.00	0.00	0.00	
Other Facilities Acq. And Serv.	4900	0.00	0.00	0.00	
Other Outlays	5000-5999				
Debt Service - Principal	5110	0.00	0	0	
Debt Service - Interest	5120	0.00	0	0	
To Food Service	5220-5221	0.00	0	0	
To Other Special Revenue	5222-5229	0.00	0	0	
To Capital Projects	5230-5239	0.00	0	0	
To Capital Reserve	5251	0.00	0	0	
To Expendable Trust	5252	0.00	0	0	
To Non-expendable Trust	5253	0.00	0	0	
To Fiduciary Funds	5254	0.00	0	0	
To Charter Schools	5310	0.00	0	0	
To Other Agencies	5390	0.00	0	0	
Supplemental Appropriation	-----	0.00	0	0	
Deficit Appropriation	-----	0.00	0	0	
Total Budgeted Expenses		475,887.73	475,887.73	0.00	
Budgeted Revenue					
Revenue	Acct No	Total	Elementary	Middle	High
Local Revenue	1111-1990	34,688.00	34,688.00	0.00	0.00
Tuition from NH LEA (Regular Program)	1321	0.00	0.00	0.00	0.00
Tuition from NH LEA (Special Program)	1322	0.00	0.00	0.00	0.00
Tuition from NH LEA (Vocational Program)	1323	0.00	0.00	0.00	0.00
Other Tuition (Individuals/Outside LEAs/Other)	1310/1330/1340	9,688.00	9,688.00	0.00	0.00
Transportation Fees	1400	0.00	0.00	0.00	0.00
Other Local Revenue (e.g. contributions)	1500-1990	25,000.00	25,000.00	0.00	0.00
State Revenue	3111-3900	444,152.00	444,152.00	0.00	0.00
Adequacy State Revenue	3111	0.00	388,152.00	0.00	0.00
Lease Aid State Revenue	3190	6,000.00	6,000.00	0.00	0.00
Other State Revenue	3112-3900	50,000.00	50,000.00	0.00	0.00
Federal Revenue	4100 - 4595	6,675.00	6,675.00	0	0
Title I	4520	0.00	0	0	0
All Other Title Grants Excluding Title I	4530	6,675.00	6,675.00	0	0
Federal CSP Start-up Grant	4590	0.00	0	0	0
ESSER	4595	0.00	0	0	0
Other Federal Revenue		0.00			
Other Revenue	5110 - 5600	0.00	0	0	0
Total Budgeted Revenue		495,515.00			
Surplus Statement					
Starting Balance		100.00			
Estimated Revenue		495,515.00			
Estimated Expenditures		475,887.73			
Operational Balance Surplus/ (Deficit)		9,627.27			
Ending Balance		9,727.27			

Instructions/Notes

Cell Highlighted Yellow Require Data Entry or Can be Left Blank if Zero, References to the Account on the DOE25 are Green, and Tips are Pink.
Pages 7-9 & 11-13, Lines 1, Account 1100
Pages 7-9 & 11-13, Lines 2, Account 1200
Pages 7-9 & 11-13, Lines 3, Account 1300
Pages 7-9 & 11-13, Lines 4, Account 1400
Pages 10 & 14, Lines 1, Account 1500
Pages 10 & 14, Lines 2, Account 1600
Pages 10 & 14, Lines 3, Account 1700
Pages 10 & 14, Lines 4, Account 1800
Pages 7-9 & 11-13, Lines 5, Account 2100
Pages 7-9 & 11-13, Lines 6, Account 2200
Collective Bargaining Cost, If Applicable
Pages 7-9 & 11-13, Lines 7, Account 2310
Pages 7-9 & 11-13, Lines 7, Accounts 2310 - 2319
Pages 7-9 & 11-13, Lines 7, Account 2320
Pages 7-9 & 11-13, Lines 7, Accounts 2320 - 2399
Pages 7-9 & 11-13, Lines 8, Account 2400
Pages 7-9 & 11-13, Lines 9, Account 2500
Pages 7-9 & 11-13, Lines 10, Account 2600
Pages 7-9 & 11-13, Lines 11, Account 2700
Pages 7-9 & 11-13, Lines 12, Account 2800
Page 15, Line 5, Account 3100
Non-Food Enterprise Operations
Page 15, Line 9, Account 4100
Page 15, Line 10, Account 4200
Page 15, Line 11, Account 4300
Page 15, Line 12, Account 4400
Page 15, Line 13, Account 4500
Page 15, Line 14, Account 4600
Page 15, Line 15, Account 4900
Page 10, Line 9 & Page 14, Line 9, Account 5110
Page 10, Line 10, Page 14, Line 10, Account 5120
Page 10, Line 11, Page 14, Line 11, Accounts 5220-5221
Page 10, Line 12, Page 14, Line 12, Accounts 5222-5229
Page 10, Line 13, Page 14, Line 13, Accounts 5230
Pages 17, Line 7, Account 5251
Pages 17, Line 14, Account 5252
Pages 17, Line 119, Account 5253
Page 10, Line 14, Page 14, Line 14, Accounts 5250
Page 10, Line 15, Page 14, Line 15, Accounts 5310
Page 10, Line 16, Page 14, Line 16, Accounts 5390
Appropriations Outside Operating Budget
Funding Earmarked to Eliminate Deficit
Page 3, Line 26, Account 1000 Total Local Revenue
Page 2, Lines 9, Account 1321
Page 2, Lines 10, Account 1322
Page 2, Lines 11, Account 1323
Page 2, Lines 5-8 & 12-17, Account 1310, 1330, & 1340
Page 3, Line 10, Account 1400
Page 3, Line 25, Accounts 1500-1990
Page 4, Line 23, Account 3000 Total State Revenue
Page 4, Line 1, Account 3111
Page 4, Line 4, Account 3190 (Might Not Be Only 3190 Revenue)
Page 4, Lines 2-4 & 6-22, Accounts 3112-3900
Page 5, Line 21, Account 4000 Total Federal Revenue
Page 5, Line 7, Account 4520
Page 5, Line 8, Account 4530
Page 5, Line 14, Account 4590 (You May Have Other Grants in 4590)
Page 5, Line 15, Account 4595
Page 5, Any Federal Revenue Not Already Accounted For
Page 6, Line 18, Account 5000 Total Other Revenue
Page 19, Line 8, Previous Year DOE25 (Consider Audit Adjustment)

Robert Frost Chartered Public School
FY2022/2023 Budgeted Expenditures Narrative
(Based upon FY 2021/2022 Budget)

Instruction

Regular Programs	1100-1199	235,196.48
------------------	-----------	------------

Narrative:

Regular Instruction Expenses, Wages, Taxes, Benefits, Curriculum, Classroom Supplies, Professional Development, Outside Contract Services.

General Administration

Other School Board	2310-2319	2,000.00
--------------------	-----------	----------

Narrative: Board Expenses.

Executive Administration

Management Services	2320 / 310	20,500.00
---------------------	------------	-----------

Narrative: Audit Fees, Bookkeeping, Payroll, Fundraising Expenses.

School Admin Services	2400-2499	113,457.95
-----------------------	-----------	------------

Narrative: Administrative Salaries, Taxes, Benefits, Licensing/Membership Fees, Phone/Computer Expense, Tech Consult, Admin Supplies.

Business	2500-2599	4,500.00
----------	-----------	----------

Narrative: Miscellaneous other business expenses.

Operation & Maint. Of Plant	2600-2699	98,433.30
-----------------------------	-----------	-----------

Narrative: Rent, Utilities, Repairs & Maintenance, Janitorial Wages, Taxes, Benefits, Insurance, Care & Upkeep of Grounds.

Student Transport	2700-2799	1,800.00
-------------------	-----------	----------

Narrative: Buses for field trips.

Budgeted Revenue

Local Revenue

Other Tuition (Individuals/Outside LEAs/Other)	1310/1330/1340	9,688.00
--	----------------	----------

Narrative: Out of state tuition, Before/After Care.

Other Local Revenue (e.g. contributions)	1500-1990	25,000.00
--	-----------	-----------

Narrative: Individual/Business Contributions, Fundraising.

State Revenue

Adequacy State Revenue	3111	388152.00
------------------------	------	-----------

Narrative: Based upon 54 students.

Lease Aid State Revenue	3190	6,000.00
-------------------------	------	----------

Narrative: Lease Aid.

Other State Revenue	3112-3900	50,000.00
---------------------	-----------	-----------

Narrative: Differentiated Aid

Federal Revenue

All Other Title Grants Excluding Title 1	4530	6,675.00
--	------	----------

Narrative: REAP Grant

Robert Frost Charter School (District)

110 Main Street Conway, NH 03818-1038 | 603-356-6332

[DOWNLOAD PDF](#)

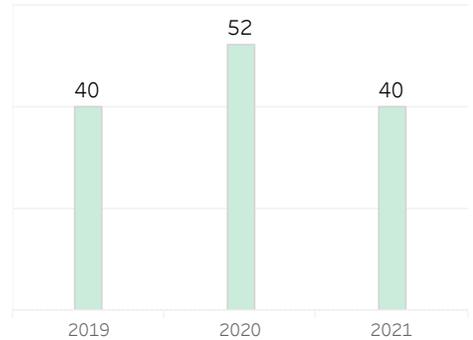


Report Card Year: **2021**

District ID
737

Head of School
Janine McLaughlan

Email Address
jmclauchlan@robertfrostcharterschool.org



Population by Gender



Student Population Breakdown

Economically Disadvantaged	60.00%
English Language Learners	N/A
Homeless	N/A
Migrant	N/A
Military Connected	N/A
Students in Foster Care	N/A
Students with Disabilities	*N

Population by Race / Ethnicity

American Indian or Alaskan	N/A
Asian or Pacific Islander	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Multiple Races	*N
White	>90%

Performance Indicators by Subgroupings

*Achievement Metrics Compared vs. Targets

				2019	2020	2021	
Profile	Population By Gender	Sex	Female	55.00%	48.08%	42.50%	
			Male	45.00%	51.92%	57.50%	
	Population By Race/Ethnicity	Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A	
			Asian or Pacific Islander	N/A	N/A	N/A	
			Black or African American	N/A	N/A	N/A	
			Hispanic or Latino	*N	N/A	N/A	
			Multiple Races	N/A	N/A	*N	
			White	>90%	>90%	>90%	
	Population By Subgroup	Student Group	Economically Disadvantag..	60.00%	51.92%	60.00%	
			English Language Learners	N/A	N/A	N/A	
			Homeless	N/A	N/A	N/A	
			Migrant	N/A	N/A	N/A	
			Military Connected	N/A	N/A	N/A	
			Students in Foster Care	N/A	N/A	N/A	
			Students with Disabilities	*N	*N	*N	
			Total Student Enrollment		40	52	40
	DLM Participation - ELA				0.00%	*COVID	0.00%
	DLM Participation - Math				0.00%	*COVID	0.00%
	ELA Participation Rate				92%	*COVID	59%
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A		
		Asian or Pacific Islander	N/A	*COVID	N/A		
		Black or African American	N/A	*COVID	N/A		
		Hispanic or Latino	N/A	*COVID	N/A		
		Multiple Races	N/A	*COVID	N/A		
		White	92%	*COVID	59%		
		Sex	Female	*N	*COVID	*N	
	Male	*N	*COVID	54%			
Student Group	Economically Disadvantaq..	*N	*COVID	69%			

	English Language Learners	N/A	*COVID	N/A	
	Homeless	N/A	*COVID	N/A	
	Migrant	N/A	*COVID	N/A	
	Military Connected	N/A	*COVID	N/A	
	Students in Foster Care	N/A	*COVID	N/A	
	Students with Disabilities	*N	*COVID	*N	
ELA Proficiency		57%(vs 60.45)	*COVID	46%(vs 64.40)	
Achievement Level	Level 1 (lowest)	32%	*COVID	23%	
	Level 2	<10%	*COVID	31%	
Grade	Level 3	24%	*COVID	38%	
	Level 4 (highest)	32%	*COVID	<10%	
	Grade 3	*N	*COVID	*N	
	Grade 4	*N	*COVID	*N	
Grade	Grade 5	*N	*COVID	*N	
	Grade 6	*N	*COVID	*N	
	Grade 7	*N	*COVID	N/A	
	Grade 8	N/A	*COVID	*N	
	Grade 11	N/A	*COVID	N/A	
	Race/Ethnicity	American Indian or Alaskan	N/A (vs 52.68)	*COVID	N/A (vs 60.25)
		Asian or Pacific Islander	N/A (vs 72.00)	*COVID	N/A (vs 72.00)
Black or African American		N/A (vs 37.31)	*COVID	N/A (vs 44.29)	
Hispanic or Latino		N/A (vs 42.44)	*COVID	N/A (vs 49.61)	
Multiple Races		N/A (vs 62.93)	*COVID	N/A (vs 70.61)	
White		57%(vs 63.95)	*COVID	46%(vs 70.61)	
Sex	Female	*N	*COVID	*N	
	Male	*N	*COVID	*N	
Student Group	Economically Disadvantag..	*N (vs 40.39)	*COVID	*N (vs 47.49)	
	English Language Learners	N/A (vs 32.19)	*COVID	N/A (vs 38.97)	
	Homeless	N/A	*COVID	N/A	
	Migrant	N/A	*COVID	N/A	
	Military Connected	N/A	*COVID	N/A	
	Students in Foster Care	N/A	*COVID	N/A	
	Students with Disabilities	*N (vs 21.95)	*COVID	*N (vs 28.33)	
	First Year Exemption - ELA		N/A	*COVID	N/A
First Year Exemption - Math		N/A	*COVID	N/A	
Math Participation Rate		92%	*COVID	68%	
Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A	
	Asian or Pacific Islander	N/A	*COVID	N/A	
	Black or African American	N/A	*COVID	N/A	
	Hispanic or Latino	N/A	*COVID	N/A	
	Multiple Races	N/A	*COVID	N/A	
	White	92%	*COVID	68%	
Sex	Female	*N	*COVID	*N	
	Male	*N	*COVID	69%	
Student Group	Economically Disadvantag..	*N	*COVID	85%	
	English Language Learners	N/A	*COVID	N/A	
	Homeless	N/A	*COVID	N/A	
	Migrant	N/A	*COVID	N/A	
	Military Connected	N/A	*COVID	N/A	
	Students in Foster Care	N/A	*COVID	N/A	
	Students with Disabilities	*N	*COVID	*N	
	Math Proficiency		16%(vs 49.14)	*COVID	13%(vs 51.05)
Achievement Level	Level 1 (lowest)	65%	*COVID	60%	
	Level 2	16%	*COVID	27%	
	Level 3	16%	*COVID	13%	
	Level 4 (highest)	<10%	*COVID	<10%	
Grade	Grade 3	*N	*COVID	*N	
	Grade 4	*N	*COVID	*N	
	Grade 5	*N	*COVID	*N	
	Grade 6	*N	*COVID	*N	
	Grade 7	*N	*COVID	*N	
	Grade 8	N/A	*COVID	*N	
	Grade 11	N/A	*COVID	N/A	
	Race/Ethnicity	American Indian or Alaskan	N/A (vs 37.14)	*COVID	N/A (vs 40.72)
Asian or Pacific Islander		N/A (vs 67.00)	*COVID	N/A (vs 67.00)	
Black or African American		N/A (vs 25.00)	*COVID	N/A (vs 28.36)	
Hispanic or Latino		N/A (vs 31.07)	*COVID	N/A (vs 34.54)	
Multiple Races		N/A (vs 48.26)	*COVID	N/A (vs 52.06)	
White		16%(vs 51.30)	*COVID	13%(vs 54.21)	
Sex	Female	*N	*COVID	*N	
	Male	*N	*COVID	*N	
Student Group	Economically Disadvantag..	*N (vs 29.05)	*COVID	18%(vs 32.48)	

	Student Group	Economically Disadvantag..	N (vs 25.03)	*COVID	10.70 (vs 32.46)
		English Language Learners	N/A (vs 21.97)	*COVID	N/A (vs 25.26)
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	*N (vs 15.90)	*COVID	*N (vs 19.08)
	Null		N/A		N/A
	Science Participation Rate		*N	*COVID	*N
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
		Asian or Pacific Islander	N/A	*COVID	N/A
		Black or African American	N/A	*COVID	N/A
		Hispanic or Latino	N/A	*COVID	N/A
		Multiple Races	N/A	*COVID	N/A
		White	*N	*COVID	*N
	Sex	Female	N/A	*COVID	*N
		Male	*N	*COVID	*N
	Student Group	Economically Disadvantag..	N/A	*COVID	*N
		English Language Learners	N/A	*COVID	N/A
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	N/A	*COVID	*N
	Science Proficiency		*N	*COVID	*N
	Achievement Level	Level 1 (lowest)	*N	*COVID	*N
		Level 2	*N	*COVID	*N
		Level 3	*N	*COVID	*N
		Level 4 (highest)	*N	*COVID	*N
	Grade	Grade 3	N/A	*COVID	N/A
		Grade 4	N/A	*COVID	N/A
		Grade 5	*N	*COVID	*N
		Grade 6	N/A	*COVID	N/A
		Grade 7	N/A	*COVID	N/A
		Grade 8	N/A	*COVID	*N
		Grade 11	N/A	*COVID	N/A
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
		Asian or Pacific Islander	N/A	*COVID	N/A
		Black or African American	N/A	*COVID	N/A
		Hispanic or Latino	N/A	*COVID	N/A
		Multiple Races	N/A	*COVID	N/A
		White	*N	*COVID	*N
	Sex	Female	N/A	*COVID	*N
		Male	*N	*COVID	*N
	Student Group	Economically Disadvantag..	N/A	*COVID	*N
		English Language Learners	N/A	*COVID	N/A
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	N/A	*COVID	*N
	ELA Growth		*N	*COVID	*COVID
	Grade	Grade 4	*N	*COVID	*COVID
		Grade 5	*N	*COVID	*COVID
		Grade 6	N/A	*COVID	*COVID
		Grade 7	*N	*COVID	N/A
		Grade 8	N/A	*COVID	*COVID
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
		Asian or Pacific Islander	N/A	*COVID	N/A
		Black or African American	N/A	*COVID	N/A
		Hispanic or Latino	N/A	*COVID	N/A
		Multiple Races	N/A	*COVID	N/A
		White	*N	*COVID	*COVID
	Sex	Female	*N	*COVID	*COVID
		Male	*N	*COVID	*COVID
	Student Group	Economically Disadvantag..	*N	*COVID	*COVID
		English Language Learners	N/A	*COVID	N/A
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	*N	*COVID	*COVID

Academ	Math Growth		34	*COVID	*COVID
	Grade	Grade 4	*N	*COVID	*COVID
		Grade 5	*N	*COVID	*COVID
		Grade 6	*N	*COVID	*COVID
		Grade 7	*N	*COVID	*COVID
		Grade 8	N/A	*COVID	*COVID
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
		Asian or Pacific Islander	N/A	*COVID	N/A
		Black or African American	N/A	*COVID	N/A
		Hispanic or Latino	N/A	*COVID	N/A
		Multiple Races	N/A	*COVID	N/A
		White	34	*COVID	*COVID
	Sex	Female	*N	*COVID	*COVID
		Male	*N	*COVID	*COVID
	Student Group	Economically Disadvantag..	*N	*COVID	*COVID
		English Language Learners	N/A	*COVID	N/A
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
Students with Disabilities		*N	*COVID	*COVID	
Average Class Size		11.0	14.3	10.7	
Expulsion Rate		0.00%	0.00%	0.00%	
Student Environment	Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A
		Asian or Pacific Islander	N/A	N/A	N/A
		Black or African American	N/A	N/A	N/A
		Hispanic or Latino	N/A	N/A	N/A
		Multiple Races	N/A	N/A	*N
		White	0.00%	0.00%	0.00%
	Student Group	Economically Disadvantag..	0.00%	0.00%	0.00%
		English Language Learners	N/A	N/A	N/A
		Homeless	N/A	N/A	N/A
		Migrant	N/A	N/A	N/A
		Military Connected	N/A	N/A	N/A
		Students in Foster Care	N/A	N/A	N/A
		Students with Disabilities	*N	*N	*N
		In School Suspension Rate		0.00%	0.00%
By Day	1-5 Days	0.00%	0.00%	0.00%	
	6 -10 Days	0.00%	0.00%	0.00%	
	11+ days	0.00%	0.00%	0.00%	
Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A	
	Asian or Pacific Islander	N/A	N/A	N/A	
	Black or African American	N/A	N/A	N/A	
	Hispanic or Latino	N/A	N/A	N/A	
	Multiple Races	N/A	N/A	*N	
	White	0.00%	0.00%	0.00%	
Student Group	Economically Disadvantag..	0.00%	0.00%	0.00%	
	English Language Learners	N/A	N/A	N/A	
	Homeless	N/A	N/A	N/A	
	Migrant	N/A	N/A	N/A	
	Military Connected	N/A	N/A	N/A	
	Students in Foster Care	N/A	N/A	N/A	
	Students with Disabilities	*N	*N	*N	
	Incidents of Violence		1	0	0
Out of School Suspension Rate		3.33%	0.00%	0.00%	
By Day	1-5 Days	100.00%	0.00%	0.00%	
	6 -10 Days	0.00%	0.00%	0.00%	
	11+ days	0.00%	0.00%	0.00%	
Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A	
	Asian or Pacific Islander	N/A	N/A	N/A	
	Black or African American	N/A	N/A	N/A	
	Hispanic or Latino	N/A	N/A	N/A	
	Multiple Races	N/A	N/A	*N	
	White	3.33%	0.00%	0.00%	
Student Group	Economically Disadvantag..	0.00%	0.00%	0.00%	
	English Language Learners	N/A	N/A	N/A	
	Homeless	N/A	N/A	N/A	
	Migrant	N/A	N/A	N/A	
	Military Connected	N/A	N/A	N/A	
	Students in Foster Care	N/A	N/A	N/A	
	Students with Disabilities	*N	*N	*N	
	Average Teacher Salary		\$35,000	\$32,000	\$33,790

Educator Profile:	Classes by Educators Certified in the Subject		N/A	N/A	N/A
	Classes by Educators on an Intern Path		0.00%	N/A	N/A
	Classes by Experienced Educators		0.00%	N/A	N/A
Finance	Cost Per Pupil		N/A	\$9,238	\$12,002
	School Type	Elementary School	N/A	\$9,238	\$12,002
		High School	N/A	N/A	N/A
		Middle School	N/A	N/A	N/A
	Total Expenditures		N/A	\$456,873	\$499,848
	Non-recurring Expenditures	Bond and Note Payment	N/A	\$30,000	\$0
		Facility Construction	N/A	\$0	\$0
	Recurring Expenditures	Bond & Note Interest	N/A	0	0
		Business Services	N/A	1	2
		Charter Schools / Other Ag..	N/A	0	0
		Community Programs	N/A	0	0
		Food Service	N/A	0	0
		General Administration	N/A	3	1
		Instructional Staff Support	N/A	1	0
		Non-Public Programs	N/A	0	0
		Other Instructional Progra..	N/A	0	0
		Plant Operations	N/A	22	19
		Pupil Transportation	N/A	0	0
		Regular Instruction	N/A	46	51
		School Administration	N/A	23	25
	Special Programs	N/A	0	0	
	Student Support Services	N/A	0	0	
	Vocational Programs	N/A	0	0	
Total Revenues		N/A	\$442,145	\$496,214	
Additional Revenue Type	Sale of Bonds and Notes	N/A	\$87,000	\$0	
	Equitable Education Aid	N/A	78.50%	56.80%	
	Federal Sources	N/A	4.10%	13.60%	
	Local Revenue	N/A	4.40%	18.40%	
	Local Taxation	N/A	0.00%	0.00%	
	Other State Sources	N/A	13.00%	11.20%	
Total Revenues	Other (includes insurance ..	N/A	0.00%	0.00%	

*COVID	Data is not available due to COVID restrictions.	>90%	Value is above 90% and is blurred to protect student privacy.
*N	Data is suppressed due to student population being less than 11.	N/A	Data is not applicable
<10%	Value is below 10% and is blurred to protect student privacy.	NA	Data is not available

Reporting

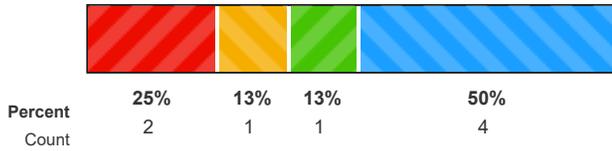
Performance Distribution, By Test Group: Robert Frost Charter School, 2021-2022

Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken

SAS Summative Science

Grades Tested: 5, 8

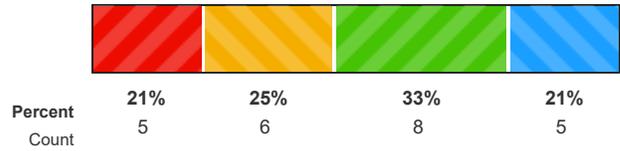
Tests Taken: 8 Date Last Taken: 05/20/2022



SAS Summative Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8

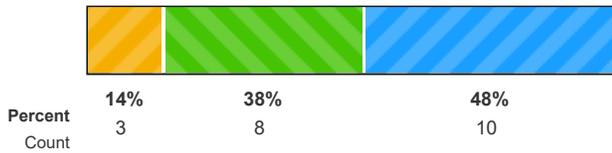
Tests Taken: 24 Date Last Taken: 05/19/2022



SAS Summative ELA

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 21 Date Last Taken: 05/16/2022



New Hampshire Department of Education
Bureau of Educational Opportunities
Office of Chartered Public Schools
101 Pleasant Street
Concord, NH 03301
Phone (603) 271-6813

2020-2021 CHARTERED PUBLIC SCHOOL ANNUAL PROGRESS REPORT

INTRODUCTION

The Chartered Public School Annual Report is hereby presented in conformance with RSA 194-B:10 and New Hampshire Department of Education (NHDOE) Administrative Rules Ed 318.16. The filing of this report is an annual requirement of each chartered public school. For more information, visit the website for the NHDOE [Office of Chartered Public Schools](#) or contact the office at (603) 271-6813.

Each chartered public school is required to submit the report by **August 31** for the preceding school year, completed with all signatures, to the NHDOE. The report must be submitted as an electronic copy and sent to Jane Waterhouse at Jane.Waterhouse@doe.nh.gov.

SCHOOL INFORMATION

Name of school as registered with the NH Secretary of State: **Robert Frost Charter School of NH**
Primary street address of school: **110 Main Street, Conway, NH 03818**
Mailing address of school: **PO Box 1038, Conway, NH 03818**
Telephone number: **603-356-6332**
Grade levels taught: **K-8**
Total enrollment for last school year: **41**

HEAD OF SCHOOL

Name: Janine McLauchlan
Title: Head of School
Email: jmclauchlan@robertfrostcharterschool.org
Telephone number: 603-356-6332

PRIMARY CONTACT AUTHORIZED TO REPRESENT THE SCHOOL

Name: Janine McLauchlan
Title: Head of School
Email: jmclauchlan@robertfrostcharterschool.org
Telephone number: 603-356-6332

SCHOOL MISSION

Provide a statement explaining how the school is meeting the goals of its mission statement:

The Robert Frost Public Charter School creates life-long learners by providing an intellectually rich and challenging experience delivered through the combination of the Montessori tradition and Project-Based Learning. In a safe and peaceful setting, dedicated educators foster students' individuality, creativity, and critical-thinking skills to fully prepare them for future scholastic, civic and personal success.

REQUIRED ATTACHMENTS

In the following section, please check off all of the following required items, which must be attached to this report.

<i>Items:</i>	<i>Attached?</i>	<i>Comments</i>
School calendar, including hours of operation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix A
A financial statement setting forth the revenue and expenditures for the year just ended	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix B
A balance sheet setting forth the charter school's assets, liabilities and fund balances or equities	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix C
A projection of income and expenses for the upcoming school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix D

BOARD OF TRUSTEES

Please answer the following questions with as much detail as necessary to fully satisfy each question:

<i>Items:</i>	<i>Attached?</i>	<i>Comments</i>
Have there been any changes in the membership of the Board of Trustees since the last annual report? If so, explain.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	One member moved from the position of Secretary to an Advisory member. One member resigned (former Treasurer). Two new members were added – one was voted as Secretary, the other as Treasurer.

Have there been any changes to the Trustee's methods of operations since the last annual report? If so, explain.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Monthly meetings were conducted via Zoom due to COVID19.
Have there been any changes to the Trustee's by-laws since the last annual report? If so, explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Click or tap here to enter text.
Have there been any recusals made by a member of the Board of Trustees under RSA 194-B:5, VII? If so, explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Click or tap here to enter text.

STUDENT ENROLLMENT AND RELATED SERVICES

Please answer the following questions with as much detail as necessary to fully satisfy each question:

<i>Items:</i>	<i>Response</i>
What is the current attendance rate of pupils enrolled at the school, as reflected in the school's average daily membership?	40.22
What was the total number of pupils enrolled at the school during the previous school year?	41
Provide the total percentage of pupils who were promoted to the next grade level or graduated from high school.	100
What was the total participation rate of students at the chartered public school in the statewide assessment system for the previous school year?	87.5
Does the chartered public school provide services to all resident pupils in grades where the chartered public school is the only available public school?	N/A
Describe the processes and procedures the chartered public school has taken to ensure that it complies with non-discrimination	Our school's success depends on a dynamic and diverse student body and staff. The <i>Robert Frost Charter School</i> will celebrate diversity in its students and staff and will not discriminate on

laws as outlined in RSA 194-B:8 (1)	the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns.
Describe the transportation services available to students, if any.	N/A
Provide a description of the community services available at the chartered public school site.	N/A

SAFETY AND FACILITIES REPORTING

<i>Items:</i>	<i>Completed?</i>	<i>Comments</i>
Does the chartered public school have a current, approved Certificate of Occupancy?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
What is the date of the most recent Fire Inspection Certificate?	10/1/2020	Click or tap here to enter text.
What is the date of the most recent Health Inspection?	8/1/2017	Click or tap here to enter text.
What is the date of the most recent Insurance Certificate?	Click or tap to enter a date.	Insurance certificate will be forwarded once renewals are finalized at the end of August.
What is the date of the most recent lead test, if applicable?	6/24/2019	Click or tap here to enter text.
What is the date of the most recent Asbestos Inspection Report, if applicable?	11/4/2018	Click or tap here to enter text.

Has the chartered public school completed the Restraint and Seclusion reporting required under RSA 126-U:7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
Has the chartered public school completed the required reporting of substantiated incidents of bullying or cyberbullying as required under RSA 193-F:6?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.

ACADEMIC GOALS

In the following section, provide a thorough discussion of the chartered public school's progress toward meeting the academic goals of the school. Any references to data, charts, etc. should be attached as addendums to this report:

At Robert Frost Charter School, our dedicated staff strives to surround every student with positive energy, encouragement, support, and rigorous and relevant instruction. There are many opportunities to develop each individual child's aptitudes and strengths while turning challenges into successful endeavors through problem solving, skill development, team building and social/emotional interaction exercises. Our students, grades 3-8, participated in the NH statewide assessments in Spring 2021. In addition, our teaching team conducted individual assessments on each student throughout the school year. Teachers assess student proficiency against state standards to assist in their individual student lesson planning for the school year.

Also, one of our lead teachers has the role of Teacher Mentor and teaches the following to new teachers:

1. Instructional strategies, methods, and skills.
2. Improved lesson planning methods to support customized instruction.
3. Effective use of classroom materials.

We are confident that this additional support for our new teachers will allow us to continue our progress toward meeting the academic goals of the school.

NON-ACADEMIC GOALS

In the following section, provide a thorough discussion of the chartered public schools progress toward meeting any and all non-academic goals as enumerated by the authorized charter. Any references to data, charts, etc. should be attached as addendums to this report:

Moving into our 10th school year, RFPCS continues to deliver a powerful integration of Montessori and project-based learning. The mixed-age groupings and an approach to child-centered teaching enables RFPCS students to move in a forward direction at their own pace, supporting children of all abilities and backgrounds to be successful.

Integrating project-based learning (PBL) into our programming allows the students to learn and acquire 21st Century skills such as collaboration, public speaking, research, etc.

PBL provides students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face.

PBL allows students to showcase their understanding of topics in unique and engaging ways.

Students work cooperatively on these projects and learn to communicate effectively and work well as a team.

Individual work plans allow the students to be engaged and have a sense of ownership of their learning as they play a key role in the direction of their education and personal growth.

SIGNATURES

We, the undersigned, do hereby certify that the information presented in this Chartered Public School Annual Report is true and accurate to the best of our knowledge.

Janine McLauchlan

Printed Name of Authorized Representative

Head of School

Title

Janine McLauchlan

Signature of Authorized Representative

8/13/2021

Date

Tracy R. Strout

Printed Name of Chairman of Board of Trustees



Signature of Chairman of Board of Trustees

 New Hampshire
Department of Education

Date 8/13/21

**Robert Frost Public Charter School
2021-2022 School Calendar**

August - 2T/0S days

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
PD PD				

December - 17T/17S days

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	X
X	X	X	X	X

April - 16T/15S days

M	T	W	Th	F
				1
4	5	PC	7	8
11	12	13	14	15
18	19	20	21	22
X	X	X	X	X

September - 20T/18S days

M	T	W	Th	F
		PD	PD	3
X	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

January - 20T/20S days

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
X	18	19	20	21
24	25	26	27	28
31				

May - 21T/21S days

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	ER
X	31			

October - 20T/20S days

M	T	W	Th	F
				1
4	5	6	7	ER
X	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February - 15T/15S days

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
X	X	X	X	X
28				

June - 13T/10S days

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	ER*	PD	PD	PD
20	21	22	23	24
27	28	29	30	

November - 18T/17S days

M	T	W	Th	F
1	2	PC	4	5
8	9	10	X	12
15	16	17	18	19
22	23	X	X	X
29	30			

March - 23T/23S days

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	ER
28	29	30	31	

Aug. 30 - Sept. 2 Professional Development (PD)
 September 6 Labor Day (X)
 September 7 First Day of School for Students
 October 8 Early Release Day (12:45)
 October 11 Indigenous People's Day (X)
 November 3 Parent Conferences (PC) (No school)
 November 11 Veterans' Day (X)
 November 24-26 Thanksgiving Recess (X)
 Dec. 24 - Jan. 2 Holiday Recess (X)
 January 17 Martin Luther King, Jr. Day (X)
 Feb. 21-25 February Vacation (X)

March 25
 March 25
 April 6
 April 25-29
 May 27
 May 30
 June 14
 June 15-17

Early Release (ER) - 12:45 release
 Afternoon - Teacher Workshop
 Parent Conferences (PC) (No school)
 Spring Vacation (X)
 Early Release (ER) - 12:45 release
 Memorial Day (X)
 Last Day of School
 ER for Students / *Prof. Dev. for Staff
 Professional Dev. (PD) - Staff only

Robert Frost Charter School of NH

Statement of Financial Position

As of June 30, 2021

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1-1000000 Cash	0.00
1-1000001 General Checking 380	22,570.65
1-1000002 Payroll Account 051	2,382.72
1-1000003 Petty Cash Checking 433	542.78
1-1000004 Northeast Credit Union Savings	5.00
1-1000007 Northeast Credit Union Checking	2,250.00
Total 1-1000000 Cash	27,751.15
Total Bank Accounts	\$27,751.15
Accounts Receivable	
1-1400000 Intergovernmental Rec	25,349.36
1-1500000 Accounts Receivable	0.00
Total Accounts Receivable	\$25,349.36
Other Current Assets	
1-1000006 Undeposited Funds	0.00
1-1800000 Prepaid Expenses	0.00
1-1800001 Prepaid Rent	0.00
1-1800002 Prepaid Insurance	0.00
Total 1-1800000 Prepaid Expenses	0.00
1-1900001 Other Current Assets	
1-1900002 Rental deposit	2,000.00
Total 1-1900001 Other Current Assets	2,000.00
Total Other Current Assets	\$2,000.00
Total Current Assets	\$55,100.51
Fixed Assets	
1-2310000 Facility	0.00
Total Fixed Assets	\$0.00
TOTAL ASSETS	\$55,100.51

Robert Frost Charter School of NH

Statement of Financial Position

As of June 30, 2021

	TOTAL
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2-4210000 Accounts Payable	68.90
Total Accounts Payable	\$68.90
Credit Cards	
1-4500001 The Home Depot	0.00
Total Credit Cards	\$0.00
Other Current Liabilities	
1-4500002 NH HEFA Loan	0.00
2-4700000 Payroll Liabilities	0.00
2-4700001 Employee 401K Contribution	0.00
2-4700002 Employee Insurance Liability	-127.96
2-4700003 Employee Payroll Tax Payable	6.44
2-4700004 Employee Roth Contribution	0.00
2-4700005 FIT	0.00
2-4700006 insurance withholding	0.00
2-4700007 ME Withholding	0.00
2-4700008 NH SUI	0.00
2-4700009 Social security & medicare	0.00
Total 2-4700000 Payroll Liabilities	-121.52
2-4900000 Check Reversal Liability	0.00
Total Other Current Liabilities	\$ -121.52
Total Current Liabilities	\$ -52.62
Long-Term Liabilities	
1-4500003 PPP Loan	0.00
1-4500004 2nd PPP Loan	65,000.00
Total Long-Term Liabilities	\$65,000.00
Total Liabilities	\$64,947.38
Equity	
Retained Earnings	22,304.20
Net Revenue	-32,151.07
Total Equity	\$ -9,846.87
TOTAL LIABILITIES AND EQUITY	\$55,100.51

Robert Frost Charter School of NH

Statement of Activity

July 2020 - June 2021

	TOTAL
Revenue	
4-1300000 Tuition Revenue	
4-1311000 Tuition (Out of State)	6,433.60
4-1311010 Before/After Care	255.00
Total 4-1300000 Tuition Revenue	6,688.60
4-1500000 Additional/Other Revenues	
4-1700000 Pizza (additional revenue)	1,450.16
4-1920010 Individ., Bus., Contributions	9,383.09
4-1920011 Fundraising	6,418.64
4-1920012 Building Fund	2,000.00
4-1920016 Photo Fundraiser	440.00
Total 4-1500000 Additional/Other Revenues	19,691.89
4-3100000 Revenue from State Sources	
4-3111000 State Per Pupil (K-8)	281,913.36
4-3111004 Supplemental Relief Aid	10,400.00
4-3190002 State - Differentiated Aid	52,680.35
Total 4-3100000 Revenue from State Sources	344,993.71
4-3200000 Restricted State Grants -in-Aid	
4-3210000 Lease Aid	13,680.00
4-4590000 ESSER GRANT	6,120.07
Total 4-3200000 Restricted State Grants -in-Aid	19,800.07
4-4100000 Revenue from Federal Sources	
4-4100001 Federal Grants	
4-4310000 REAP Grant	7,765.00
4-4520001 Title IA	5,080.56
4-4530001 Title II	439.89
4-4530002 Title IIA Grant	1,576.71
4-4530005 Title IVA	4,657.18
Total 4-4100001 Federal Grants	19,519.34
Total 4-4100000 Revenue from Federal Sources	19,519.34
4-4700000 Direct Public Grants	
4-4700005 SBA PPP GRANT #1	57,000.00
4-4700010 Mem. Hos. Snack Program	
4-4700011 Snacks Purchased	-160.25
Total 4-4700010 Mem. Hos. Snack Program	-160.25
Total 4-4700000 Direct Public Grants	56,839.75
Total Revenue	\$467,533.36
GROSS PROFIT	\$467,533.36

Robert Frost Charter School of NH

Statement of Activity

July 2020 - June 2021

	TOTAL
Expenditures	
5-1000000 Regular Instruction Expenditures	
5-1100100 Teacher Wages - Regular Programs	210,064.42
5-1100201 Teachers Workers Comp	1,308.00
5-1100210 Teachers Group Ins/benefits	2,079.16
5-1100220 Teachers Soc Sec & Medicare	14,866.95
5-1100310 Background Checks	125.00
5-1100320 Professional Dev/Retention	420.00
5-1100550 Curriculum Enrichment	850.00
5-1100605 Classroom (not set up)	7,557.78
5-1100608 PE Equipment	1,939.71
5-1100610 Purchased Curriculum Supplies/Program	4,177.88
5-1100700 Classroom Furniture & Equipment	164.99
5-1100710 Computer Equipment	13,629.23
Total 5-1000000 Regular Instruction Expenditures	257,183.12
5-2000000 Support Services Expenditures	
5-2310010 Fundraising Fees	462.97
5-2317000 Audit Fees	8,328.00
5-2500300 Bookkeeping & Payroll Services	9,683.61
5-2500500 Postage, Mailing Service	365.77
5-2500510 Advertising Expenses	774.92
Total 5-2000000 Support Services Expenditures	19,615.27
5-2400000 School Administration	
5-2400320 Licensing/Membership Fees	948.00
5-2400800 Federal filing fee	107.00
5-2410100 Administration Salaries	110,824.52
5-2410210 Admin Group Ins/benefits	185.96
5-2410220 Admin Soc Sec & Medicare	7,817.16
5-2420310 Telephone, Telecommunications	1,774.74
5-2430340 Technology Consultant	614.00
5-2455600 Special Event Supplies	240.39
5-2455610 Admin/Office Supplies	5,664.36
Total 5-2400000 School Administration	128,176.13
5-2600000 Operation/Maintenance of Plant	
5-2600400 Operation/Maint. Plant Property Services	
5-2600410 Electricity	4,574.61
5-2600420 Propane	5,149.72
5-2600430 Water	1,744.63
5-2600440 Dumpster	1,500.00
5-2600450 Repair & Maint. Services	307.50
Total 5-2600400 Operation/Maint. Plant Property Services	13,276.46

Robert Frost Charter School of NH

Statement of Activity

July 2020 - June 2021

	TOTAL
5-2600600 Janitorial/Health Supplies	3,182.31
5-2600601 Building Maintenance Supplies	129.95
5-2600710 Building Permit Fees	50.00
5-2600720 Other Equip - Fence & Outdoor	2,943.50
5-2620300 Insurance - Liability, D and O	14,664.00
5-2625000 Janitorial Salary/Wages	7,589.80
5-2625220 Janitorial Soc Sec & Medicare	519.20
5-2660000 Security & Salyards Phone	803.00
Total 5-2600000 Operation/Maintenance of Plant	43,158.22
5-2600401 Rent Expense	
5-2600402 Rent	45,600.00
Total 5-2600401 Rent Expense	45,600.00
5-2630000 Care & Upkeep of Grounds	4,288.66
5-29000000 Other Expenditures	
5-2900600 Pizza Expense	1,506.03
5-2900810 Bank Fees	92.00
5-2900820 Finance Charge	65.00
Total 5-29000000 Other Expenditures	1,663.03
Total Expenditures	\$499,684.43
NET OPERATING REVENUE	\$ -32,151.07
NET REVENUE	\$ -32,151.07

Robert Frost Charter School of NH
Budget Overview: 2021-2022 Budget - FY22 P&L
 July 2021 - June 2022 (approved by BOT 5-19-2021)

	Total
Revenue	
4-1300000 Tuition Revenue	
4-1311000 Tuition (Out of State)	7,188.00
4-1311010 Before/After Care	2,500.00
Total 4-1300000 Tuition Revenue	\$ 9,688.00
4-1500000 Additional/Other Revenues	
4-1700000 Pizza (additional revenue)	2,500.00
4-1920000 Local Contributions/Donations	
4-1920010 Individ., Bus., Contributions	10,000.00
4-1920011 Fundraising	10,000.00
4-1920012 Building Fund	2,000.00
4-1920016 Photo Fundraiser	500.00
Total 4-1920010 Individ., Bus., Contributions	\$ 22,500.00
Total 4-1920000 Local Contributions/Donations	\$ 22,500.00
Total 4-1500000 Additional/Other Revenues	\$ 25,000.00
4-3100000 Revenue from State Sources	
4-3111000 State Per Pupil (K-8)	388,152.00
4-3190002 State - Differentiated Aid	50,000.00
Total 4-3100000 Revenue from State Sources	\$ 438,152.00
4-3200000 Restricted State Grants -in-Aid	
4-3210000 Lease Aid	6,000.00
Total 4-3200000 Restricted State Grants -in-Aid	\$ 6,000.00
4-4100000 Revenue from Federal Sources	
4-4100001 Federal Grants	
4-4310000 REAP Grant	6,675.00
Total 4-4100001 Federal Grants	\$ 6,675.00
Total 4-4100000 Revenue from Federal Sources	\$ 6,675.00
Total Revenue	\$ 485,515.00
Gross Profit	\$ 485,515.00
Expenditures	
5-1000000 Regular Instruction Expenditures	
5-1100100 Teacher Wages - Regular Programs	207,265.29
5-1100200 Teachers Benefits	
5-1100201 Teachers Workers Comp	1,752.00
5-1100210 Teachers Group Ins/benefits	3,623.40
5-1100220 Teachers Soc Sec & Medicare	15,855.79
Total 5-1100200 Teachers Benefits	\$ 21,231.19
5-1100310 Background Checks	350.00
5-1100550 Curriculum Enrichment	850.00
5-1100600 Class Room Supplies	
1100605 Classroom (not set up)	2,000.00

5-1100608 PE Equipment		500.00
Total 5-1100600 Class Room Supplies	\$	2,500.00
5-1100610 Purchased Curriculum Supplies/Program		1,000.00
5-1400300 Field Trips		1,000.00
Total 5-1000000 Regular Instruction Expenditures	\$	234,196.48
5-1100300 Instruction, Regular, Purchased Services		
5-1100320 Professional Dev/Retention		500.00
5-1100350 Outside Contract Svc		500.00
Total 5-1100300 Instruction, Regular, Purchased Services	\$	1,000.00
5-2000000 Support Services Expenditures		
5-2317000 Audit Fees		8,000.00
5-2410000 Fundraising Fees		
5-2410004 Fundraising Expense		1,500.00
Total 5-2410000 Fundraising Fees	\$	1,500.00
5-2500300 Bookkeeping & Payroll Services		11,000.00
5-2500500 Postage, Mailing Service		300.00
5-2500510 Advertising Expenses		1,500.00
Total 5-2000000 Support Services Expenditures	\$	22,300.00
5-2310000 Board Expenditures		
2310010 Capital Campaign Expense		2,000.00
Total 5-2310000 Board Expenditures	\$	2,000.00
5-2400000 School Administration		
5-2400320 Licensing/Membership Fees		2,100.00
5-2400800 Federal filing fee		100.00
5-2410100 Administration Salaries		93,991.04
5-2410210 Admin Group Ins/benefits		1,176.60
5-2410220 Admin Soc Sec & Medicare		7,190.31
5-2420310 Telephone, Telecommunications		1,400.00
5-2430340 Technology Consultant		300.00
5-2455600 Special Event Supplies		500.00
5-2455610 Admin/Office Supplies		6,700.00
Total 5-2400000 School Administration	\$	113,457.95
5-2600000 Operation/Maintenance of Plant		
5-2600400 Operation/Maint. Plant Property Services		
5-2600401 Rent Expense		
5-2600402 Rent		45,600.00
Total 5-2600401 Rent Expense	\$	45,600.00
5-2600410 Electricity		4,200.00
5-2600420 Propane		8,580.00
5-2600430 Water		1,800.00
5-2600440 Dumpster		1,920.00
5-2600450 Repair & Maint. Services		2,000.00
Total 5-2600400 Operation/Maint. Plant Property Services	\$	64,100.00
5-2600600 Janitorial/Health Supplies		3,000.00
5-2600601 Building Maintenance Supplies		100.00
5-2600710 Building Permit Fees		100.00
5-2620300 Insurance - Liability, D and O		15,000.00

5-2625000 Janitorial Salary/Wages		9,227.40
5-2625220 Janitorial Soc Sec & Medicare		705.90
5-2660000 Security & Salyards Phone		200.00
Total 5-2600000 Operation/Maintenance of Plant	\$	92,433.30
5-2630000 Care & Upkeep of Grounds		6,000.00
5-2700300 Transportation		1,800.00
5-2900000 Other Expenditures		
5-2900600 Pizza Expense		2,500.00
5-2900810 Bank Fees		100.00
5-2900820 Finance Charge		100.00
Total 5-2900000 Other Expenditures	\$	2,700.00
Total Expenditures	\$	475,887.73
Net Operating Revenue	\$	9,627.27
Net Revenue	\$	9,627.27

Friday, Jul 02, 2021 05:29:37 AM GMT-7 - Accrual Basis



Chartered Public School 5-Year Renewal Summary Report

School Name: *Robert Frost Chartered Public School*

Evaluation Team: *Tal Bayer, Cassie Hayes*

Board Meeting Date: *6/9/2022*

Commissioner Recommendation: Choose an item.

**Commissioner Notes:
(optional)** Click or tap here to enter text.

Part 1: Renewal Application Review

A review of the renewal application package prepared in accordance with the requirements of Ed 318.13 and Ed 318.14 was performed by the evaluation team. The findings of this review are summarized in this report. The application package is attached to this summary report.

Evaluation Team Rating:	Meeting Expectations
Areas of strength in application:	
<p>The school has:</p> <ul style="list-style-type: none"> • been in successful operation since 2012 • developed a school culture and curriculum built on long established Montessori tradition and project based learning • highly individualized instruction and educational support with students playing a key role in their learning paths • small class sizes of mixed grade levels. Average Class Size 2019-2021= 12 • Strong student attendance record as measured through ADM is 98% • school culture that is evident throughout the physical space, students and staff. It is a caring, supporting and nurturing learning environment • minimal to non existent suspensions rate- indicator of their strong and positive school culture • School operates on a lean and cost effective budget • Strong family engagement and participation • Existing families strong desire and interest for a Robert Frost high school option. 	
Areas for school improvement:	
<p>The evaluation team noted the following areas for improvement:</p> <ul style="list-style-type: none"> • Enrollment has slightly negative to flat trend 2017-2021 • Average teacher salary seems to be decreasing. This could be challenging to retain and hire quality staff in a difficult labor market 	



New Hampshire Department of Education
Office of Charter Schools

Areas of concern:

With minimal cash reserves combined with a lean budget, growth and sustainability can be challenging for the school. School must improve on fundraising efforts, grant writing and/or increase enrollment to bring in additional revenue and create a cushion. Schools of this size can struggle from a fiscal perspective as they operate on a razor thin margin and small financial setbacks can prove to be a big challenge.

Part 2: On-Site Visit

An on-site visit was conducted per Ed 318.14(a)(1), which is summarized below. The on-site visit includes a review of facilities, discussion of compliance items, review of application evidence, and discussion of iReport data.

Evaluation Team Rating:	Meeting Expectations
Visit Highlights:	
<p>School environment felt warm, welcoming and nurturing of students and their needs Students/staff were:</p> <ul style="list-style-type: none"> • engaged and committed to the tasks and lessons at hand • supportive and friendly • focused and working dilligently at various tasks <p>Small classes allowed teachers/assistants to provide necessary attention and support when needed. Teachers believe in mission and vision of school and is evident in commitment and dedication of staff. Parents felt strong commitment and belief in Robert Frosts role as an alternative to the larger and traditional school options. Several stated that were Robert Frost not “free” for their child, they would have had no other schooling options available to them. Seeing multi age classrooms where teams of teachers and teacher assistants worked seamlessly teaching and coaching students and students deeply engaged in their learning.</p>	
Areas for school improvement:	
None noted	
Areas of concern:	
None noted	

Part 3: Compliance and Reporting

This section provides an overview of the school’s level of compliance with NHEd reporting, statutory, and regulatory requirements. Areas reviewed include policies, procedures, website/marketing materials, submission records for budgets, annual reports, DOE-25, fiscal audits, etc.

Level of Compliance:	Meeting Expectations
Consistency/Timeliness of Reporting:	Meeting Expectations
Compliance and Reporting Overview:	



New Hampshire Department of Education

Office of Charter Schools

From the various departments (Facilities, Data and Financial) here at the NHED, been consistent in compliance and reporting.

Areas for school improvement:

None noted

Areas of concern:

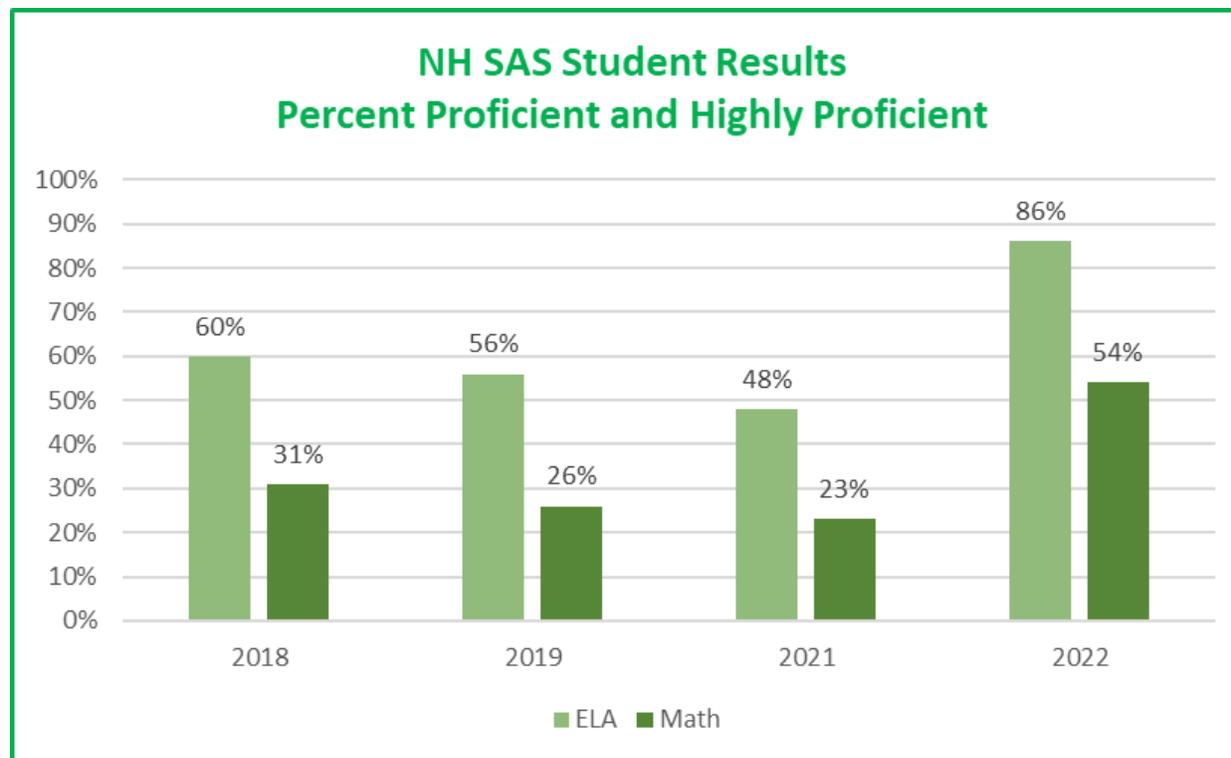
None noted

Part 4: Evaluation Team Impressions

The evaluation team has provided this overall summary of their findings for the Commissioner and State Board of Education's review and consideration.

The school facility and culture reflect a community committed to developing lifelong learners through a challenging and individualized learning path. Parent support and engagement is strong. The Robert Frost Board and school administration is active and very engaged in the support and running of the school. Fundraising plan provided is well laid out. The school is small by design and that size is one of its strengths but could also present challenges with enrollment fluctuations and subsequent impacts on budgeting. The school appears to have weathered the storm with COVID and its impact on their enrollment #'s and academics.

Academic Results while showing a downward trend starting in 2018- 2021, scores have substantially rebounded. Of note are the improvement in 2021 and 2022 Math and ELA scores. (SEE BELOW)





New Hampshire Department of Education

Office of Charter Schools

Evaluation Team Ratings Explained:

Meeting Expectations

All sections and requirements were completed and addressed. Evidence provided supports compliance and positive trends in growth and development of school and students. School has plans developed for continued development and is cooperative and timely in submissions.

Partially Meeting Expectations

All sections and requirements were completed and addressed. Evidence provided suggests some negative trends in growth and/or development of school and students. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.

Not Meeting Expectations

Evidence provided suggests a number of consistent, negative trends in growth and/or development of school and students. Other areas of concern may exist with school environment, budget, etc. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Education Analytics and Resources
Office of Nonpublic Schools
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

June 2022

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

A. Action Needed

A vote is needed to accept and approve the recommended designations for New Hampshire non-public schools. Three new schools seek an approval status for attendance purposes only (AA Status).

B. Rationale for Action

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

Approved (3 years for AA status) – a school seeking approval meets all of the applicable requirements of Ed 403.

Preliminary Approved (1 year) – a school which has not been previously approved when the following conditions have been met:

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

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

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

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

C. Effects of this Action

Approval of this Report allows three new schools to operate for a period of time specified by the State Board of Education and in accordance with Ed 401.02.

D. Possible Motions

Birch Behavioral Therapy

Birch Behavioral Therapy meets all applicable requirements of Ed 403. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of July 9, 2022 through June 30, 2025.

The Harkness House

The Harkness House meets all applicable requirements of Ed 403. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of July 9, 2022 through June 30, 2025.

Lexington Academy

Lexington Academy meets all applicable requirements of Ed 403. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of July 9, 2022 through June 30, 2025.

Birch Behavioral Therapy

NHED Application Checklist

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

School Name: Birch Behavioral Therapy	Phone Number: 603.403.7357	Application Type*: AA
<p>About the School: Birch Behavioral Services serves New Hampshire’s Autism and Disabilities community by providing the high-quality ABA services in our Home Based program as well as within many Southern New Hampshire School Districts. Birch Behavioral Therapy is deeply committed to providing the highest quality, most appropriate, and evidence-based services to our students. We believe that the transparent and communicative relationships with all involved stakeholders; Children, Families, Schools, and Service Providers is the most critical trailhead to follow in ensuring our individualized and inclusion focused programs foster children’s growth and learning.</p>		
Principal Address: 100 William Loeb Drive- Unit 7 Manchester, NH 03109		
Mailing Address: Same.		
Head of School: Yakov Halberstam, CEO	Email: yakov@appliedabc.com Phone Number: (239) 310-3990	
Authorized to Represent School: Michelle Lee Mcinnes	Email:michelle.mcinnes@appliedabc.com (603) 403-7357	
Date Application Received: 1/14/2022		
Grade Levels: K-6		
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Anticipated Total Enrollment: 6 (Cap 48)	
<input checked="" type="checkbox"/> For Profit <input type="checkbox"/> Nonprofit	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	1.14.22	
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable
<input checked="" type="checkbox"/>	Good standing with Secretary of State	1.14.22	Verified in good standing
<input checked="" type="checkbox"/>	Administrative organization	5.23.22	Page 33 of the Application
<input checked="" type="checkbox"/>	School calendar	5.23.22	Page 54 of the Application has 10- and 12-month calendars
<input checked="" type="checkbox"/>	School hours survey	1.14.22	1,235 instructional hours in a day. Meets minimum Ed 403 requirements.
<input checked="" type="checkbox"/>	Philosophy and objectives	1.14.22	Page 6 of the Application
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	1.14.22	Signed a statutory compliance statement
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	1.14.22	Signed a statutory compliance statement, verified during DOE site visit on 4.19.22
<input checked="" type="checkbox"/>	Program of studies		
	<input checked="" type="checkbox"/> Academic content	5.23.22	Pages 9 - 17 of the Application, provides content in the areas of Readiness & Inclusion, Independence Skills, Reading, Culture & Social Studies, Literature, Life Skills and Social Skills
	<input checked="" type="checkbox"/> Assessment	5.23.22	Page 17 of the Application, assessment occurs at multiple timelines and includes modification as appropriate
	<input checked="" type="checkbox"/> Promotion requirements	5.23.22	Promotion determination are made by the Student’s IEP team, see page 28 of the Application
	<input checked="" type="checkbox"/> Graduation requirements	N/A	Not applicable due to grade span offered
<input checked="" type="checkbox"/>	Student handbook	5.23.22	Pages 34 – 76 of the Application
<input checked="" type="checkbox"/>	Grievance policy	5.23.22	Page 30 of the Application
	<input checked="" type="checkbox"/> Bullying	5.23.22	Page 44 of the Application, defines harassment and bullying, describes staff training and reporting
	<input checked="" type="checkbox"/> Teacher misconduct	5.23.22	Page 47 of the Application, discusses expectations of employees and describes disciplinary actions for various levels of misconduct
	<input checked="" type="checkbox"/> Tuition repayment (refund)	5.23.22	Page 36 of the Application, the amount of tuition refunded is dependent on the timing of the withdrawal

	<input checked="" type="checkbox"/> Restraint and seclusion	5.23.22	Page 72 of the Application, statement that the school prohibits the use of seclusion and restraint
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)	5.23.22	Support services such as health and guidance are not provided due to the nature of the services and the student population, such services are generally provided by the sending School District
<input checked="" type="checkbox"/>	Anticipated budget		
	<input checked="" type="checkbox"/> Expenses (e.g. facility, salaries)	5.26.22	Academic Year 2022 – 2023 estimated expenses - \$616,325
	<input checked="" type="checkbox"/> Revenue	5.26.22	Academic Year 2022 – 2023 estimated revenue - \$660,000
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	New facility report		
	<input checked="" type="checkbox"/> Zoning verification	3.15.22	Zoning approval granted by the City of Manchester on 3.15.22
	<input checked="" type="checkbox"/> Certificate of Occupancy		Certificate of occupancy (COO) dated 4.26.22
	<input checked="" type="checkbox"/> Fire and Life Safety Report	TBD	This inspection is required to be completed within the first month of occupancy. DOE staff will follow-up to confirm inspection is completed in a timely manner.
	<input checked="" type="checkbox"/> Health Inspection	3.1.22	Inspection completed by Conner Leferva on 3.1.22, passed inspection
	<input checked="" type="checkbox"/> DOE visit	4.19.22	Site visit completed by Timothy Carney, no issues of concern identified
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year		Signed a statutory compliance statement
<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year		Signed a statutory compliance statement
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year		Signed a statutory compliance statement
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year		Signed a statutory compliance statement
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE***	5.26.22	<p>The Office of Nonpublic Schools determines that Birch Behavioral Therapy complies with the minimum requirements set forth in Ed 400 for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2025.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p> <p>The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p><i>The information above is communicated with prospective and renewing schools in both the confirmation letter from the office indicating receipt of a completed application packet and in the approval letter from the State Board of Education.</i></p>

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

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

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

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

Birch Behavioral Therapy

NHED Initial Application



Nonpublic School Application for Initial Approval Status

INTRODUCTION

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

In order to ensure that a complete application be presented to the Board for approval, the Department *strongly advises* that schools submit their applications by January 1 for a September 1 opening. This will allow school administrators and the ONPS to address any concerns that may surface before applications are presented to the Board.

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

Applications will be accepted only as an **electronic document(s)**. Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in [Ed 403.03](#). These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in [RSA 189:64](#), a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@dos.nh.gov.

SECRETARY OF STATE

The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporate@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with [Ed 403](#) and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with [Ed 404](#) and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in [Ed 400](#).

- Attendance Purposes Only (AA) Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school:	Birch Behavioral Therapy	
Primary street address of school:	100 William Leob Drive- Unit 7 Manchester, NH 03109	
Primary mailing address of school:	100 William Leob Drive- Unit 7 Manchester, NH 03109	
Name and address of each additional site:	N/A	

Name of each building on campus:	Single building, Unit within building.	
	See map in attached document	

If applicable, a member of an association:	N/A	
Upcoming academic year:	2022- 2023	
Anticipated grade levels to be offered:	Elementary, K- 6, [Sped Application to be submitted]	
Enrollment cap:	48	
Anticipated enrollment for upcoming year:	6	
Boarding school:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Co-Educational:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Nonprofit:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Tax exempt:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Approved to offer Special Ed programs:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
		Date of recent approval: _____

SECTION C: HEAD OF SCHOOL

Name: Yakov Halberstam
 Title: CEO, Birch Behavioral Therapy
 E-mail: yakov@appliedabc.com
 Phone number: (239) 310-3990

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: Michelle Lee McInnes
 Title: Education Site Coordinator- BCBA
 E-mail: michelle.mcinnnes@appliedabc.com
 Phone number: (603)403-7357

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input type="checkbox"/> Yes	Not Attached, Letter from DOE requested
2. Fire and Life Safety Inspection report. <i>(Contact your local fire marshal and be sure the inspection includes all buildings occupied by students.)</i>	<input type="checkbox"/> Yes	Will be completed within 1 month of approval
3. Health Inspection. <i>(Contact your local health inspector and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	To be Included, See attached document
4. Certificate of Occupancy. <i>(Be sure to include one for each of the buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	Included, See attached document
5. Zoning Verification Form. <i>(Be sure the form includes all buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	To be Included, See attached document
6. School calendar for upcoming year. <i>(Include first and last day of school,</i>	<input checked="" type="checkbox"/> Yes	A 10 Month and 12 Month Calendar are attached

SECTION F: SCHOOL SCHEDULE SURVEY

Please use [Ed 401.03](#) and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and
- (3) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year:	2022 through 2023
First scheduled day of classes:	September 6, 2022
Last scheduled day of classes:	June 16 2023
Last day of grade 12 classes, if applicable:	N/A

Please complete the following chart for the upcoming calendar year.

Grade Level	A # of Instructional Hours in a Partial Day	B # of Partial Days	C Total # of Instructional Hours for Partial Days (A*B)	D # of Instructional Hours in a Full Day	E # of Full Days	F Total # of Instructional Hours for Full Days (D*E)	G Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten	190	0	0	6.5	190	1,235	1,235
Grades 1 - 6	190	0	0	6.5	190	1,235	1,235
Grades 7 - 8	0	0	0	0	0	0	0
Grades 9 - 12	0	0	0	0	0	0	0

SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

Backup: Electronic Storage of all files in Sharepoint protected file, Onsite: Locked office, locked cabinet

SECTION H: STATUTORY COMPLIANCE

Please initial in the appropriate spaces below.

- YH/MMc Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, [RSA 189:11](#).
- YH/MMc Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in [RSA 189:17](#).
- YH/MMc Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in [RSA 189:19](#).
- YH/MMc Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in [RSA 189:21](#).
- YH/MMc Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in [RSA 189:20](#).
- YH/MMc Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in [RSA 193:1-a](#).
- YH/MMc Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in [RSA 126-U](#).
- YH/MMc Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, [RSA 141-C:20-a](#).
- YH/MMc Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in [RSA 485:17-a](#).

YH/MMc Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in [RSA 155-A](#).

YH/MMc Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in [Ed 403.01\(c\)](#).

YH/MMc Our school understands that in accordance with [RSA 189:64](#), a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

YH/MMc I certify that I understand that my application will not be fully processed for approval until the application is complete.

YH/MMc I certify that our school will not collect tuition or deliver programs to students until we are issued an approval from the NH State Board of Education.

YH/MMc I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to implementing these changes.

YH/MMc I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.


Signature of Head of School

Michelle McInnes

1/10/2022

Date

REFERENCE MATERIALS

Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html

Statutory Authority: <http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XV.htm>

Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>

Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>

Health Inspection: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/health-inspection.pdf>

Health Inspector Directory: <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf>



Zoning Verification: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/zoningform2012.pdf>

Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hsem/school-readiness.html>

Thank You.

Birch Behavioral Therapy

Master Document

- Philosophy & Objectives
- Program of Studies
- Grievance Policy p.31 and
- Organization Chart
- Student Handbook
- Tuition Refund Policy
- Grading
- Calendar



100 William Loeb Dr, Unit 7 | Manchester, NH 03109 | E: aba@birchbehavioraltherapy.com

Nonpublic School Initial Application
2022- 2023 Academic Year

Table of Contents

Item	Page
About Us	3
About Our Team	4
Education Philosophy, Core Beliefs, and Objectives	6
General Program & Course Descriptions	8
Evaluation of Achievement	17
Placement & Intake	18
Communication with Stakeholders	19
Supporting Services	20
Special Education Process	21
Extended School Year	28
Procedural Safeguards	30
Governing Body & Grievance Policy	31
Organizational Chart	33
Student & Parent Handbook	34
School Calendar 2022- 2023	47
Additional Policies	43
<i>Behavior Management, Medication, Confidentiality,</i>	
<i>Records & Access to Records, Consent, Safeguards, Children’s Rights,</i>	
<i>Protections for Children not yet eligible for Sped, Emergency Closings</i>	
Emergency Procedures	56
Availability of Healthy Food	61
Inclusion	62
Non- Discrimination	63
Staff Performance & Evaluation	64
Transportation	64
Reporting Abuse or Neglect	65
NH RSA Specific Acknowledgement & Policies	65
School Location & Map	69
<i>[Separately Attached to Application]</i>	
Certificate of Occupancy, Zoning Verification Form, Staff Resumes, First Year Budget 2022-2023, Liability Insurance	



100 William Loeb Dr, Unit 7 | Manchester, NH 03109 | W: BirchBehavioralTherapySchool E: aba@birchbehavioraltherapy.com

About Us

Birch serves New Hampshire's Autism and Disabilities community by providing the highest quality ABA services in our Home Based program as well as within many Southern New Hampshire School Districts.

We have deep roots in the communities of the Northeast and provide Home Based Behavioral Therapy in NH, across the New England states, as well as across the nation, in partnership with Applied ABC in 25 states and growing.

Atidaynu- Our Future School, is Birch's sister school in Brooklyn NY. Our Future is a Special Education, ABA center-based school designed for students who are diagnosed with Autism and have language, social, behavioral and academic needs. Our Future delivers NY State approved, and Common Core Standard aligned curriculum and individualized special education programming from Kindergarten through 8th Grade.

Birch Behavioral Therapy is deeply committed to providing the highest quality, most appropriate, and evidence-based services to our students. We believe that the transparent and communicative relationships with all involved stakeholders; Children, Families, Schools, and Service Providers is the most critical trailhead to follow in ensuring our individualized and inclusion focused programs foster children's growth and learning.

About Our Team

Our Founders

Yakov Halberstam and Gitty Endzweig

Yakov & Gitty are experienced educators, and clinicians who have driven the standard of our field to the very highest level of excellence through the nationwide delivery of evidence-based practices and applied methodologies of ABA treatment.

Through Yakov & Gitty's tireless commitment and passion for quality service delivery to students and families, they have changed the lives of thousands of children and families with disabilities. Applied ABC & Birch Behavioral Therapy offer only the highest quality ABA services to hundreds of families and schools in 25 states nationwide.

Yakov & Gitty have developed Atrack, a highly accessible and intuitive assessment and data collection software that is used in Social Skills Settings, Home Based and School/ Special Education Based programs. Atrack can be used by every professional from our RBT/ Registered Behavior Technician, Teachers, Service Providers and BCBA's.

Yakov & Gitty have also developed a program, Home with Me, which is a highly unique model of inclusionary practices for Home Based social skill development that addresses community access and integration. Home with Me is a program that thoughtfully coordinates groups of children to ensure access to peers for fun, supported social skills training and practice. Services all focus on inclusion and access for a population of children who can become isolated from peers socially.

Yakov Halberstam, LMHC, BCBA, LBA

Founder, C.E.O.

Yakov Halberstam began his career in the field of Mental Health Services more than 20 years ago. He has been a pioneer in assisting insurance companies understand ABA therapy as a medical service, since the mandates for insurance companies to cover autism services began taking hold in 2015. He founded Applied Behavioral Counseling, home-based ABA services for children with autism in 2014 and has grown that business to be a national company that has serviced over 1,500 children and counting. In 2015 he co-founded Our Future School with Gitty Endzweig and is now prepared to bring this national expertise to New Hampshire with an ABA school for children with autism right here in Manchester, NH.

Gitty Endzweig, MS Sped, BCBA, LBA

Founder, Clinical Director

Gitty Endzweig has been in the field of ABA and Autism services for over 20 years. She began her career in the classroom with students with autism, where she quickly rose to the level of Board Certified Behavior Analyst (BCBA). She co-founded and led a new ABA School for Autism in Brooklyn, NY called Our Future School in 2015. Our Future School has served as a model school in New York City since then. They now serve over 40 students and have brought the skills and expertise to New Hampshire with the opening of Birch Behavioral Therapy. Birch Behavioral Therapy has served over 300 students and children with autism via home-based ABA therapy with the child and family and through in-school ABA consulting and services together with the school districts.

Alicia Varney, MEd, BCBA, LABA

School Principal

Alicia is an experienced New Hampshire educator and BCBA who has been in lead positions in New Hampshire and New Jersey Elementary Special Education, PreK/ Early Childhood, Early Intervention, Title 1 school programs and program coordination. Alicia is focused on the alignment of Birch's curriculum to NH State and Common Core standards, as well as the individualization and modification of curriculum to provide each Birch student with the highest quality of education and behavioral therapy. Along with being a licensed & Board Certified Behavior Analyst, Alicia has a MEd Curriculum & Instruction, and Educational Leadership, from Southern New Hampshire University.

Allison Stone, MEd, BCBA

Special Education Teacher

Allison is a passionate Elementary educator, and BCBA who provides her expertise in the In-Home setting as well as her many years of experience as a special education teacher, case manager and advocate for the needs and growth of children Allison earned her Masters in Special Education at Rivier University, in Nashua with a specialization in Autism. She makes a classroom flow and is focused on the delivery of modified instruction, and ABA programming. Having served multiple NH school districts, Allison brings enthusiasm and experience to our school.

Michelle McInnes, MS, BCBA, LABA

School Operations Coordinator

Michelle is a licensed and BCBA, and experienced behavioral health professional. She has a master's degree in Developmental Psychology and Post Graduate Certificate in Applied Behavior Analysis. Michelle has experience in the coordination of clinical, educational, related service and behavioral health services in Special Stabilization Programs, School Based Programs and Residential Schools. Michelle is also experienced in Special Education Surrogacy, IDEA and Special Education processes through involvement with MSPCC, the Massachusetts Society for the Prevention of Cruelty to Children. She has provided ABA consultation, developed & coordinated ABA programs and provided direct ABA services within New Hampshire public school districts and is now a Clinical Support & Oversight Coordinator, and School Operations Coordinator for Birch Behavioral Therapy- School, and the national ABA provider, Applied ABC.



100 William Loeb Dr, Unit 7 | Manchester, NH 03109 | W: BirchBehavioralTherapySchool E: aba@birchbehavioraltherapy.com

Education Philosophy, Purpose and Objectives

At Birch we are committed to facilitating the learning and growth of children and youth with autism. Our learning plans are scientifically based and data driven and will incorporate the latest technologies in order to insure our students receive the best possible individualized education.

We rely on a close and collaborative partnership with the family unit and school district to develop the social, communication, academic, behavioral, and life skills necessary for full and productive adult lives where the generalization of knowledge and skills can occur from the classroom, to home and the community.

All of our programs are data-driven and based on the methodological approach of Applied Behavior Analysis along with a holistic, individualized plan to achieve our goal of producing the best learning outcomes for our students. Our approach includes instruction in the following areas:

- Academics that follow the New Hampshire state education standards and frameworks
- Language & Communication
- Social Skills
- Self-Care & Basic Daily Living Skills
- Behavior & Self-Regulation
- Vocational & Independent-Living Skills
- Leisure Skills
- School & Community Participation

We have a dynamic team of Behavior Analysts, and Educators that develop student programs utilizing the principles of Applied Behavior Analysis. All student programs and are designed to suit the unique strengths, challenges, and Individualized Education Program of each student.

Birch Behavioral Core Beliefs & Objectives

- **Student- Centered** Our school's vision is to provide student-centered educational programs that challenge all students to perform at their highest potential. Our classes are small and well supported to ensure maximization of instructor and staff focus.
- **Strengths Matter Most** Our mission is to provide exceptional, individualized education to children while fostering each child's intellectual, social, physical and moral development in an academic-rich environment.
- **Inclusion** We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences.
- **Independence** Our school will foster an environment to nurture each individual academically, socially, and emotionally to foster development of independence
- **Program Evaluation** Birch establishes and fulfills the standards for academic excellence. Each student has an individualized learning plan containing all of the curriculum and modifications required and provided. It is through repeated and thorough review and evaluation of progress daily and weekly that we access the real student data required to adjust our instruction.

Website

[Birch Behavioral Therapy School](#)



100 William Loeb Dr, Unit 7 | Manchester, NH 03109 | W: BirchBehavioralTherapySchool E: aba@birchbehavioraltherapy.com

General Program Description

The Birch program is designed for students who are diagnosed with Autism and/or have language, social skills development, and academic needs. This is a 10 Month, 190 day program which provides direct social skills instruction, intensive language instruction, and academic instruction for students with Autism.

The program integrates an ABA approach within a structured classroom setting. The students cover a mainstreamed common core academic curriculum which includes classes in Math, Reading, Writing, Spelling, Grammar, Science, History, Social Studies and Current Events. The academic curriculum, is either slightly, Moderately or Highly modified to tailor each student's program to their needs. We also have our special education curriculum which includes program components on Social Skills, Life Skills, Music, Gym Instruction and Art. Furthermore, each student is provided with Occupation Therapy, Physical Therapy and Speech Therapy each week if indicated in the student's IEP. All academic instruction is supervised by a Special Education teacher and a Board Certified Behavior Analyst/ BCBA to ensure the most up to date and appropriate instructional strategies and methodologies for each student.

All of our programs are designed with an eye to the child's future integration into society as an adult.

The Birch Program Includes Courses in the following areas

- School Readiness & Inclusion
- Independence Skills
- Reading: Leveled Literacy Intervention
- Culture & Social Studies
- Literature
- Life Skills
- Social Skills

- Health and Physical Education
- Mathematics
- Science
- Music
- Art
- Computer
- Additional Areas of Focus are determined by the student's individual needs in the following areas;
 - Language & Communication
 - Self-Care & Basic Daily Living Skills
 - Behavior & Self-Regulation
 - Social Skills
 - Leisure & Play Skills

Detailed Program Descriptions

School Readiness

The Birch school Skills focus is on building tolerance to performing all of the expected, routine skills in an educational setting. Students will build tolerance, participation, group, and educational social skills with support designed to provide opportunities for generalization of skills across classrooms, peers, and teachers. A main focus will be on continuation of instruction, and the practice of key school day routines.

Continuation of Instruction

An important area of focus at Birch is on the continuation of instruction and skill instruction and practice with as few interruptions as possible. We accomplish this by providing continued programs with no more than one school week off. On traditional vacation weeks, a modified day of ½ targeted core instruction and ½ social skill opportunity groups are provided, which include fun activities. Our approach is designed to prevent the regression of skills and resurgence of behavioral issues.

Inclusion Program

Birch supports inclusion in the regular education opportunities of the student's home school district and is a part of every student's individual program. Successful participation in the academic setting is a primary focus for all of our students with Autism. The Birch Inclusion Transition Support Program provides a structured and supported inclusion plan for thoughtful entry and participation with the student's home district and school. Birch students spend time developing the skill repertoires they need to have successful public education experience, while also remaining a part of their same aged peer groups, and school community by participating to an individualized level with support.

Arrival Routine

The Birch focus during arrival routine is on responsibility. We want to increase through gradual release the responsibility students have when they arrive onsite and in the classroom. During this time, it is the responsibility of the students to put their belongings away, submit homework, take out the needed class supplies and organize their work area for the day.

Morning Meeting

During morning meeting, Birch students are in a whole class setting. Students review the calendar, weather and season. Students also count the days we have been in school so far. Up until 180! Through morning meeting, we build a sense of community.

Lunch & Recess

During Lunch and Recess students are supported in enjoyment of fun structured opportunities to play with choice items, activities and peers.

Dismissal Routine

The Birch focus during dismissal routine is to continue the focus on responsibility. We want to continue to increase the responsibility students have when they are getting ready to leave the classroom for the day. During this time, it is the responsibility of the students to put their belongings in their backpack, including their homework folder and put away the class supplies used that day. They also organize their work area for the next day.

Independent Work

During the Birch independent work times, children are engaged in meaningful work that gives them the opportunity to apply and transfer skills, strategies, and content that has already been taught during whole group, small group and 1:1 instruction. New readers and writers are given this time for practice. Through differentiation in activities, we ensure that children find tasks that meet their academic needs. Teachers explicitly model these tasks and give children the repeated practice they need to be successful, so independent work time can flourish. Students can work on identifying feelings and why they feel that way, they work on memorizing their phone number, writing their first middle and last name, writing their address, days of the week, sequence of days (yesterday/today/tomorrow), calendar work, seasons, weather, days of school, clothing according to season and alphabet matching. Additionally, we promote responsibilities when we teach children how to use their time effectively and have routines in place.

What the students work on during Independent Work time is individualized and fit to the student's current needs. It is adjusted as the student progresses as well. Students work 1:1 during independent work so as to guide their development appropriately.

1:1 Instruction

During Birch 1:1 time, students work out of their ABA binder working on the skills that need additional attention. The programs that are put in to the binder tell what skills to teach. The program binder is a source of information, progress, goals, and data, throughout the duration of the therapeutic process.

Any modifications from the core curriculum standards of NH, are designed and included inside the individual's binder. Curriculum is modified from slightly to highly modified.

Data sheets are used to track progress. As programs are mastered, it is removed. In the binder are long term as well as short term objectives for each program. The goals are taken directly from the students Individualized education program or from in school assessments. The students work 1:1 in order to work towards meeting their long-term objectives. We use ABA methodology when working with students during 1:1 time. Objectives focus on skills that include social skills, academic skills, language skills, life skills, leisure skills, as well as behavioral skills.

Reading

The Birch Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. Fountas & Pinnell teaching systems combine research-based instructional models with developmentally-appropriate reading materials and a common language of instruction to assure that students' learning experiences are consistent and well-structured - regardless of who is doing the teaching. We assess students using the Benchmark Assessment System three times a year to determine growth. Students are also informally assessed every few lessons on the previous stories read. For topics that need extra attention, work is added to their ABA binder for more individualized work.

This curriculum is designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

Cultural

The Birch Literacy-based curriculum that marries anti-bias social justice content with the rigor of the NH State Common Core State Standards. Addresses a full range of topics for every functional level. Students will learn about the value of diversity and respect for others and explore cultural diversity within their own community and around the world. Students discover that the privileges and responsibilities of childhood differ by culture.

Social Studies

The Birch social studies curriculum is based on the NH Department of Education's curriculum that is common core aligned. The social Studies curriculum is designed with the students at Birch in mind. Topics in classes include the function of the family and community, using maps/globes, citizenship, and NH over time, travel.

The social studies curriculum used is:

- Multi-sensory
- A progression of learning with connected content for continuity of learning
- Cultivating civic responsibility and awareness
- Exposing students to the diversity of multiple perspectives
- Fostering historical thinking
- Integrated with literacy skills
- Increasing student's vocabulary instruction

Literature

In the Birch Literature Program, teachers read to an entire class from texts above their instructional level in order to build background knowledge and knowledge of language to promote reading development. Story book reading experiences give children the structure and syntax of written language as well as demonstrating purpose and function of reading. Teachers select texts that are above the students independent reading level.

The teacher uses the text to teach skills that may include the following:

- Previewing the text
- Activating prediction and prior knowledge
- Modeling skills and strategies during reading
- Modeling fluency, intonation and expression
- Model metacognition
- Encourage students to connect to the text

Life Skills

The Birch Life Skills program is based on age appropriate skills. Skills include woodworking, restaurant etiquette, shopping skills, as well as supermarket skills. This curriculum enables students to function more

appropriately in the real world, as well as instill in them the skills needed to move on in their life goals. For topics that need extra attention, work is added to their ABA binder for more individualized work.

The Life Skills curriculum used is:

- Based in real life. You do not just learn about the skills but perform them in real life.
- Multisensory
- A progression of learning with connected content for continuity of learning
- Highly individualized
- Both collaborative and 1:1 based
- Hands-on
- Teaching students to effectively use daily living skills in order to function as independently as possible

Social Skills

The Birch Social Skills program is based on age appropriate skills. Curriculum is developed for each group of students based on perceived student need as determined by the social skills and lead teachers collaboratively. For topics that need extra attention, work is added to their ABA binder for more individualized work. Additional Social Skills Groups are offered 4 times each year to provide students with the most intensive needs with a continuation of social skills and core academic instruction during normally scheduled school vacations.

The Social Skills curriculum used is:

- Reinforced by a token economy system
- Embedded in social stories
- A progression of learning with connected content for continuity of learning
- Highly individualized
- Both collaborative and 1:1 based
- Practiced through role playing
- Hands-on
- Based on a high degree of modelling

Social Studies

Birch's social studies curriculum is based on the Department of Education's curriculum that is common core aligned. The social Studies curriculum is designed with the students at Birch in mind. Topics in classes include the function of the family and community, using maps/globes, citizenship, and NH over time, travel.

The social studies curriculum used is:

1. Multi-sensory
2. A progression of learning with connected content for continuity of learning
3. Cultivating civic responsibility and awareness
4. Exposing students to the diversity of multiple perspectives
5. Fostering historical thinking
6. Integrated with literacy skills
7. Increasing student's vocabulary instruction

Math

The Birch Math curriculum utilizes a multi-sensory, concrete to abstract curriculum that is developmentally appropriate for K-6th grade and is common core aligned to support all state standards. We use the Equals Math curriculum for our students. Math is taught for understanding, not memorization, with meaningful learning at the heart of all activities. We assess students formally at the beginning and end of the year to watch for growth, with more informal assessments throughout. Students can work 1:1 or in small groups for math based on assessed levels. For topics that need extra attention, work is added to their ABA binder for more individualized work.

The math curriculum used is:

- A proven special education math curriculum with successful outcomes
- Multi-sensory
- Progression of learning with connected content for continuity of learning
- Problem solving focus
- Adaptations to think, choose, move, talk, write, and much more
- Vocabulary instruction

Science

The Birch Science program is designed based on the Next Generation Science Standards (NGSS). Our science lessons include lots of visuals and hands on activities. This is whole class learning that incorporates individual as well as partner work. Our science topics include the 5 senses, sound, the human

body, animals, seasons, weather, plants, living versus nonliving, electricity and magnetism, and ocean life.

The science curriculum used is:

- Multisensory
- A progression of learning with connected content for continuity of learning
- Highly individualized
- Both collaborative and 1:1 based
- Hands-on

Health and Physical Education Program

Birch's Health and Physical Education program consists of weekly blocks of instruction designed for individual learner's needs and in accordance with NH state guidelines.

Music

The Birch Music program helps students develop communication skills. Elements of music are explored and fostered through concepts that include rhythm, melody and harmony. Students learn about different types of music and instruments. Students participate in small groups as well as 1 to 1, in a structured and creative learning environment. Students will explore their emotions through music as well. Music therapy is a well-established professional health discipline that uses music as the therapeutic stimulus to achieve non-musical treatment goals.

The Music Curriculum used is:

- To increase attention
- To improve behavior
- To decrease self-stimulation
- To enhance auditory processing
- To improve cognitive functioning
- To decrease agitation
- To increase socialization
- To improve verbal skills
- To achieve successful and safe self-expression
- To enhance sensory-motor skills

Art

The Birch Art program enables students to explore a wide variety of mediums. These mediums will promote creativity, self-expression, and fine motor skills. Just like the other programs, the art curriculum is very individualized. Children work on both group projects, as well as individual projects in art. The program is based on age appropriate skills. Art instruction for autism is a vehicle for regulation, engagement, and creativity. During Art, students use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. Putting a problem on paper can make it seem more external, rendering it easier to deal with. Producing something also gives people a sense of control and enhances self-esteem. Perhaps most importantly, creative expression gets emotions flowing and out in the open.

The Art curriculum used is:

- Using materials and sensory art experiences to gain access to emotions
- To drive children to meet fundamental developmental levels
- Used as a means of expression
- A tool to ease frustration and anger or to express happiness
- To increase interaction and socialization
- To expand ideas, creative play and materials
- To enhance academic performance
- To increase cognition/remove barriers to learning

Information & Communication Technology

The Birch ICT program is based on age appropriate skills. Lessons range from turning the computer on/off to typing skills. We use different programs including Microsoft word, PowerPoint and excel. We also learn how to draw on the computer as well.

The Computer curriculum used is:

- A progression of learning with connected content for continuity of learning
- Highly individualized
- Both collaborative and 1:1 based
- Hands-on
- Enabling students to express themselves non-verbally
- About the safe use of computers, including the internet

Evaluation of Achievement

Assessment

At Birch, initial assessment is conducted upon placement, including a review of the current IEP, reports of functioning, most recent evaluations, grades and attendance to ensure an accurate and up to date profile of the student is created. Once the student's initial assessment is completed, and this profile is created a 30 day meeting is scheduled with the team. During this meeting, any additional academic, social, and other evaluations required will be identified, discussed, and planned as a team, to include the parent/family and the home school district representative.

Each student is assigned a program binder which addresses each area of the curriculum throughout the school year. When standards and goals are mastered, the students record is updated, and data is collected to evidence the skill.

Daily Each day, lesson specific notes are added to the client binder by one of our highly trained professionals to inform instructional issues, progress, and plan for mastery criteria.

Weekly Each week, the special educator, and BCBA review data and progress for each student within the binder, and any targets not addressed or criteria not met are added to a section of the binder used during small group, and if needed 1:1 instruction.

Our Data Collection and Management System, Atrack allows for intuitive, seamless data collection on a multitude of goals and objectives including academic, behavioral, language, social/ emotional, motor and executive functioning on a continuous basis while school is in session. The evaluation of all areas identified by curriculum standards or by area of need become part of the student's program.

At Birch we believe strongly that communication and relationship with families is a cornerstone to our success. We complete a daily log of activities for each student, and ask parents to also communicate with us. We also work with each family to determine whether in home services are also appropriate and proceed with a separate evaluation process if it is determined to be appropriate. The school BCBA remains consultative to any in home service delivery, and the in home providers are a part of the school team.

Monthly Each month, a progress report is generated and shared with team members.

Sessions At the end of each session, a Progress Report is generated and shared with team members and sent to parents, and families. These more traditional 'report cards' will coincide with parent-teacher conferences which are scheduled 3x per year in a team meeting format. Progress Report Conferences are offered virtually, when necessary or desired.

Modification & Goals

We believe strongly that full inclusion and independence in functioning are 2 of the most important areas of student life that make an impact on student quality of life, and social/ emotional wellbeing. Students with Autism, and other disabilities are often isolated due to behavioral excesses or issue with accessing

the general curriculum with peers. At Birch, we provide a fully inclusive program which is mapped around each student carefully.

The Birch team gets right to work evaluating if necessary, and identifying any and all components of the NH state approved curriculum that need to be modified or addressed to minimize the time spent outside of the classroom. Push in service delivery is used at all times, unless indicated to be more appropriate in an alternative space. Goals are data driven, measurable, and service delivery does not wait. SLP and OT staffers are onsite frequently to remain available for learners and consultation to our BCBA's and Sped teachers.

Placement

Birch is a private for-profit placement for the delivery of ABA service day school for students who are in grades Kindergarten through 6 and are 5-12 years of age. The school is approved by the state of New Hampshire to service students with the following disabilities: Autism Spectrum Disorder Emotional Disturbance Multiple Disabilities Other Health Impairment Specific Learning Disability Speech-Language Impairment

The placement process begins with the initial contact with the parent or school LEA. Parents are strongly urged to contact their school district first to see if the school district supports possible placement.

When a student is being considered for placement, the parent or LEA from the school district must complete an information form with contact information provided. All pertinent records of the student (educational history, including IEP's and assessments) must be shared with the administration of Birch.

After information has been reviewed, the administration at Birch may contact the LEA and/or parents for further information. After a review of the records, an interview will be set up for the student (This may include having parent(s) join the interview process). After the interview, the administration at Birch may provide a visit/tour of the facilities.

After reviewing records and the information gathered at the interview, the administration at Birch may schedule a visit to the school. This is usually a half-day visit. After the visit, the administration may have a brief discussion about the day with the student and/or parents.

When a student is deemed a possible fit for partial or full placement the school, the LEA and parents are notified and an IEP placement meeting is set up. Please note that the LEA is kept informed during the process. Placement at the school is considered conditional until a follow up IEP meeting is held to update or revalidate the IEP. The administration at Birch retains the right to make final decisions regarding acceptance or denial of enrollment.

The following checklist is used by the school to promote a smooth admissions process:

Intake Process Checklist

- The school receives a call or email from parent or LEA.
- Designee to get info, she will send message to an administrator.
- The administrator will have a conversation with Parent or LEA
- Get student info, IEP, Testing, grades etc.
 - Have and Administrator and a special education teacher review the information.
 - If appropriate set up an interview

- Designee will add to calendar
- Let the administrator know when the meeting is scheduled for
- The administrator will decide who else will be in the meeting and tell the designee.
- Designee will add that staff member to the calendar event
- If district placement, let LEA know meeting date.
- If interview goes well, set up ½ day visit
 - Set up schedule based on student’s strengths
 - Set up student mentor
 - Let applicable teachers and the student know
 - If district placement let LEA know ½ day visit date
- At the end of the visit, the administrator will meet with the student and parents, ascertaining what they liked or did not like, and ask the student if s/he would like to be a part of the PA community.
- The administrator and staff who worked with/met the student meet to talk about whether the school is a good fit or not.
- The administrator calls parents the next day to get their feedback regarding the student’s thoughts
- The administrator talks to other staff members and makes the decision whether to accept placement or not.
- If district placement, call LEA and let them know the decision. 10
- Tell the designee decision and if any conditions that are applicable to the placement
- Designee will send parents acceptance/decline letter with or without conditions, cc administrators and district if applicable, also send forms and calendar.
- Designee will set up a 30-day placement meeting with parents and if applicable LEA within 5 days of starting.

[Intake Designee is appointed by Principal Administrator]

Communication with Stakeholders

Communication among all stakeholders is a priority for our school. Parents, Students, Teachers, service providers and school districts all play a part in making sure that our students receive a free and appropriate education.

Birch Behavioral has developed a series of practices and procedures aimed at promoting communication.

It is our expectation that teachers will maintain a friendly and supportive relationship with all our students. Teachers are required to familiarize themselves with the student’s IEP and follow the accommodations that are indicated. Teachers are encouraged to have open and frank discussions with their students about their needs and what accommodations are available to them. The use of such accommodations is found in several areas. They are noted on the resource page of the curriculum map as well as in the teacher’s lesson plans.

Birch requires that parents are kept informed of their child’s activities. Parents receive information from the staff through a variety of venues. In addition to our daily log communications, parents receive information through emails, phone calls and letters home. Parents are provided with periodic updates through Progress Reports and Report Cards. Three per year, parents come into the school to meet with teachers during a student led portfolio meeting.

Special Education Teachers are to provide, periodically, reports to parents (and LEA’s) about how well students are doing in meeting their IEP goals. This must be done several times per year, more frequently as needed. Special Education Teachers keep a log with the students’ folder/binder documenting contacts.

Once per month, parents are invited to a **Parent Forum**. Parents are also invited to a “Dinner Out” evening located near their home community when it is possible for these to take place. When there are special events at the school, parents receive an email detailing the event and inviting them to participate. Parents also receive a monthly Newsletter.

All students are assigned to an BCBA Clinical Supervisor at the school. The BCBA's meet with the students at least once per week, more often as needed. The BCBA also meets with other teachers and the administrators during Professional Learning Community/ PLC sessions every Thursday morning before school. Each of the BCBA's maintains a log of phone calls and emails.

Staff meetings are held once per week, after school on Mondays. Where appropriate, meetings between staff members and staff consultants and teachers occur after the staff meeting. When an outside consultant is utilized, teachers meet with the consultant at least twice per calendar month.

Birch, in all matters concerning possible changes and/or modifications in the identification, evaluation, development and/or revision of an IEP, or changes in placement of a child with a disability, will contact the sending school district for the purpose of initiating the process for changing any of the above (in compliance with Ed 1109.05). This is done by the special education teacher. The special education teacher keeps a log of contacts with the school district.

If Birch determines that any child with a disability placed at the facility or program is not making progress toward meeting his or her IEP goals at the rate anticipated, the facility or program shall immediately contact the LEA for the purpose of reviewing the IEP and considering modifications. The special education teacher keeps a log of contacts with the school district.

Birch supports the efforts of the NHDOE to monitor and advise private providers in their efforts at providing a free and appropriate public education. We cooperate with NHDOE officials in their efforts. Contacts will utilize emails, phone calls and letters.

Birch recognizes the need to notify the NHDOE and “First Responders” immediately in such special cases such as a serious accident or the death of a student.

Supporting Services

Consultants and Student Service Providers, such as Allied Health Professionals shall have a contract on file with Birch covering specific rates, details of services and schedule. The following chart will be used to track consultation with professional educational staff and service providers.

Educational consultants shall be added to the roster and details submitted to the NH DOE prior to commencing contracted delivery of services.

Consultant Name	Frequency of Consultation	Subject Area or Area of Service	Method of Consultation

Special Education Process

Disability Suspected and School District Child Find Requirements

School districts are required to identify, locate, evaluate and count all children (ages 2½ to 21) who may have disabilities. This is to ensure that children who may have disabilities are referred to the IEP Team, and if determined eligible, provided with special education and any needed related services.

Referral

Anyone, including the child's parents or teacher, who knows or suspects that a child may have a disability and need special education, may refer the child for evaluations. When parents make a referral, it is good practice to make the referral in writing, including the date, the child's name, and the reasons why the parent suspects their child may have a disability and need special education. The referral letter should be sent to the superintendent, special education director, classroom teacher, building principal, or other appropriate individual. If anyone besides the parent makes a referral, the parent must immediately be notified in writing that a referral has been made. Parents should keep a copy of their referral letter or the notification that a referral was made by another individual for their files

TIP: Well-organized records are an important resource for parents. PIC offers 2 formats to assist parents in organizing their child's records. One format (see <https://picnh.org/wp-content/uploads/2021/01/PICs-IEP-Organizer-Format.pdf>) may be used for educational and other records/documents. Another basic organizer format, "Organization 101", and other tools and resources and sample letters may be found on the PIC website at: <https://picnh.org/brochures-tool-kits/>, and sample letters and forms at: <https://picnh.org/sample-letters/>. Parents should choose or develop an organizational system that meets their needs and that they can maintain. A copy of the referral letter and any other correspondence, records or forms could be included in your organizer.

For school-age children (ages 6-21) enrolled in public school, children who are not enrolled in school, children who are enrolled in for-profit private schools, or for preschool children, the referral would be made to the school district in which the child lives. If parents have enrolled their child in a non-profit private school, the child would be considered to be a parentally-placed private school child, and the referral would be made to the school district in which the private school is located.

Some reasons for making a referral include:

Failing to pass a hearing or vision screening;

Unsatisfactory performance on group achievement tests or accountability measures;

Receiving multiple academic and/or behavioral warnings or suspension or expulsion from a childcare or after school program;

Repeatedly failing one or more subjects (although a child may be found eligible for special education because of needs related to his/her disability, even if the child has not failed or been retained in a course or grade, and is advancing from grade to grade);

Inability to progress or participate in developmentally appropriate preschool activities; and
Receiving services from family centered early support and services.

This is not an exhaustive list. Other reasons may include difficulty getting along with others or a medical diagnosis of a disability. Please note that a diagnosis of a disability does not ensure that a child will be eligible for special education; although it is one piece of information that the IEP team may consider when determining special education eligibility.

Disposition of Referral

Once a referral has been received by the school district, the IEP Team, which includes the parents, must meet within 15 business days to determine whether the school can meet the child's needs through general educational services, such as reading support, guidance counseling, a change in group/classroom or modified workload, or whether the child may have a disability and need to be evaluated. This 15-day timeframe includes the IEP team determining which, if any, additional evaluations are needed.

Within this 15-day disposition of referral timeframe, the school district must give the parents written notice of the IEP Team's decision regarding the disposition of the referral, including the reasons. If the IEP Team determines additional testing is necessary, this notice must include a request for the parent to provide written consent to conduct any individual evaluations needed to determine the child's eligibility and special education needs. If a parent refuses to consent to the evaluations, the school district may, but is not required to file for a due process hearing.

The IEP Team may recommend trying to meet the child's needs using general education strategies or using Response To Intervention (RTI). RTI cannot be used to deny or delay a parent's right to have their child evaluated if there is reason to suspect that the child may have a disability and need special education. Information gathered through RTI may be used as one piece of information to be considered by the IEP team when a child is suspected of having a learning disability. Additional information about RtI may be found at: https://picnh.org/wp-content/uploads/2018/06/RTI-Booklet_WebReady.pdf.

If the parents disagree with the disposition of referral decision, they may consider using informal methods, such as providing more information about their child and/or holding another meeting, to reach agreement. If another IEP team meeting is held, the parents and school district may request that the NH Department of Education provide an IEP Team meeting facilitator for the meeting. Parents also have the right to use one of the formal special education dispute resolution options, including mediation, neutral conference, due process hearing or complaint to resolve their dispute.

Initial Evaluation

Written parental consent is required before for any special education evaluations can be conducted. Once the school district receives the parent's written consent for the testing, the evaluation process begins, and the child is given a full and individualized evaluation to determine eligibility for special education and to identify his/her educational needs (areas to be assessed may include academic, developmental, general intelligence, health, vision, hearing, motor, communication, self-help, social/emotional/behavioral and vocational).

In deciding what testing is needed, the IEP Team first reviews the child's educational history, including past opportunities to have acquired skills and information, and considers what information they already have, including:

- Evaluations previously done by the school, as well as any independent evaluations,
- Current classroom-based assessments and observations,
- Observations and recommendations by teachers and related service providers,
- The results of the most recent local or statewide assessments, and
- Other information from IEP Team members, including the parents, such as medical records.

The IEP Team then determines what additional testing must be done.

The "evaluation process" means "the completion of evaluations, reevaluations and assessments, a written summary report, and a meeting of the IEP team to review the results of the evaluations and assessments. When the purpose of the meeting is to determine eligibility, the evaluation process also includes the determination of eligibility". It also includes the requirement that the school district must provide the parents (by mail unless the parent and school district agree on another method) copies of each examiner's evaluation and assessment report(s) at least 5 days prior to the meeting at which the reports will be discussed.

Evaluation Timelines- For initial evaluations, the evaluation process must be completed within 60 calendar days after the school district receives the parent's written consent for testing. No extensions are allowed for initial evaluations. For reevaluations, the evaluation process must be completed within 60 days, but the parents and school district may agree to an extension of a specific number of days, not to exceed 30 days (such as 3, 5, 14 or 30 days). Only when Birch has been approved to provide services to PreK students: For children who are transitioning from Family-Centered Early Supports and Services (ESS), the evaluations must be completed so that if the child is found eligible for special education, an IEP can be developed and in effect by the child's 3rd birthday.

Evaluation Requirements Evaluations must:

- Assess the child's present levels of academic achievement & related developmental needs,
- Be nondiscriminatory on a racial or cultural basis,
- Be administered in child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is not feasible to do so,
- Be validated, selected and administered to accurately reflect what the test measures, not the child's impaired skills, unless that is the purpose of the test,
- Assess all areas of suspected disability, including health, vision, hearing, social and emotional status (may include a functional behavioral assessment), general intelligence, academic performance, communication status, and motor abilities, and identify all of the child's special education and related service needs, whether or not commonly linked to the child's disabilities,

Use a variety of assessment tools and strategies, including information from the parents,
Not use a single procedure to determine eligibility or an appropriate educational program,
Assess specific areas of educational need and not just provide an intelligence quotient (IQ),
Use technically sound instruments to assess the relative contribution of cognitive, behavioral, physical or developmental factors;
Be used for the purposes for which the assessments or measures are valid and reliable,
Be administered in accordance with the test instructions by trained & knowledgeable, and certified or licensed personnel (teachers conducting evaluations must be certified educators), and
If an assessment is not conducted under standard conditions (ex: portions of the test were read aloud to the child), a description of how it varied must be included in the evaluation report.

When considering high school transition, evaluations must include age-appropriate transition assessments related to training, education, employment, and where appropriate independent living skills.

To determine if a child has a specific learning disability (LD or SLD), each school district must have a written policy for how they will evaluate and determine eligibility for a child suspected of having a learning disability. The district may use the “discrepancy” model, which identifies whether a significant discrepancy exists between the child’s ability and achievement, a process to determine if the child responds to scientific, research based interventions (RTI), or other alternate research-based procedures. Regardless of method is used, an observation must be part of the assessment.

Unless waived by the parent, the LEA must send a copy of each evaluation and assessment report to the parent (by mail unless the parents and LEA agree on another option) at least 5 days before the meeting at which the evaluation and assessment reports are to be discussed.

Children Who Move to a New District During the Evaluation

If a child moves from one school district to another before the evaluation is complete, the two school districts must coordinate the evaluation, as necessary to ensure prompt completion of the full evaluation.

Independent Educational Evaluations

Parents always have the right to obtain an independent educational evaluation (IEE) at their own expense, so long as they conform with the criteria established by the school district (parents can ask their district to provide them with the district’s criteria for independent educational evaluations). While the school district may set criteria for IEEs, the extent that such criteria exceed the qualified examiner criteria in the NH Standards or establish geographic limitations, shall not be so restrictive that the parent does not have a choice of independent evaluators.

If a parent disagrees with the school district’s evaluation, the parent may request the school district provide an IEE at public expense. A best practice is to make all requests in writing; a sample letter may be found at <https://picnh.org/sample-letters/>. The school district must respond by either agreeing to provide the IEE at public expense or by filing for a due process hearing to prove that the school district’s

evaluation was appropriate. Regardless of who pays for the IEE, so long as the IEE meets the school district's criteria, the IEP Team must consider the results.

Reevaluations

A child must be reevaluated at least once every 3 years, but more frequently if:

- The parent or other Team member requests a reevaluation,
- The LEA determines that conditions warrant a reevaluation, or
- The IEP Team is considering removing the child's eligibility for special education.

The parents and school district may agree that some or all of the reevaluations are unnecessary.

Determination of Eligibility

Once the evaluations are completed, the IEP Team develops a written summary of the test results. Next, the IEP Team, including the parents, meets to consider all available information and determine if the child has a disability for which he/she requires special education, or special education and related services.

For children with disabilities who are transitioning from Early Supports and Services (ESS), the IEP Team must determine eligibility before the child turns 3 years old, and have a signed IEP in place by the child's 3rd birthday.

To be eligible for special education, a child must be between the ages of 3 and 21, and not yet earned a regular high school diploma. An alternative diploma or HiSet (high school equivalency test, formerly called the GED) does not end a child's eligibility for special education. The child must also have been evaluated and found to have a disability and to require special education as a result of that disability.

Disability Categories: As part of the eligibility determination, the IEP Team decides under which disability category or categories the child is eligible (each disability is defined in the NH Standards). The disability categories are:

Autism, Deafness, Deaf Blindness, Developmental Delay for children, ages 3 to 10, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Orthopedic Impairment, Other Health Impairment (may include ADD/ADHD and Tourette's syndrome), Multiple Disabilities, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury or Acquired Brain Injury, Visual Impairment, including Blindness

If the child is found not eligible for special education, the child is not entitled to receive special education or related services under Federal or State special education law. However, if the child has a disability and, in order to have an equal opportunity to participate in and benefit from services and activities offered by the school district (including academic and nonacademic courses or programs), the child needs services, supports or accommodations, he/she may receive those services, supports or accommodations under Section 504 of the Rehabilitation Act (a Federal civil rights law). The Parent Information Center has a brochure that provides an overview of Section 504 and Students with Disabilities.

Incarcerated children with disabilities - an individual, age 18-21 who is incarcerated in an adult prison is only eligible for special education (which may be modified for bona fide security purposes) if he/she was identified as being eligible for special education and had an IEP prior to his/her incarceration. 12

Development of the Individualized Education Program (IEP)

After a child is found eligible for special education, the IEP Team must meet (within 30 days of determining eligibility) to begin developing an IEP. IEP team meetings may have more than one purpose (for example, eligibility and IEP development or IEP development and determination of placement may happen in the same meeting). Once a child has an IEP, it must be reviewed and revised at least annually, and must be in place by the beginning of each school year.

Effective IEP team meetings - IEP team meetings are most successful when all IEP Team members understand their roles, rights and responsibilities, value each member's input, and are committed to working together, using effective communication and collaboration, to meet the child's educational needs.. PIC offers free workshops related to these topics. Check the calendar on www.picnh.org or contact PIC for more information or to learn how you can host a workshop. PIC also offers several on-line learning modules at: <https://picnh.org/on-line-learning/>.

Special Factors and the IEP — When developing the IEP, the IEP Team must consider the child's strengths, the parents' concerns for their child's education (the "Parent Concerns" section on the IEP is an important way for parents to participate in the process), and the following "special factors" when developing the IEP:

If a child's behavior impedes his/her learning, or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior;

Tip: If anyone on the IEP Team has concerns regarding the behavior of a child with a disability, they may request a functional behavioral assessment to ensure the IEP Team has the information they need to develop/revise the IEP.

If a child has limited English proficiency, consider the language needs of the child, as they relate to the IEP;

If a child is blind or visually impaired, provide for instruction in Braille, unless the IEP Team determines that instruction in Braille or the use of Braille is not appropriate for the child;

Consider the communication needs of the child, and for a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and staff in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

Consider the child's need for assistive technology devices and services.

Elements of an Individualized Educational Program (IEP)

The LEA shall provide the special education, related services, supplementary aids and services, accommodations, and modifications to a child with a disability in accordance with the child's IEP. Each child's IEP must include the following:

A statement of the child's present levels of academic achievement and functional performance, including how the disability affects the child's involvement and progress in the general curriculum, or in appropriate activities for preschoolers;

Measurable annual goals, including academic and functional goals designed to meet the child's needs to enable the child to be involved in and make progress in the general education curriculum, and to meet each of the child's other educational needs resulting from the child's disability;

Benchmarks or short-term objectives, unless the parent determines them unnecessary for one or more of the child's annual goals, but always for children who take alternate assessments;

A description of how the child's progress towards meeting his/her annual goals will be measured and how and when parents will be provided periodic reports of their child's progress, including whether the progress is sufficient to meet the annual goal by the end of the school year;

An explanation of the extent, if any, the child will not participate with non-disabled children in the regular classroom or program, including extracurricular and nonacademic activities;

A statement of the special education, related services, and supplementary aids and services, based on peer reviewed research to the extent practicable, to be provided to or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately towards the annual goals in the IEP, to be involved in and make progress in the general education curriculum and participate in extracurricular and nonacademic activities, and to be educated with children with and without disabilities in the general class and programs, including extracurricular and nonacademic activities;

Related services are services that are needed to assist children with disabilities to benefit from special education. They include: transportation, speech-language pathology & audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of a child's disabilities, counseling services, including rehabilitation counseling, orientation and mobility services, school nursing services, school health services, social work services in schools, parent counseling and training, and medical services for diagnostic or evaluation purposes.

The projected date for services to begin, and the anticipated frequency, location & duration of the services;

The length of the school year and school day necessary to implement the IEP;

Any individual appropriate accommodations necessary to measure the academic and functional performance of the child in state or district-wide assessments. If the IEP Team determines that the child cannot participate in the state or district-wide assessments, a statement of why the child cannot participate and why the alternate assessment selected is appropriate for the child;

The type of individuals or service providers responsible for implementing the IEP, or the names of the providers;

A statement of the party/parties financially responsible for implementing the IEP; and

Signatures of the representative of the school district and of the parent (s), legal guardian, surrogate parent or adult child (when appropriate) stating approval of the IEP.

Additional IEP components apply for older students (see below).

Extended School Year Services

The school district must provide extended school year (ESY) services to any child for whom the IEP Team determines it necessary in order for the child to receive a FAPE. ESY services are not limited to the summer months or to a predetermined program design (See NH DOE FY 18 Memo #29 regarding ESY at https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/fy18_memo_29_extended_school_year.pdf.)

Completing the IEP

Parents have up to 14 days to review and decide how to respond to a proposed IEP or to any other proposal that requires their written consent. A parent may agree (consent), disagree (deny consent), or give partial consent. When a parent gives partial consent, he/she may request an IEP team meeting to attempt to resolve the areas with which he/she disagrees. All other services or activities to which the parent has consented will be implemented without delay. Parents may use PIC's sample letter to request an IEP team meeting (see <https://picnh.org/sample-letters/>) The LEA may only refuse to convene the IEP team meeting if it determines that the requested changes and/or additions to the IEP have been addressed at a prior IEP team meeting (meaning that they determine that there is no point in meeting further), in which case, the LEA must issue a WPN explaining why they refuse to convene the meeting. The parent's disagreement with the service or activity would still be reflected (documented) in the WPN. The parent could then decide whether to utilize formal dispute resolution options

If a parent refuses consent for a proposed IEP or placement, the child's most recent agreed upon IEP and/or placement remains in effect unless the LEA and parent agree otherwise, until the matters are resolved unless and until a party files for due process.

Every person responsible for implementing the IEP, as well as the parent and child (if of age of majority), must be given a complete copy of the IEP, and a copy placed in the child's file. Once the IEP is signed, the school district is responsible for providing the services in the IEP.

Determination of Educational

Placement Once the IEP has been approved (signed), the IEP Team determines the least restrictive environment (LRE) in which the child's IEP can be implemented. LRE means that children with disabilities are educated with children who do not have disabilities, and removed to other settings only when, even with supplemental aids and services, the child cannot be educated satisfactorily in the regular classroom. When a child's needs require a setting other than the regular classroom, the IEP Team must determine and make available the appropriate alternative placement.

If a parent enrolls his/her child in a chartered public school, the child's LEA is responsible for providing the child's special education and related services.

The continuum of alternate learning environments for children, ages 6 to 21 includes:

Regular education setting (with supports and services as required in the IEP)

Resource room (for no more than 60% of the school day)

Self-contained special education class (for more than 60% of the school day)

Separate approved special education program/school

Residential placement

Home instruction (with the exception of children who have been excused from full-day attendance by the superintendent because the child is physically or mentally unable to attend school, or for other limited exceptions covered in RSA 193:1, I or RSA 193:5, a child who is receiving home instruction will receive a full day of instruction)

Hospital or institution

When the IEP Team (including the parents) proposes a placement, the parents may agree (consent), disagree (deny consent) or provide partial consent. If the parents and school district cannot agree on the placement, they may utilize formal or informal dispute resolution options to resolve their dispute. Once the parents and LEA agree (consent) to the placement, services for the child are to be made available as soon as possible.

If the IEP Team places a child in an approved public or private program, the LEA is responsible for the costs. Placement can only be made to an out-of-state program if that program has been approved for special education by the host state; placement cannot be made in an out-of-state program that uses aversive behavioral interventions.

Parentally-placed private school children with disabilities

If the school district offered an appropriate program (one that could provide the child with a FAPE) as a placement for a child with a disability and the child's parents choose to instead place their child in a nonprofit private school at their own expense, the child no longer has an individual right to special education services. The child is only entitled to the special education services the school district where the private school is located chooses to provide him/her using designated IDEA funds. To make this decision, the school district must engage in timely and meaningful consultation with representatives of the private schools located in their district and representatives of the parents whose children are privately placed. An Individual Services Plan (ISP) is developed for any parentally-placed private school child who is provided with special education services through this process. Children who are being homeschooled or who are placed by their parents in a for-profit private school have no right to special education services.

A child with a disability who is placed by his/her parent in a private school (nonprofit or for-profit) or who is being homeschooled, retains the same right to participate in curricular and extracurricular programs and activities as any child who is being homeschooled or who is attending a private school. The child must be provided with reasonable accommodations to ensure an equal opportunity to participate and benefit in those programs and activities. Those rights are provided through NH education laws/rules, as well as Section 504 of the Rehabilitation Act.

If parents place their child with a disability in a private school because the parent does not believe the school district can provide the child with a FAPE, the parent may, after following the required timelines

and notice requirements, file for a due process hearing to attempt to obtain district reimbursement for the private placement.

Procedural Safeguards

Procedural safeguards are rights and/or protections provided to parents and school districts in the special education process. At least once each year, the school district gives parents a copy of their procedural safeguards, which may also be called the parent's rights handbook. Some of the procedural safeguards for parents include the right to:

Written prior notice before the school district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, placement of the child, or the provision of a FAPE to the child

Have the notice written in language that is understandable to the general public, and provided in the parents' native language or other mode of communication used by the parent, unless it is clearly not feasible to do so

Have the school district ensure the parent understands the proceedings of the IEP team meeting, including providing an interpreter or translator for parents (at no cost to the parents) when needed

Give or withhold consent for certain activities

Examine their child's educational records. The Family Educational Rights and Privacy Act (FERPA) gives parents the right to see their child's school records and provides a process for parents to have inaccurate records corrected

Obtain an independent educational evaluation for the child (which may be presented at an IEP Team meeting or due process hearing), at parental expense, or in some situations, at public expense.

Utilize formal and informal dispute resolution options to resolve disagreements between the parents and school.

Dispute Resolution: Options for Resolving Conflict

Often, disputes can be resolved by using informal strategies, such as holding further meetings or by parents and school district personnel sharing new ideas or information, such as evaluations or observations so that disputes can be resolved using the least adversarial approach appropriate to the situation. The NH Department of Education (NH DOE) offers both formal and informal dispute resolution options to assist IEP teams in reaching agreement. Informal options include Facilitated IEP Team Meetings and Third-Party Discussion Led by a Moderator.

When informal strategies have not been successful in resolving a dispute, or the parents or school district wish to enter formal dispute resolution, the NH DOE provides options including: filing for a due process hearing and alternative dispute resolution, which includes mediation and neutral conference. There is also the option of filing a state administrative complaint if the parent or other individual is alleging a violation of a child's special education rights.

Birch Governing Body

The governing structure within Birch is as follows; Clinical, Administrative, Corporate. The governing body of Birch Therapy Corporation is CEO, Yakov Halberstam BCBA, LMHC, M.S Ed

Grievance Procedures

Definition:

A “Grievance” shall mean a complaint by a staff of Birch that there has been to him, a violation, misinterpretation or inequitable application of any provision of employment contract, except this term ‘grievance’ shall not apply to (a) any matter for which a specific method of review is prescribed by law; or (b) any rule or regulation of the State Commissioner of Education; or (c) any by-law of the Board of Education pertaining to its internal organization; or (d) any matter which according to law is either beyond the scope of corporate authority or limited to unilateral action by Corporate alone; or (e) a complaint of a probationary teacher which arises by reason of his not being re-employed; or (f) a complaint by any certified personnel occasioned by appointment to or lack of appointment to, retention in or lack of retention in any position for which “tenure” is either not possible or not required. In the case of a grievance initiated at the request of Corporate or administration, the name or names of the aggrieved employee(s) will be made known. In the event no name is submitted upon request, or in the event that the staff named disavows the grievance, no matter to what stage it may have advanced, the grievance shall be construed as being withdrawn without a setting precedent.

Procedure:

A grievance under this procedure must be initiated within 21 calendar days when the grievant knew of, or reasonably should have known of the alleged grievance.

Failure at any step of this procedure to communicate a decision on a grievance within the specified time limits shall permit the aggrieved employee to proceed to the next step. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at the step.

It is understood that employees shall, during and notwithstanding the pendency of any grievance, continue to observe all assignments and applicable rules and regulations of the Board until such grievance and any effect thereof shall have been fully determined.

Informal Level:

Any employee who has a grievance shall discuss it first with his direct supervisor, or principal administrator’s designee to resolve the matter informally at that level.

Clinical Level:

If, as a result of the initial, informal discussion, the matter has not been resolved at the informal level after a discussion with the direct supervisor, and it has been determined by the designee that the issue has a

clinical component inherent in the issue, the employee will, within (5) days have a discussion with the clinical designee, clinical director, or clinical director's designee.

Principal Administrator Level:

If, as a result of the clinical discussion, the matter is not resolved to the satisfaction of the employee within (5) school days, he shall set forth his grievance in writing to the Principal Administrator specifying:

- a. The nature of the grievance and date occurred.
- b. The nature and extent of the violation, misinterpretation or inequitable application.
- c. The results of previous discussions.
- d. His dissatisfaction with decisions previously rendered.
- e. The remedy sought.

The principal shall communicate his decision to the employee in writing within (5) school days of receipt of the written grievance.

Corporate Level:

If the grievance is not resolved to the employee's satisfaction, he, no later than (5) school days after the receipt of the principal's decision, may request a review by the designee of Corporate, at the level of director of operations for the region, or other corporate designee. The request will be in writing through the principal who shall attach all related information and forward the request to the CEO assigned designee thereof.

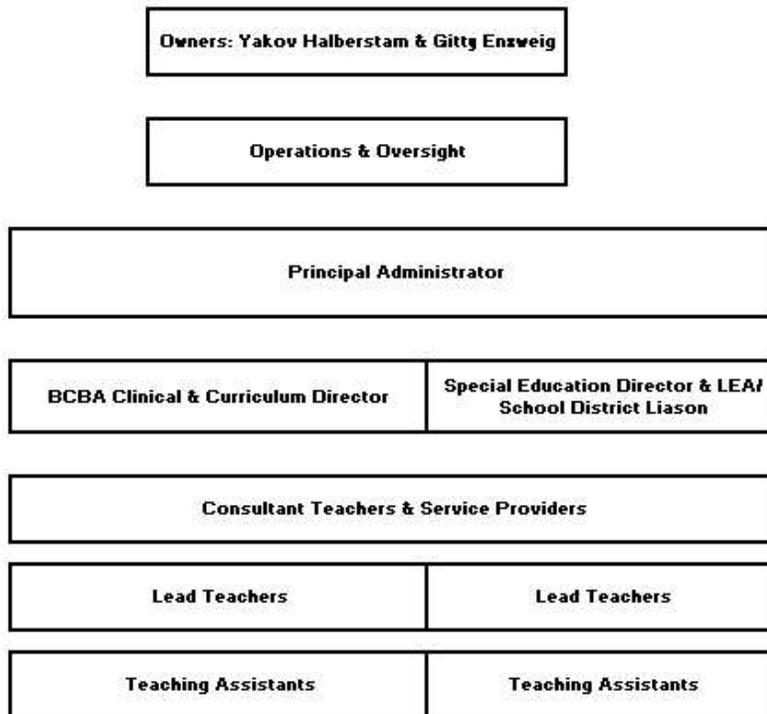
The Director of operations, or Corporate assigned designee thereof, shall review the grievance and shall hold a discussion with the employee within (30) calendar days of receipt of the grievance. The designee shall render a decision in writing with findings of fact within (15) days of the conclusion of said meeting with the employee.

At the corporate level, the two owners Yakov and Gitty are masters level clinicians, licensed and certified for practice as LMHCs and BCBAAs with Education degrees.



100 William Loeb Dr, Unit 7 | Manchester, NH 03109 | W: [BirchBehavioralTherapySchool](http://BirchBehavioralTherapySchool.com) E: aba@birchbehavioraltherapy.com

Organizational Chart



+



100 William Loeb Dr, Unit 7 | Manchester, NH 03109 | W: BirchBehavioralTherapySchool E: aba@birchbehavioraltherapy.com

Parent & Student Handbook

2022-2023

Dear Parents & Students,

Welcome to Birch! We are looking forward to an amazing year! I believe that quality care and education is a partnership between parents and providers. At Birch, it is my mission to partner with parents, and to provide our students with age and developmentally appropriate activities and materials in a safe loving environment where they are free to explore and learn. At Birch your child will have the opportunity to explore and grow, create and discover, build relationships with his or her peers, and become a confident learner. Thank you for choosing Birch. Observing a child's journey through our intensive work and educational system never ceases to fill me with awe and wonder at how a child can improve under the proper direction and care. I'm looking forward to joining you on your child's amazing journey!

If you have any questions or concerns, please contact me via email at Alicia@appliedabc.com or call the school at 1-603-696-6806.

Sincerely,
Birch Principal

Alicia Varney

MISSION STATEMENT

The mission of Birch is to provide the best possible educational techniques for students with ASD (Autism Spectrum Disorder) and other developmental disorders.

Our motivating force is to empower students to reach their full potential.

We utilize a holistic approach that looks at each student as an individual. We do not dogmatically stick to any one approach, but rather apply different methodologies so that the needs of each student are met. One such method is the utilization of Applied Behavioral Analysis delivered by highly trained teachers and staff, along with a holistic, individualized plan to achieve our goal of producing the best educational outcomes for our students. Our educational plan is scientifically based, data driven, and incorporates the latest technologies to ensure our students receive the best possible individualized education. At the same time, our educators form a close and collaborative partnership with the family.

DAILY ROUTINE AND CLASS INFORMATION

School Safety

The safety of the children of Birch is of the utmost importance to us. All visitors to Birch are required to show ID, sign in at the office and receive a visitor sticker before they can be allowed into the school. An exception to this is during drop off and pick-up times.

Admission Policy

Birch Behavioral provides education and therapy for students with ASD (Autism Spectrum Disorder) and other developmental disorders. Interested parents may contact the school for the initial intake process and submit the necessary

diagnoses and evaluations to place the child in the appropriate environment to meet his/her needs based on the student's IEP.

Tuition Policy

Tuition is generally collected through the Department of Education in cases where the student has been referred to the school and has allocated funds for a special education placement. If the student does not have special education funding from the Board of Education, the parents will be responsible for tuition payments monthly.

Attendance Area

The school is located at 100 Loeb Drive Suite 7, Manchester NH 03109

Grade Structure

All of our students receive an individualized educational plan based on their needs, skills and goals. Therefore, there is not a typical grade structure, but only age and functional level groups.

Attendance Policy

Regular school attendance is essential for the student to make the most of his or her education, to benefit from teacher-supervised activities, to build each day's learning on that of the previous day, and to grow as an individual. Absences from class may result in a serious disruption of a student's mastery of the instructional materials. Therefore, parents should make every effort to avoid unnecessary absences. If your child will not be attending school on a particular day, please contact the school office as soon as possible so that we can plan our schedules and therapies accordingly.

Arrival and Dismissal

The elementary school day begins at 8:45 am and ends at 3:00 pm.

Arrival: During arrival time, staff will be outside to escort students to their classrooms. It is important that children arrive on time. Every part of the school day is structured to give your child an opportunity to develop skills and to learn.

Children who arrive late will miss some of these opportunities and can often feel self-conscious about coming in to find that everyone is already involved in activities. The support of parents is expected in insuring that their children arrive to school on time.

Please note: The earliest time you can drop off your child is 8:30am.

Dismissal: Dismissal time on typical school days is 3:00pm. On half days, dismissal is at 12:30pm. If your child's dismissal routine changes for any reason (e.g., play date, different adult picking her/him up, new afterschool program, appointment etc.) the school office as well as the classroom teacher must be informed of this change. If you believe that your child will not be picked up on time, please be sure to inform the office staff no later than 2:30pm.

Transportation

Busing will be provided by the Board of Education. Parents must arrange any changes in a route or discuss issues regarding transportation provided by the Board of Education with the Easter Seals Special Transit Service. The school is not responsible, nor do we have any control over the buses. You can contact the Easter Seals Special Transit Service for any issues.

Absence

Attendance is reviewed carefully by the Department of Education (DOE). If your child will not attend school for any reason, you should notify the office as soon as possible. It is important to remember that good attendance is essential to academic progress.

To report absences and late attendance, and/or to make changes in going home or afterschool arrangements, please call the office by 8:45am or as early as possible.

Assessments

Various assessments will be administered throughout the year to track the students' progress and allow us to apply the proper interventions when appropriate. We will be using different assessment tools to track the child's social skills and academic progress.

Change of Address or Phone Number

It is important that the school has your most current contact information. If there is any change in your address, phone number, or email, please make sure that the office is aware of it.

Lunch

The school does not provide lunch. Please send in a healthy lunch and a drink with your child.

All students are given time to eat a mid-morning snack and late afternoon snack. Please send in snacks for your child. We ask that families do not send in candy, soda, and highly processed foods. Instead, we suggest healthy snacks such as cheese, crackers, fruit, and raw vegetables.

Nut-Free School Policy

We are a Nut-Free school. Please do not send in any food items that contain peanuts, nuts, peanut butter, nut butters, peanut products, almonds, filberts, Brazil nuts, cashews, hazelnuts, macadamia nut, pecans, pine nuts, pistachios, walnuts etc.

Read labels carefully to make sure the products are nut free. This includes labels that read “May contain traces of peanuts/nuts” or “processed in a facility that processes products that contain peanuts/nuts.” Food labels and ingredients change over time, so always read the label each time before purchasing snacks.

Curriculum

The school curriculum is based on the New Hampshire State Board of Education’s approved Common Core State Standards. The competencies include reading, writing, mathematics, language arts, science, social studies, all provided in a fun and exciting format. Additionally, ABA therapy is provided daily as needed.

Related services

The school coordinates a variety of related services and therapies. Such as speech therapists, occupational therapists, physical therapists and psychologists. Furthermore, we have art, music, life skills and social skills teachers.

After-school

After-school ABA therapists are made available to students who qualify for such services. Please call the office for more information.

Summer Session- Extended School year

In partnership with school district of origin and according to each child's IEP the summer session at Birch runs from July to August and ensures that the students who need to have an uninterrupted educational placement throughout the year can access continued instruction and special services. Most students have a 10 month school year, adding summer session is the 12 month option for placement and must be discussed and approved with your child's team.

Clinic & Social Skill Groups

Four times each year, in concert with typically occurring school vacation weeks Birch offers an optional partial to full day social skills clinic for all students. SSG Clinic weeks must be coordinated and approved ahead of that week, so has to be discussed with your child's team.

Homework

Homework is given daily. Please look at your child's homework binder and make sure they are doing their work every day. A parent or guardian will be responsible for signing off on the homework. If you feel that the homework is overwhelming, please feel free to contact us so we can discuss the issue and tweak it as needed.

Class Trips

Class trips are an integral part of the curriculum. Each class takes several field trips throughout the school year, which may include walks around the block, visits within the community, and/or excursions to museums and historical sites. Classes travel on foot, school bus, city bus or subway depending on the destination. The

school will notify families in advance about upcoming trips and request permission slips. Some of the trips require admission fees. Please speak to Director: Alicia Varney if financial assistance is needed.

Outdoor Activities

The students go outside every day unless there is ice, it is raining, or especially cold. It is important for students to wear clothes and shoes that will allow them to be comfortable on the playground. Please dress your child for the weather - hats, gloves and boots are necessities in the winter.

Communications

We encourage open communication with parents and welcome parental input. Please note: You can contact **Alicia Varney** our school Principal, at 1-603-696-6806. Please do not text her unless there is an emergency.

Parent/Teacher conferences are scheduled three times yearly. These are opportunities for the parents/guardians or caregivers and the teacher to talk about the child's progress.

If there is a need for any communication, please do not hesitate to call the office and/or the teacher/therapist. Any updates on the progress of your child are not limited to the scheduled conference meetings and we believe strong communications between ourselves, and the parents will be most conducive to the development of the student.

Achievement & Student Progress

Evaluation of individual student progress is conducted on a weekly basis, while data is monitored daily by teachers and your child's BCBA.

Quarterly progress reports will be sent to the parents, from the classroom teacher and from all the therapists. If you need an unofficial progress report at any other time, please contact us via email with a formal request and we will try to accommodate that request speedily.

Communication Notebook

Every child will have a communication notebook dedicated to communications between the parent/guardian and teacher. The purpose of this notebook is to allow for easy and quick updates on the student's daily development. For example, if the student had a hard night and could not fall asleep, a parent will put that into the communication notebook and the teacher will look over the notebook and take note of that reality and adjust the student's curriculum plan for that day. Furthermore, if a student is having a rough day in school, the teacher will then relay that information via the communication notebook. This is especially important in that it helps us establish any emerging patterns that would need our attention. We cannot overstate the importance of keeping a properly up kept notebook and looking at it daily. Please take advantage of this simple yet invaluable tool.

Birthdays

Please contact the classroom teacher to schedule a time to celebrate your child's birthday. The teacher will provide you with information as to what to send in.

Clothing

All students are expected to come to school dressed in a refined manner. Please make sure your child's clothes are clean and well fitted. Please put labels with your child's name on all clothing, especially outer garments like coats, sweaters, hats and boots. An extra pair of sneakers should be held in the locker unless you plan on sending them to school with sneakers daily.

HEALTH AND SAFETY

Health Forms

In accordance with the New Hampshire State Public Health Law, ALL students must be immunized against the following diseases: diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, varicella, Hepatitis B, DTaP, DT/DTP, Tdap/Td. Immunization records are evaluated according to a child's birthdate. New records should be shared with Birch.

All children must have proof of immunization before they can be registered for school. In addition, every student must have a health form, signed by a physician, on file in school. A family may obtain a waiver from immunizations for medical reasons. For more details see: [NH School Immunization Requirements 2021-2022](#)

Colds, Viruses and the 24-Hour Rule

If your child has the symptoms of a cold, upset stomach or the flu, throwing up, or a fever above 100, your child must be kept at home. If your child is not feeling well, he/she will not have the energy to participate fully in classroom activities. Keeping a sick child home will help control the spread of illness.

Children who have been ill should be without fever, vomiting, or diarrhea for a full 24 hours before returning to school to prevent the spread of illness.

If your child has contracted strep, flu, conjunctivitis, chicken pox, measles, etc., it is very important that you inform the school immediately, so the school can try to prevent the spread of these extremely communicable illnesses.

Covid- 19

The U.S. Centers for Disease Control and Prevention (CDC) and state and local health departments, including the New Hampshire State Department of Health will continue to monitor and communicate with New York school and business leaders about any possible impact to our schools and local communities. There are no current plans to close New Hampshire schools at this time. This would be an extreme measure that can be disruptive to day-to-day life, and the decision to implement that action will be at the direction of public health experts.

As always, Birch Students should stay home if they are ill and may not return to school until they are free of fever, vomiting or diarrhea for 24 hours. If you have ANY reason to believe there is a chance you or a family member has been exposed to coronavirus or any other virus, do not send your child to school and contact us immediately.

Family & Travel Considerations: What if our family traveled outside of New Hampshire this past week?

Here is a link to the current CDC travel guidelines: <https://wwwnc.cdc.gov/travel>

RESOURCES FOR MORE INFORMATION

This is an emerging and rapidly changing situation. We encourage you to stay up to date by visiting the following websites:

- The U.S. Center for Disease Control: www.cdc.gov/coronavirus/2019-ncov/index.html
- The World Health Organization: www.who.int/emergencies/diseases/novel-coronavirus-2019
- New Hampshire State Department of Health: [Welcome | NH COVID-19 Response](#)
- Universal Best Practices: [SAFER AT HOME \(nh.gov\)](#)
- NH K-12 Back to School Guidance: [k-12-back-to-school.pdf \(nh.gov\)](#)

We will continue to communicate with our school community as we learn more regarding ongoing efforts surrounding the coronavirus. Rest assured that the administration at Birch will work tirelessly to keep everyone informed and safe during this time.

Medication

If your child has a medical condition, please contact the school nurse to discuss proper procedures and protocols. Please note: The school nurse is the only staff member allowed to administer medication to children. If medication is to be administered to your child during school hours, please have your child's physician fill out the appropriate medical form, available at the school office. If possible, please administer all medications to your child before he/she comes to school. Notify the school of any medications your child is currently on regardless of when it is administered.

Becoming Ill at School

If your child becomes ill while at school, you will be alerted. Keeping the school office updated with current contact information is extremely important. In the event of a serious injury or illness, the school will act in accordance with the Emergency Care Authorization that parents sign, giving the school permission to administer first aid, to contact the child's physician for medical instructions, and to take the child to the nearest hospital for necessary care.

Lice and Nit Policy

Students will be checked for lice periodically. If a child is found to have head lice or nits, parents will be called to take the child home. Children with lice or nits may not come back to school until they are lice free.

Electronic Devices

Possession of cell phones, computers, and other devices capable of electronic communications at school is a privilege, not a right. Possession and use of such devices at school or school-related events or activities shall be subject to school approval and regulations. If you are planning to send your child to school with an electronic media device, please contact Alicia Varney ext. 133 beforehand so that an appropriate usage plan can be developed. Parents send such devices at their own risk and the school does not take responsibility for any damage or loss of the device.

Records Policy

Records are properly kept for attendance, fire drills, pupil achievement, and anecdotal records. In case of transfer, a pupil's records will be sent to the receiving school upon request.

School Calendar 2022- 2023

Academic Year Calendar 2022/ 2023																																																																																																										
<table border="1"> <thead> <tr> <th>Month</th> <th>Instructional Days</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td></td> </tr> <tr> <td>August</td> <td>Days: 0</td> </tr> <tr> <td colspan="2">August 19 Summer Session Ends</td> </tr> <tr> <td colspan="2">Clinic SSG 1 Aug 22-26</td> </tr> <tr> <td colspan="2">No School Aug 29- Sep 2</td> </tr> <tr> <td>September</td> <td>Days: 19</td> </tr> <tr> <td colspan="2">September 6 Fall Session Begins</td> </tr> <tr> <td colspan="2">No School Sept 5 Labor Day</td> </tr> <tr> <td>October</td> <td>Days: 19</td> </tr> <tr> <td colspan="2">No School October 21 PD</td> </tr> <tr> <td colspan="2">No School October 28 PD</td> </tr> <tr> <td>November</td> <td>Days: 19</td> </tr> <tr> <td colspan="2">No School Nov 11 Veteran's Day</td> </tr> <tr> <td colspan="2">No School Fall Break Nov 24-25</td> </tr> <tr> <td>December</td> <td>Days: 14</td> </tr> <tr> <td colspan="2">Clinic SSG 2 Dec 27-Dec 30</td> </tr> <tr> <td colspan="2">No School Winter Break Dec 21-27</td> </tr> <tr> <td colspan="2">December 20 Fall Session Ends</td> </tr> </tbody> </table>	Month	Instructional Days	2022		August	Days: 0	August 19 Summer Session Ends		Clinic SSG 1 Aug 22-26		No School Aug 29- Sep 2		September	Days: 19	September 6 Fall Session Begins		No School Sept 5 Labor Day		October	Days: 19	No School October 21 PD		No School October 28 PD		November	Days: 19	No School Nov 11 Veteran's Day		No School Fall Break Nov 24-25		December	Days: 14	Clinic SSG 2 Dec 27-Dec 30		No School Winter Break Dec 21-27		December 20 Fall Session Ends		<table border="1"> <thead> <tr> <th>August</th> <th>September</th> <th>October</th> </tr> </thead> <tbody> <tr> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td> </tr> <tr> <th>November</th> <th>December</th> <th>January</th> </tr> <tr> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td> </tr> <tr> <th>February</th> <th>March</th> <th>April</th> </tr> <tr> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</td> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td> </tr> <tr> <th>May</th> <th>June</th> <th>July</th> </tr> <tr> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td> <td>S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td> </tr> </tbody> </table>	August	September	October	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November	December	January	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February	March	April	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	May	June	July	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<table border="1"> <thead> <tr> <th>Month</th> <th>Instructional Days</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td></td> </tr> <tr> <td>January</td> <td>Days: 22</td> </tr> <tr> <td colspan="2">January 2 Winter Session Begins</td> </tr> <tr> <td>February</td> <td>Days: 20</td> </tr> <tr> <td colspan="2">February 20 No School</td> </tr> <tr> <td>March</td> <td>Days: 18</td> </tr> <tr> <td colspan="2">March 27- 31 No School Spring Break</td> </tr> <tr> <td colspan="2">Clinic SSG 3 March 27-31</td> </tr> <tr> <td colspan="2">Teacher Training Day Date TBD</td> </tr> <tr> <td colspan="2">March 24 Winter Session Ends</td> </tr> <tr> <td>April</td> <td>Days: 24</td> </tr> <tr> <td colspan="2">No School April 7</td> </tr> <tr> <td colspan="2">April 3 Spring Session Begins</td> </tr> <tr> <td>May</td> <td>Days: 22</td> </tr> <tr> <td colspan="2">No School May 29</td> </tr> <tr> <td>June</td> <td>Days: 12</td> </tr> <tr> <td colspan="2">June 16 Spring Session Ends</td> </tr> <tr> <td colspan="2">Clinic SSG 4 June 26- 30</td> </tr> <tr> <td>July</td> <td>Days: 0</td> </tr> <tr> <td colspan="2">July 5 Summer Session Begins</td> </tr> </tbody> </table>	Month	Instructional Days	2023		January	Days: 22	January 2 Winter Session Begins		February	Days: 20	February 20 No School		March	Days: 18	March 27- 31 No School Spring Break		Clinic SSG 3 March 27-31		Teacher Training Day Date TBD		March 24 Winter Session Ends		April	Days: 24	No School April 7		April 3 Spring Session Begins		May	Days: 22	No School May 29		June	Days: 12	June 16 Spring Session Ends		Clinic SSG 4 June 26- 30		July	Days: 0	July 5 Summer Session Begins	
Month	Instructional Days																																																																																																									
2022																																																																																																										
August	Days: 0																																																																																																									
August 19 Summer Session Ends																																																																																																										
Clinic SSG 1 Aug 22-26																																																																																																										
No School Aug 29- Sep 2																																																																																																										
September	Days: 19																																																																																																									
September 6 Fall Session Begins																																																																																																										
No School Sept 5 Labor Day																																																																																																										
October	Days: 19																																																																																																									
No School October 21 PD																																																																																																										
No School October 28 PD																																																																																																										
November	Days: 19																																																																																																									
No School Nov 11 Veteran's Day																																																																																																										
No School Fall Break Nov 24-25																																																																																																										
December	Days: 14																																																																																																									
Clinic SSG 2 Dec 27-Dec 30																																																																																																										
No School Winter Break Dec 21-27																																																																																																										
December 20 Fall Session Ends																																																																																																										
August	September	October																																																																																																								
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31																																																																																																								
November	December	January																																																																																																								
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31																																																																																																								
February	March	April																																																																																																								
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30																																																																																																								
May	June	July																																																																																																								
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31																																																																																																								
Month	Instructional Days																																																																																																									
2023																																																																																																										
January	Days: 22																																																																																																									
January 2 Winter Session Begins																																																																																																										
February	Days: 20																																																																																																									
February 20 No School																																																																																																										
March	Days: 18																																																																																																									
March 27- 31 No School Spring Break																																																																																																										
Clinic SSG 3 March 27-31																																																																																																										
Teacher Training Day Date TBD																																																																																																										
March 24 Winter Session Ends																																																																																																										
April	Days: 24																																																																																																									
No School April 7																																																																																																										
April 3 Spring Session Begins																																																																																																										
May	Days: 22																																																																																																									
No School May 29																																																																																																										
June	Days: 12																																																																																																									
June 16 Spring Session Ends																																																																																																										
Clinic SSG 4 June 26- 30																																																																																																										
July	Days: 0																																																																																																									
July 5 Summer Session Begins																																																																																																										
<p>KEY</p> <ul style="list-style-type: none"> Red- No School Green- Return to School Orange- SSG Purple- Session Begins Blue End of Session <p>6.5 hours daily Arrival 8:30am Departure 3:00pm</p> <p>Fall Session 1 Sept 6- Dec 20 Winter Session 2 Jan 2- March 24 Spring Session 3 April 3- June 16 Summer Session 4 July 5- Aug 25 2023</p>																																																																																																										

Additional Policies

Behavior Management

Birch Behavioral utilizes an individualized approach to prevention and response to student behavior that is interfering with learning according to the applied science of behavior, ABA. An FBA/ Functional Behavior Assessment is completed during the initial assessment or any other time where a student's team decides it is necessary and has parental written consent.

Birch Behavioral prohibits the use of seclusion and restraint.

Students are not placed into seclusion. Restraints are not used. Although we recognize that there may be times when minimal restriction of movement may be needed to prevent a child from self-harm.

Our practices focus on preventative, antecedent intervention strategies. Birch prohibits measures which are aversive, depriving in nature or subjects a child with a disability to humiliation or unsupervised confinement, or to abuse or neglect as defined in RSA 169-C (the Child Protection Act) or which deprives the child of basic-necessities such as nutrition, clothing, communication or contact with parents to endanger the child's mental, emotional or physical health consistent with Ed. 1114.07. Please note that seclusions and/or restraints are not used at Birch. (Ed 1114.07 (c))

Birch Behavioral does not use aversive or deprivation behavioral interventions. The following interventions are not allowed:

1. Any procedure intended to cause physical pain.
2. Aversive mists, noxious odors, and unpleasant tastes applied by spray or other means to cause an aversive sensation
3. Any non-medical mechanical restraint that physically restricts a child's movement
4. Contingent food/drink programs
5. Electrical stimulation

6. Placement of a child in an unsupervised or unobserved room from which the child cannot exit without assistance

7. Physical restraint, unless in response to a threat of imminent, serious, physical harm.

MEDICATION TO STUDENTS POLICY

The Principal shall be responsible for establishing specific procedures to control medications administered. Prescribed medication should not be taken during the school day if at all possible. Medication is to be administered by the principal or other designee.

Medication will be administered in school only after receiving and filling in the student's health record the following:

1. A written statement from the licensed prescriber detailing the method of taking the medication, dosage, and the time schedule of the medication.
2. A written authorization from the parent/guardian indicating the request that the school assist the student in taking the prescribed medication with the agreement that the parent/guardian will not hold liable and will otherwise save harmless Birch.

All medication should be delivered to appropriate school personnel by the parent/guardian. All prescription medication must be delivered and contained in its original pharmacy container.

The school nurse (or the Principal's designee) keeps medications in a locked cabinet (or refrigerator). No more than a 30-day supply is kept/maintained by the school.

The school nurse or the Principal's designee will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by the parent/guardian within 10 days after its use is discontinued.

If the parent/guardian does not pick up the medication within 10 days the school nurse or the Principal's designee may dispose of the unused medication and record as such in the student's file.

All medication orders expire at the end of the school year and must be renewed at the beginning of the next school year.

The school nurse or the Principal's designee is responsible for keeping accurate records regarding the administration of medication to students.

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life threatening allergies.

Both the student's parent/guardian and physician must authorize such self-possession and self-administration.

If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to the nearest supervising adult.

The school nurse or the principal's designee may maintain at least one epinephrine auto-injector, provided by the student, in a suitable location.

Additionally, students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies and conditions.

Both the student's parent/guardian and physician must authorize such self-possession and self-administration.

Students shall not share any prescription or over the counter medications with another student. Students acting in violation of this prohibition will be subject to discipline.

This policy shall extend to any school sponsored activity, event, or program. In addition to the provisions set forth herein, the school principal and principal's designee are responsible for ensuring the provisions of Ed. 311.02, Medication During the School Day, are followed.

Delivery of Medication to School:

A parent, guardian or a parent/guardian-designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the principal .

1. The prescription medication shall be in a pharmacy or manufacturer labeled container;
2. The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered; and
3. The medication may be delivered by other adult(s), provided, that the nurse or designee is notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to the school.
4. All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.

Recording Provisions:

(1) Birch personnel will document the following information regarding medication taken by each student:

- (a) Date and time of administration;
- (b) Name of medication prescribed;
- (c) Name of licensed prescriber;

(d) Signature or initials of adult present;

(e) Other comments.

(2) The school shall keep a secure log book with consecutively numbered pages, in which shall be recorded in ink, the medication taken by a student and show the date, time of administration, and the signature (electronic if computerized) or initials of adult present.

(3) If student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.

(4) Recording cannot be deleted; if an error occurs, a line is to be drawn through the entry and correct data recorded in line below and signed. Computerized log entries are locked at midnight of the same day.

(5) Such a record shall be available to representatives from the State Division of Public Health and/or State Department of Education.

(6) Each record should be kept in a designated place for a period of time consistent with the New Hampshire Department of Education's records retention schedule.

Student Health Records Physicians' written orders and the written authorization of parents or guardians should be filed with the student's records (Student Records Binder) and kept for a period of time as determined by the New Hampshire Department of Education's Records Retention Schedule.

Health records concerning students who receive special education services should be retained as long as the student is in a special education program and there is district liability for the education of the student.

State law forbids any child for any reason to take medication without written permission of the child's Parent or legal Guardian. In the event of a accidents and/or injuries, The parents and the LEA are notified. In the event of a major accident or death, parents, local authorities, LEA's and the NHDOE are notified.

CONFIDENTIALITY OF INFORMATION Ed 1119

Birch Behavioral adheres to the Confidentiality of Information regulations set forth in the NH Rules, the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and the Individuals with Disabilities Education Act (IDEA 2004; 34 CFR 300.610-627), with its implementing federal regulations.

If a child is enrolled, or is going to enroll at Birch, parental consent must be obtained before any personally identifiable information about the child is released between officials at Birch and officials at the sending (LEA) school.

ACCESS RIGHTS

Birch Behavioral permits parents to inspect and review any education records relating to their child that is collected, maintained, or used by Birch under 34 CFR Part 300. Birch will comply with a request without

unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to IDEA and its regulations and in no case more than 45 days after the request has been made.

The right to inspect and review education records under this section includes:

1. the right to a response from Birch to reasonable requests for explanations and interpretations of the records;
2. the right to request that Birch provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
3. the right to have a representative of the parent inspect and review the records.

Birch Behavioral may presume that the parent has authority to inspect and review records relating to his or her child unless Birch has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

RECORD OF ACCESS

Birch Behavioral keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORD ON MORE THAN ONE CHILD

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES and LOCATION OF RECORDS

Birch Behavioral provides parents on request a list of the types and locations of education records collected, maintained, or used by Birch.

FEES

Birch Behavioral may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. Birch adopted the following fee for copies: 10 cents per page. Birch does not charge a fee to search for or to retrieve information.

AMENDMENT OF RECORDS AT PARENT REQUEST

A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of their child, may request this

information be amended. Birch will determine whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If Birch decides to not amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing.

OPPORTUNITY FOR HEARING

Birch Behavioral, on request from the parent, will provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

RESULT OF HEARING

If, as a result of the hearing, Birch decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, Birch will inform the sending school district and then amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, Birch decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will inform the sending school and the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of Birch. Any explanation placed in the records of the child under this section

1. is maintained by the sending school, Birch as part of the records of the child as long as the record or contested portion is maintained by Birch; and
2. if the records of the child or the contested portion are disclosed by Birch to any party, the explanation is also disclosed to the party.

HEARING PROCEDURES

A hearing held under this section is conducted according to the procedures under 34 CFR 99.22.

CONSENT

Except as to disclosures addressed in 34 CFR Part 300.535(b) for which parental consent is not required by 34 CFR Part 99, parental consent is obtained before personally identifiable information is (1) disclosed to anyone other than officials of participating agencies collecting or using the information under 34 CFR Part 300, subject to this section; or (2) used for any purpose other than meeting a requirement of 34 CFR Part 300. Birch will not release information from education records to participating agencies without parental consent unless authorized to do so under Part 99.

Birch Behavioral protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. All persons collecting or using personally identifiable information will receive training or instruction regarding IDEA-B policies and procedures. Birch maintains, for public inspection, a current listing of the names and positions of those employees within Birch who may have access to personally identifiable information.

SAFEGUARDS (34 CFR 300.623):

Birch Behavioral protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each district must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the state's policy and procedures under 34 CFR 300.123 and CFR part 99. Birch must maintain, for public inspection, a current listing of the names and positions of those employees who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

Birch Behavioral informs parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation.

CHILDREN'S RIGHTS (Ed 1119.03)

Birch Behavioral ensures the rights of privacy afforded to children are consistent with those afforded to parents, taking into consideration the age of the child and type or severity of disability. The age of majority in New Hampshire is eighteen (18) years, thus parental rights regarding educational records in IDEA and FERPA transfer to students at age 18.

DISCIPLINARY INFORMATION (Ed 1119.04)

Birch Behavioral includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child. Such statements shall be included in and transferred with the disabled child's record to the same extent that the disciplinary information is included in, and transmitted with the student records of children without disabilities.

The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child. If the child transfers from one school to another, the transmission of any of the child's records includes both the child's current individualized education program and any statement of current or previous disciplinary action that has been taken against the child.

CFR 300.534 – Protections for Children Not Yet Eligible for Special Education and Related Services.

A child who has not been determined to have a disability and is subject to disciplinary action may assert the protections in this part if the District had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District will consider cases on an individual basis and in accordance with CFR 300.534 – Protections for Children Not Yet Eligible for Special Education and Related Services.

DISPUTE RESOLUTION Ed 1121

Individuals or organizations may file a complaint to report alleged violations of state and federal special education requirements that may have been committed by the School District regarding the education of children with disabilities. Individuals who live out of state may also file a complaint

The NH Department of Education has a form available to file a complaint, which may be found on the Department's website (<http://www.education.nh.gov>). Use of this form is not required, but all complaints must:

1. Be in writing and signed, including contact information for the signer;
2. Include a statement that the school district has violated a state or federal requirement regarding the education of a child with a disability under Part B of the Act or 34 CFR 300; and
3. Contain the facts on which the statement is based; and
4. Allege a violation that occurred not more than one year prior to the date the complaint was received; and
5. The complaint must indicate how the complaining party would like to see this complaint resolved.
6. A copy of the complaint must be sent to the District. Complaints shall be directed to:

Commissioner of Education

Attn: Special Education Complaints Office

101 Pleasant Street Concord, NH 03301

All complaints received by the Bureau of Special Education will be reviewed by the Complaints Office. If the issues are determined appropriate for the complaint procedures, an investigation of the alleged violation(s) will take place, in accordance with Ed 1121.02

EMERGENCY CLOSINGS POLICY

The Principal, in conjunction with the administrative team, shall establish criteria and procedures for emergency closings of the schools. Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closing, whether action is taken before or during school hours.

In general, Birch usually institutes a two hour delay or a cancelled school day in conjunction with the Concord schools. Parents should check for information about this on the WMUR television station (or their website).

The decision to delay the opening of school or to close school for the day lies with the Principal/Director of Birch. This decision is usually made after consulting with local authorities and members of the administrative team.

We ask that parents, students and staff members stay vigilant in watching for changes in the weather and road conditions. Although decisions to delay or close school usually occurs at or around 5:30 am, changing conditions may prompt an earlier or later decision or change in whether or not a delayed opening may turn into a full day closure. Likewise, it is also possible that school closes earlier than originally anticipated.

If a student's local school is delayed or closed, or Birch is delayed or closed, they should follow the delayed schedule or stay home. Parents who provide their own transportation to Birch should rely on announcements from Birch. Please note that we recognize the importance of staying safe and using good judgement in regards to changing road conditions. The ultimate decision regarding transportation to the school when the school is open lies with the driver of the vehicle.

When schools are closed for emergency reasons, staff members shall report for work or comply with procedures for working from home. In general, work from home is discouraged, but may include working on staff-development activities or contacting parents to share information about student progress, or both. Teachers may also elect to take a snow day as a vacation day or make up for the missed day at the end of the school year (with permission from the administration). When in doubt, it is the responsibility of the staff member to check in with the Principal/Director.

Emergency Procedures

This is a guide to help you take the steps you need to follow in the case of an emergency. Please keep this guide in a place where you can get to it fast. It is recommended that you keep this with your attendance information. In an emergency, you will need to keep it with you. In case of an emergency: Keep calm Listen for the type of emergency and further instructions Follow the appropriate directions listed While we hope never to have to use this, you must keep yourself and your students aware of what to do in the case of an emergency. Always be aware of where the evacuation zone(s) is located and the escape plan for the room that you are in.

ACCIDENTS AND INJURIES

Protect yourself:

- Use universal precautions if bodily fluids are present.
- Wear gloves and eye cover. Apply First Aid until medical assistance arrives.
- Cover and apply pressure to uncontrolled bleeding
- Do not move injured person unless danger to you or injured person • is imminent
- Encourage injured person to remain calm Send for an administrator and/or notify the main office that you need medical assistance.

Be prepared to do or assist with the following:

- Phone 911

- Notify Parent/Guardian
- Document the incident Van and auto accidents on trips away from the school:
- Call emergency services
- If necessary, apply first aid using universal precautions
- If threat of fire or other danger exists, move students to a safe location
- Notify main office / administration
- You must document the incident

ASSAULTS / FIGHTING

Managing Alleged Assailant

Always use universal precautions

Stay calm.

Isolate incident by removing unnecessary people from the area or by removing the involved persons to a calmer setting.

Apply first aid as necessary

Send for an administrator

Be prepared to assist in the following:

- Phone 911 for medical and/or police assistance
- Notify parent/guardian

You must document the incident.

CHEMICAL SPILL / HAZARDOUS MATERIAL

If hazardous material or chemical spill occurs in your area, evacuate students immediately and notify the main office. (We will follow the fire evacuation plan if we need to evacuate the building.)

If hazardous material or a chemical spill occurs outside of the school, follow the "Shelter In Place" procedures.

CHILD ABUSE

You are required, by law, to notify an administrator if you suspect any abuse or a student alleges abuse. Do NOT attempt to investigate or verify the information.

Be prepared to do the following:

- Document communication with student and / or any observation of physical injury and / or emotional disturbance
- Notify the police

DEATH AT SCHOOL

Call administrator to the site Notify Main Office Clear students from the area Document the incident Secure the scene for police Document who enters and exits the room, including times

DEATH IN THE COMMUNITY

In the event that a student, teacher or well-known community member dies during the school year, the following actions will be taken.

Administration, and Admin. Team will determine the possible impact of the death. This team will arrange for extra support (Counselors from other schools/agencies etc.) if needed. If this occurs during non-school hours, the emergency contact phone tree may be used to call an emergency meeting to brief the staff before school starts.

EVACUATION PLAN – BOMB THREAT, EXPLOSION

Follow evacuation procedures. If the alarm sounds or there is an announcement to evacuate the building, do the following:

- Stay calm and listen to directions
- Follow the escape plan for your room and exit the building.
- Go to your evacuation area and wait for further instructions.
- BRING YOUR ATTENDANCE INFORMATION WITH YOU
- Teachers will assemble in classroom groups and TAKE ATTENDANCE.
- Wait for further instruction

EARTHQUAKE, EXPLOSION – DROP, COVER AND HOLD

When the ground begins shaking and / or a loud explosion is heard or felt, do the following:

1. DROP: Take cover under a nearby table or desk.
2. COVER: Cover your eyes by leaning your face against your arm.
3. HOLD: Hold on to the table or desk legs

- If there is sufficient warning move students to the school's gymnasium.
- If there is no warning and no desk or table near you, drop to the floor, clasp hands behind your neck and face down against an interior wall.
- When possible, keep everyone in groups, multi-class groups if possible.
- If you are in the hallway, take the drop position along the sidewalls, away from unsecured hazards.
- If you are confined to a wheelchair, position yourself in a door jam, put the brakes on, wear a hard hat if possible and cover yourself to protect yourself from flying debris.
- If you have a mobility impairment, sit down or brace your body to avoid falling and protect your head.
- If you are outdoors, move away from the building, stay clear of powerlines, rock walls and other structures/items that might fall. Assume the drop position or sit down. Remain in place until the event has passed.

FIRE

All teachers should know the location of the nearest fire extinguisher and fire alarm, and how to handle them. In case of fire:

1. Evacuate the area, take your attendance information with you. (Make a brief attempt at extinguishing the fire only if you are trained and can do so without putting yourself and others into a dangerous position.)
2. Sound the fire alarm.
3. Notify main office immediately by intercom or by sending a runner.
4. Proceed to the evacuation area and take attendance
5. Document the incident, providing all pertinent information.

GUNFIRE

When students are outdoors and gunfire is heard, shout "DROP AND TAKE COVER!" Move out of the line of fire as soon as possible. Remain as hidden as possible. Assume as small a target profile as possible. Intruder procedures will then be initiated.

INTRUDER

When you hear that an intruder is in the building, do the following:

1. Students are to be cleared out of the hallways immediately. Look into the hallway and “sweep” anyone in them into your classroom.
2. Make sure that your classroom door is locked, close your windows. Do not leave your room for any reason.
3. Stay away from all doors and windows. Move students to a location in your room where they are out of view. Everyone must remain silent.
4. Wait for further instructions. If possible, make a quick attendance check to see who is in your room with you. You may be asked for this information later.

Only respond to inquiries from someone that you know or whose voice you recognize.

Do not unlock your door or release your students until you are instructed to do so by someone with a familiar voice or face, someone you know who works on the staff. This will usually be an administrator.

SHELTER IN PLACE

1. When you are instructed to “Shelter in place ...” do the following:
2. Clear all students from the hallway.
3. Close all windows, then move away from them.
4. Cover all room and door windows and block/tape the gaps between the bottom of the door and the floor if possible.
5. Wait for instructions.

EMERGENCY PLANS POLICY

Birch Behavioral recognizes the importance of developing an emergency response plan to provide for the safety and welfare of our students and staff. In general, our plan conforms to the Incident Command System and the National Incident Management System.

The Principal and administrative team is responsible for ensuring that the school conducts emergency response drills.

The Principal or his designee will establish relations with local and state emergency and law enforcement authorities.

The Principal or his/her designee will serve as a coordinator/liaison with these authorities.

Additionally, the Principal is responsible for ensuring that the district’s Emergency Response Plan addresses hazards such as: 64

1. Acts of violence
2. Natural disasters

3. Fire
4. Hazardous materials
5. Medical emergencies

When formulating emergency plans, carrying out drills or responding to emergencies, the administration and staff will coordinate activities in such a way as to recognize and accommodate the needs of students as indicated on their IEP's. This will include consultations with special education teachers and classroom teachers and making sure that accommodations for such events are noted in the special education folder and IEP when appropriate. (ie. If a student reacts negatively to loud fire alarms, accommodations will be made so that the alarm has a minimal effect on the student.) Other hazards identified by the administrative team or local emergency authorities should be planned for when necessary.

Legal References: RSA 189:64, Emergency Response Plans Incident Command System Preparations: www.osha.gov/SLTC/etools/ics/prepare_implement.html Federal Emergency Management Agency, Planning Ahead: www.fema.gov/plan/index.shtm

Supervision and Administration

Birch Behavioral is supervised by the CEO and the administrative team. In addition, Birch uses the services of a School Principal/Director, a Special Education Coordinator or their designees to supervise the services and programs provided to students with disabilities. Paraprofessionals and Assistant Teachers shall work under the direct supervision of appropriately certified personnel and be supervised by the professional under whom they work as often as deemed necessary by the school at least once each week. Paraprofessionals and Assistant Teachers shall implement plans designed by the supervising professionals and monitor the behavior of student(s) with whom they work. They may not design or evaluate the effectiveness of programs. Although it is uncommon for Birch to use the services of a paraprofessional, when a paraprofessional is utilized, performance is evaluated through a predetermined performance review process.

AVAILABILITY AND DISTRIBUTION OF HEALTHY FOODS

Birch Behavioral will support the availability and distribution of healthy foods and beverages during the school day and after school activities.

Students bring their lunches and snacks from home. The Principal or his/her designee is responsible for ensuring that all foods and beverages brought from home meet our standards. The school periodically reviews the nutritional standards established by state and federal law relative to make sure that we are advocating for a healthy lifestyle. When the school holds a special event where food is made available to our students, we consider:

- (1) nutrient density;
- (2) portion size; and
- (3) nutrition targets, as defined in pertinent law.

As a private school that works with students who have a wide variety of educational needs, we recognize that foods play a critical role in how our students feel and behave. Although parents/students provide their own lunches, the school urges them to bring healthy foods to school.

We actively discourage the consumption of products/foods that have a high sugar or salt content. We actively promote the drinking of (bottled) water.

The Principal or his/her designee is responsible for implementing appropriate opportunities for students to learn food preparation skills that support nationally recognized research-based nutrition standards.

INCLUSION

Inclusion Checklist

- Do we start with the assumption that all students belong in the regular classroom setting?
- Do we adjust all instructional programs so as to provide equitable learning opportunities to all students?
- Are we committed to a school culture that promotes mutual support and respect among all stakeholders?
- Are we flexible in adapting support systems as the needs of the students change?
- Do we provide students with special needs with as much of the full school curriculum as they can master and modify it only as necessary so that they can share elements of these experiences with their classmates?
- Do we encourage participation by all students in the full range of activities available at the school, including co-curricular and extra-curricular activities?
- Do we encourage parents to be a full partner in planning and implementing services at the school?
- Does the administration support a positive, solutions-based work environment where staff efforts are supported?
- Are the efforts of all staff members integrated to provide seamless support to all students?
- Do we include students with special needs in as much of the testing and evaluation experiences as students without special needs?

INCLUSION ROLES AND RESPONSIBILITIES

Birch Behavioral works to provide support and assistance to general and special education teachers, helping them to implement inclusive education practices. In many cases, the roles of our staff are shared with the schools that send students to us.

ALL STAFF WILL WORK TOGETHER TO:

1. Promote a positive attitude and actively assist the school in a focused effort to develop and implement an inclusive education program.
2. Assist in problem solving, and ensure that mutual support and resources are available to students to implement inclusion.
3. Attend and/or provide in-service training that addresses the identified needs of the school and teachers.
4. Attend workshops and conferences so that they continue to grow and gain the necessary skills to implement inclusion successfully in their schools.
5. Help to support opportunities for teachers (and para-educators) to visit other schools to share experiences and find solutions to mutual challenges.
6. Staff should have an ongoing role in the successful implementation of inclusion and provide continuity from year to year.
7. Participate in the hiring of teachers, para-educators and professional staff.
8. Sit in on Individual Education Plan (IEP) meetings, take notes and give input as needed. Attend problem IEP meetings, facilitate due process.
9. Coordinate with agencies that participate in student IEP meetings (e.g., developmental disability case managers).
10. Correspond with other districts and individuals requesting information about programs or desiring tours.
11. Problem solve with parents and teachers.

NON-DISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY POLICY

The sending school (supported by Birch) provides the following Notice of Procedural Safeguards to parents/guardians and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22(4)(f), and 104.36 of the Regulations implementing Section 504 of The Rehabilitation Act of 1973.

Birch Behavioral does not discriminate on the basis of disability in admission or access to, or treatment of or employment in, its programs and activities.

Grievance procedures, with appropriate due process rights are provided to parents of the sending school. Birch supports this as needed.

The Superintendents of the sending schools are the designated employer, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the sending school's School Board. Birch supports this as needed.

STAFF PERFORMANCE AND EVALUATION SYSTEM

Birch Behavioral has implemented a teacher performance and evaluation system to provide for the monitoring and improvement of the staff. The performance and evaluation system includes the following: Each teacher/staff member will be evaluated on a yearly basis using a variety of methods and settings. This may include, but not be limited to the following:

1. Classroom walk-throughs, at least two per year
2. Observations at staff meetings, IEP meetings, PLC meetings etc.
3. Observations in common areas.
4. Observations at various school activities on or off school grounds (including Open House and Parent Nights)
5. Evaluation of written work including lessons, tests and quizzes, notes to parents and study guides.
6. Verbal communications with parents and/or other staff members. This may include telephone calls.
7. Email communications

Information gathered from multiple sources will then be evaluated and compiled into a final yearly evaluation. This will be completed by the 15th of April of each school year. Teachers are encouraged to discuss any disagreements on their final evaluation with the Principal.

Teachers/staff members who are struggling to maintain the high standards established for the staff of Birch may be given assistance in ascertaining and remediating their weaknesses. This may or may not include the development of a written plan. The school will make every effort to notify teachers who are being non-renewed for the following year by the 10th of May of each school year (sooner if possible).

Birch Behavioral will involve teachers and principals in maintaining, revising and evaluating this policy with input from teachers and the administrative team. However, all final decisions relative to evaluation procedures, criteria and components will remain with the CEO and the administrative team.

Legal References: RSA 189:1-a, Duty to Provide Education RSA 189:14-a, Failure to be Re-nominated or Re-elected

Lead paint and asbestos

The building was completely renovated by the previous owner. We have a binder containing their contractors' specifications, including materials used and MSDS sheets for them.

TRANSPORTATION

Birch Behavioral supports Ed 1114.06 (c) Transportation to and from Birch remains the responsibility of the sending school district. Discipline aboard such transportation is monitored and handled by the sending school.

The school provides transportation during the day for students who need to leave the academy so as to access IEP services which the school has agreed to supply/support. Discipline aboard such provided transportation is monitored and handled by Birch.

Educators who use the schools vans must maintain a valid driver's license and must be at least 25 years old. Educators who use the school's vans must receive training in the care and use of the vans at least once per year.

POLICY REGARDING CHILD ABUSE OR NEGLECT

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building principal. The reporting individual will contact Department of Child and Youth Services (DCYF) to report the suspicion, or contact DCYF with the Principal.

The principal shall notify or assist in the immediate notification of the appropriate state officials at DCYF. The principal will then notify the CEO that such a report to DCYF has been made. A written report shall be made by the principal within 24 hours.

The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services.

School employees should receive routine training or information on how to identify child abuse and neglect. Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect, RSA 169-C:29, Persons Required to Report, RSA 169-C:30, Nature and Content of Report, RSA 169-C:31, Immunity from Liability, RSA 169-C:34, III, Duties of the Department of Health and Human Services

BOND ASSURANCE

In accordance with RSA 198:20-a Any Birch personnel responsible for handling school funds will be required to acquire bonding in accordance with state requirements and policies.

NH State RSA Specific Policies

RSA 126-U:1 126-U:2 Restraint and Seclusion See specific section on Birch policies on restraint and seclusion. Birch prohibits the use of physical restraint and seclusion unless there is an emergency, imminent actual threat upon the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. The determination of whether the use of restraint is justified under this section may be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others. Restraint shall be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate as defined by RSA 126-U:5.

RSA 126-U:1 Defines: "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body. "Seclusion" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. Should any form of restraint be used at Birch for a life-threatening situation, Birch documentation process and records will reflect, per RSA 126-U:2 & RSA 126-U:7, the details of the circumstances as narrative including; date; time; duration; location; every person involved; antecedent events and strategies; injuries; clear justification; damage to property; and future actions that will be taken to address behavior; and how the emotional needs of the child were addressed; notification to parent, guardian, or legal representative of each child and maintained as record. Defined by RSA 126-U:4 & RSA 126-U:5-a. Pursuant to RSA 126-U:9 the Department of Health and Human Services is expected to make requests of records, conduct periodic reviews and determine a process for investigations. The death of a child due to restraint or seclusion shall be immediately reported to NH DHHS in addition to the provisions of RSA 126-U:7, notify the commissioner of the department of education, the attorney general, and the state's federally-designated protection and advocacy agency for individuals with disabilities.

Birch shall not use or threaten to use seclusion as punishment or discipline or any of the following restraint and behavior control techniques:

I. Any physical restraint or containment technique that:

- (a) Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
- (b) Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
- (c) Obstructs the circulation of blood;
- (d) Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
- (e) Endangers a child's life or significantly exacerbates a child's medical condition.

II. The intentional infliction of pain, including the use of pain inducement to obtain compliance.

III. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.

IV. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

In accordance with RSA 126-U:5-b seclusion may only be imposed in rooms of appropriate size, that are not vertically lower than other rooms, have adequate heating, cooling, ventilation and lighting, are free of objects that pose a danger to children in the room, have doors with no locks and contain an unbreakable observation window to allow safe, direct and uninterrupted observation of the entire room.. Seclusion must end for cases of emergency, such as; need for medical attention, fire, lockdown, or other critical situations. Per RSA 126-U:5-c any use of seclusion of children to specific areas of the

school, such as an assigned classroom should be not unusual as part of a routine or norm, if practiced, and not as a consequence to behavior of one or more children and the use of medication or mechanical restraint is prohibited.

RSA 126-U3 Post Admission Planning in Facilities During intake parents and educational agencies shall provide child evaluations, records, and details regarding and history of physical, sexual, or emotional trauma, and declare health conditions that may make the child vulnerable to injury while at the facility, if the child, after reasonable inquiry has an unknown history of restraint and or seclusion. Upon intake clinical staff will develop and implement prevention strategies, and response plans regarding potential behavior or situations which will avoid the use of restraint and seclusion.

RSA 141-C:20-a Immunization See specific section on Birch policies. I. All parents or legal guardians shall have their children who are residing in this state immunized against certain diseases. These diseases shall include, but not be limited to, diphtheria, mumps, pertussis, poliomyelitis, rubella, rubeola, and tetanus. The commissioner shall adopt rules under RSA 541-A relative to other diseases which require immunization. II. No child shall be admitted or enrolled in any school or childcare agency, public or private, unless the following is demonstrated: (a) Immunization under paragraph I; (b) Partial immunization relative to the age of the child as specified in rules adopted by the commissioner; or (c) Exemption under RSA 141-C:20-c. III. Nothing in this section shall require an immunization/vaccination requirement for diseases that are noncommunicable. Noncommunicable disease means a disease that is not infectious or transmissible from person-to-person.

RSA 189:11 Instruction National & State Government and History See specific section on Birch policies. Birch curriculum is K- 6.

RSA 189:17 Flags; Penalty Birch shall display an US and NH State flag of no less than 5 feet in length on a flagpole in the vestibule of the site.

RSA 189:19 English Required – Pursuant to the requirement of English; in the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing, the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration. Educational programs in the field of bilingual education shall be permitted under the provisions of this section with the approval of the state board of education and the local school district.

RSA 189:20 Foreign Languages Birch does not currently offer another language, however is aware that a foreign language may be taught in elementary schools; provided, that the course of study (or its equivalent) outlined by the state board in the branches named in RSA 189:19 be not abridged but be taught in compliance with the law of the state.

RSA 189:21 Language of Devotional Exercises Birch welcomes and embraces the many cultures and languages of the community without exception; acknowledging The exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English.

RSA 189:64 See Emergency Response Planning section, and agrees to submit this plan to the office of Homeland Security by no later than September 1, 2022.

RSA 193:1-a Dual Enrollment Birch agrees notwithstanding any other provision of the law, the full-time attendance requirement may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full time attendance and further that the attendance at more than one school may include attendance at a nonpublic school provided that the school district and the state board of education have given prior approval to the detailed dual enrollment agreement, which is to be effectuated for this purpose

Payment of Governmental Moneys RSA 198:20-a No state moneys or moneys raised and appropriated by any political subdivision of the state or any federal moneys administered by the state or any political subdivision thereof shall be paid or granted to a nonpublic school for the education and training of disabled children as defined by RSA 186-C:2, I which has not been approved by the state board of education pursuant to those policies adopted under the provisions of RSA 186:11, XXIX

Lead in Drinking Water in Schools RSA: 485:17-a . Upon the effective date of this section, and within every 5-year period thereafter, public and private schools and licensed child care facilities that have not sampled in the prior 2 years shall test for the presence of lead in drinking water at all locations at the facility that is available for consumption by children. Such testing shall be in accordance with guidance from the department of environmental services. If test results demonstrate the presence of lead in a concentration that exceeds the applicable standard established by the Environmental Protection Agency, the school or licensed child care facility shall, within 5 business days, notify parents and guardians and shall, as an interim measure, ensure that the children are provided only drinking water that meets the standard. The school or licensed child care facility shall also implement a remediation plan, as approved by the department, within 30 days of notification of parents or, in consultation with the department, as soon as practicable. The department shall review the plan and any associated submittals within 30 days of receiving them. If 3 consecutive rounds of sampling performed every 5 years are below the standard, further testing shall not be required. II. Any time the applicable federal standard for lead in drinking water is changed, public and private schools and licensed child care facilities shall within 30 days compare the results of their most recent testing with such new standard and, in the event any such results exceed the new standard, proceed with the requirements of paragraph I relative to notice, remediation, and interim measures.

SCHOOL LOCATION: 100 William Loeb Drive Manchester, NH 03109



Underwritten by:



PHILADELPHIA
INSURANCE COMPANIES

A Member of the Tokio Marine Group



Policy Package

Professional Liability Insurance Outpatient Allied & Mental Health

Please find the following enclosed:

- Welcome Letter
- Declaration Page
- Telehealth Coverage
- Endorsements
- Policy Booklet



www.cphins.com

12/17/2021

Birch Behavioral Therapy
yecheskel halberstam
50 Bridge Street
Manchester, NH 03101

Dear yecheskel,

Thank you for renewing your Professional Liability Insurance with CPH and Associates. Please see the enclosed pages for your policy documents, including proof of coverage (certificate of insurance).

Please visit www.cphins.com for important resources available to our policyholders. CPH policy benefits include:

- Occurrence Form Coverage (lifetime coverage)
- Real-time online changes to your policy
 - Add CPH TOP™ Coverage (General Liability "slip and fall" and Property Coverage)
 - Add an additional insured Landlord
 - Change your mailing address
- 24-hour access to your policy documents through our online Document Lookup feature
- Online policy renewals (for individual policyholders)
- Legal Resources
 - The "Avoiding Liability Bulletin"
 - Avoiding Liability Helpline: Two free hours of attorney consultations (for situations with existing clients that could reasonably lead to a claim or suit)
- Portable Coverage: follows you wherever you can legally provide services
- Unlimited Defense Coverage

To learn more about your coverage and all of the benefits, visit our website or contact our office to speak with one of our dedicated agents.

To verify Claims History, please contact CPH & Associates.

We appreciate your business.

Sincerely,

C. Philip Hodson
President

Philadelphia Indemnity Insurance Company

PI-PHCP-01 NH (02/20)

Countersigned: 12/17/2021	By:
(Date)	(Authorized Representative)

This policy has been signed by the Company's President and Secretary.



President



Secretary



TELEHEALTH COVERAGE

We are pleased to inform you that the policy with CPH & Associates does not specifically exclude telehealth, and there is no additional endorsement required, provided that such services are permitted under your state's law. You should confirm with your state licensing board and the licensing board of any states you may be providing services in, that they also allow telehealth services to be provided.

Your professional liability is portable coverage which will follow you wherever you are legally able to provide services within the US. It is important to read your policy's exclusions and definitions.

ALLIED HEALTHCARE PROVIDERS PROFESSIONAL AND SUPPLEMENTAL LIABILITY INSURANCE POLICY

Various provisions in this policy restrict coverage. Read the entire policy carefully to determine **your** rights, duties and what is and is not covered. Words in bold have specific meanings defined within this policy. Refer to **SECTION V – DEFINITIONS**.

In consideration of the payment of the premium and in reliance upon all statements and information furnished to **us**, including all statements made in the application form, its attachments and the material incorporated therein, **we** agree as follows:

SECTION I – COVERAGE

A. ALLIED HEALTHCARE PROVIDERS PROFESSIONAL AND SUPPLEMENTAL LIABILITY

1. Insuring Agreements

a. Coverage A – Professional Liability

We will pay on **your** behalf those sums that **you** become legally obligated to pay as **damages** because of a **professional incident** that takes place in the **coverage territory** and occurs during the policy period. The **professional incident** must result from the practice of the profession shown in the Declarations. This includes services performed by **you** as a member of a credentialing group or utilization review panel, as a case management reviewer or clinical evaluator, or as a member of a board or committee of a hospital or professional society where similar services are performed by **you**.

b. Coverage B – Supplemental Liability

(1) Bodily Injury and Property Damage Coverage

We will pay on **your** behalf those sums that **you** become legally obligated to pay as **damages**, other than those for which coverage is provided under Coverage A, for **bodily injury** or **property damage** that takes place in the **coverage territory** and occurs during the policy period. It must result from a **professional incident** that arises out of the profession shown in the Declarations.

(2) Personal Injury Coverage

We will pay on **your** behalf those sums that **you** become legally obligated to pay as **damages**, other than those for which coverage is provided under Coverage A, for **personal injury** that takes place in the **coverage territory** and occurs during the policy period. It must result from a **professional incident** that arises out of the profession shown in the Declarations.

2. Exclusions

This insurance does not apply to **claims** or **suits** for **damages**:

- a. Arising out of any occupation, business, profession, or personal activity other than the profession specified in the Declarations;

- b. Arising out of any liability **you** assume under any contract or agreement. This exclusion does not apply to:
- (1) Liability **you** assume under a contract with a health maintenance organization, preferred provider organization, independent practice association, or any other similar organization; but only for such liability as is attributable to **your** alleged negligence; or
 - (2) A warranty of fitness or quality of any therapeutic agents or supplies **you** have furnished or supplied in connection with treatment **you** have provided;
- c. Arising out of any liability **you** have as a proprietor, owner, superintendent, director, partner, manager, administrator or executive officer of any hospital, nursing home, medical clinic, health maintenance organization, managed care facility, sanitarium, or any other facility with bed and board arrangements;
- d. Arising out of the ownership, maintenance, use or entrustment to others of any aircraft, **auto** or watercraft owned or operated by, or rented or loaned to **you**. Use includes operation and **loading or unloading**;
- e. Arising out of the prescription, utilization, furnishing, or dispensing of drugs or medical, dental or nursing supplies or appliances, except as directed by a physician in **your** normal course of practice;
- f. Arising out of **your** intentional wrongful acts;
- g. Arising out of injury to **you** or any consequential injury to **your** spouse, child, parent, brother or sister. This exclusion applies:
- (1) Whether **you** may be liable as an employer or in any other capacity; and
 - (2) To any obligation to share **damages** with or repay someone else who must pay **damages** because of the injury;
- h. Arising out of any of **your** obligations under a workers' compensation, disability benefits or unemployment compensation law or any similar law;
- i. Arising out of any **claim** made by a person because of any:
- (1) Refusal to employ that person;
 - (2) Termination of that person's employment;
 - (3) Employment-related practices, policies, acts or omissions, such as coercion, demotion, evaluation, reassignment, discipline, defamation, sexual harassment, humiliation or discrimination directed at that person; or
 - (4) Arising out of actual or alleged discrimination.
- This exclusion applies:
- (1) Whether **you** may be liable as an employer or in any other capacity; and
 - (2) To any obligation to share **damages** with or repay someone else who must pay **damages**;

- j.** Arising from **advertising injury** or **personal injury**. However, this exclusion does not apply to **personal injury** when the offense arises out of a **professional incident** and the **personal injury** does not arise out of:

 - (1)** Oral or written publication of material, if done by **you** or at **your** direction with knowledge of its falsity;
 - (2)** Oral or written publication of material, whose first publication took place before the beginning of the policy period; or
 - (3)** The willful commission of a criminal act(s);
- k.** Arising out of damage to property:

 - (1)** Owned, occupied or used by **you**;
 - (2)** Rented to, in the care, custody or control of, or over which physical control is being exercised for any purpose by any of **you**;
 - (3)** Which is or was in **your** possession or in the possession of any person acting on behalf of any of **you**; or
 - (4)** That is real property on which **you** or any contractors or subcontractors working directly or indirectly on **your** behalf are or were performing operations;
- l.** Arising out of any:

 - (1)** **Pollution hazard**;
 - (2)** **Nuclear hazard**;
 - (3)** **Asbestos hazard**; or
 - (4)** **Lead hazard**;
- m.** Arising out of unfair competition or violation of any anti-trust laws;
- n.** Arising out of the inability or failure of **you** or others to collect or pay money, including fee disputes and third party reimbursement disagreements;
- o.** Arising out of **your** gaining any personal profit or advantage to which **you** are not legally entitled;
- p.** Arising out of liability under the Employment Retirement Income Security Act of 1974 (ERISA) and any amendments to that act, or any similar federal or state law;
- q.** Arising out of any criminal, dishonest, fraudulent or malicious act or omission. This exclusion does not apply to any of **you** who did not:

 - (1)** Personally participate in committing any such act; or
 - (2)** Remain passive after having personal knowledge of any such act or omission;
- r.** Arising out of any **claim** made or **suit** brought against any of **you** by another **insured**;
- s.** Arising out of sexual therapy, where sexual contact is used as a form of treatment thereof, or

where any surrogate sexual therapy related to sexual dysfunction is employed;

- t. Arising out of any business relationship or venture with any prior or current patient or relative of a prior or current patient of **yours**;
- u. Physical abuse, sexual abuse or licentious, immoral or sexual behavior whether or not intended to lead to, or culminating in any sexual act, whether caused by, or at the instigation of, or at the direction of, or omission by any of **you**. However, **we** will defend any civil **suit** against **you** seeking amounts that would be covered if this exclusion did not apply. In such case, **we** will only pay fees, costs and expenses of such defense. **Our** duty to defend will cease upon admission of guilt by **you**, or if **you** are adjudicated guilty or liable. **We** will have no obligation to appeal any such judgment or adjudication; and
- v. Any **claim** arising from professional services that **you** provide when:
 - (1) **You** are not properly licensed or certified by the laws of the state(s) in which **you** provide such services; or
 - (2) Such services are not authorized or permitted by the laws of the state(s) in which **your** professional services are provided.

B. SUPPLEMENTAL PAYMENTS

We will pay, with respect to any **claim** or **suit we** defend:

1. All expenses **we** incur including defense costs;
2. Up to \$300 for the cost of bail bonds to release attachments, but only for bond amounts within the applicable limit of liability. **We** do not have to furnish these bonds;
3. All reasonable expenses incurred by **you** at **our** request to assist **us** in the investigation or defense of a **claim** or **suit**, including actual loss of earnings up to \$1,000 per day because of time off from work, subject to a maximum of \$35,000 for any **claim** or **suit**;
4. All costs taxed against **you** in the **suit**;
5. Prejudgment interest awarded against **you** on that part of the judgment **we** pay. If **we** make an offer to pay the applicable limit of liability, **we** will not pay any prejudgment interest based on that period of time after the offer; and
6. All interest on the full amount of any judgment that accrues after entry of the judgment and before **we** have paid, offered to pay, or deposited in court the part of the judgment that is within the applicable limit of liability.

These payments will not reduce the limits of liability otherwise available under this policy.

C. ADDITIONAL POLICY BENEFITS

1. Deposition Expense

We will pay for reasonable legal expenses incurred by **you** for appearance at a deposition to which **you** are required to submit, and that involves the professional occupation shown in the Declarations. No **insured** will be reimbursed more than \$10,000 per **professional incident**. This benefit is subject to a limitation of \$35,000 per deposition received.

2. State Licensing Board Investigation Expenses

We will pay reasonable expenses that **you** incur resulting from an investigation or proceeding by a state licensing board or other regulatory body provided that the investigation or proceeding arises out of events which could result in **claims** covered by this policy. **We** will not be responsible for conducting such investigation or providing such defense. The maximum aggregate amount **we** will pay for this benefit is \$35,000. Reasonable expenses will include those **you** or **we** incur for legal defense, including the production of expert witnesses, as well as **your** travel expenses to such proceedings.

3. Medical Expenses

We will pay, regardless of fault, for necessary medical expenses incurred within a three (3) year period from the date of an accident arising out of professional services rendered by **you**. The most **we** will pay for medical expenses is \$5,000 per person, subject to a \$50,000 aggregate in any single policy period.

This coverage is provided on the condition that the injured person or someone on their behalf shall give **us** written proof of a **claim** for medical expenses, under oath if required. If **we** request, the injured person shall execute an authorization to enable **us** to obtain medical reports and copies of all records. The injured person will also submit to physical examinations by physicians selected by **us**. The examinations will be made when, and as often as, **we** may reasonably require. Payment by **us** to an injured person will not imply an admission of liability. Each payment will reduce the total amount payable for such **bodily injury** if liability is later established.

We will not pay under this extension of coverage for **bodily injury**:

- a. To any person included within the definition of an **insured**;
- b. Resulting from selling, serving or giving alcoholic beverages;
- c. To any person practicing, instructing, or participating in any physical training, sports, athletic activity or contest, whether on a formal or informal basis; or
- d. Arising out of any medical, surgical, dental, x-ray or other health service or treatment performed by **you**, including the dispensing of drugs, medical, dental, or surgical supplies, except as directed by a physician and in the normal practice as an **insured**.

4. First Aid Coverage

We will pay up to \$5,000 for amounts which **you** voluntarily pay or incur for first aid rendered to others, as a result of **bodily injury** covered by this policy. The first aid must be provided within a forty-eight (48) hour period after the **bodily injury** occurs. This provision does not apply to payments for first aid rendered to any person defined as an **insured** in this policy. The total amount payable for all first aid coverage shall not exceed \$15,000 for all first aid rendered during the policy period.

5. Assault Coverage

We will pay for expenses **you** incur, up to \$15,000 for **bodily injury** to **you** or **property damage** to **your** personal property, other than **your** mode of transportation, resulting from an assault on **you** while traveling to and from **your** place of employment. This coverage is excess over any available insurance specifically written as primary insurance covering such **bodily injury** or **property damage**.

These payments are in addition to the applicable limits of liability, and shall not serve to reduce the

available limits remaining under the policy.

SECTION II – WHO IS AN INSURED

Each of the following is an **insured** under this policy to the extent set forth below:

- A. If **you** are an individual, the **insured** so designated in the Declarations;
- B. If **you** are a partnership, the partnership so designated in the Declarations and any partner thereof; or
- C. If **you** are a corporation, the corporation so designated in the Declarations, and any owner, officer, director, trustee, or stockholder thereof, and:
 - 1. Any employee of **yours** but only for acts within the scope of his/her employment by **you**; and
 - 2. Any student in training or volunteer, but solely while such person is acting within the scope of his/her duties for, or on behalf of **you**.

SECTION III – LIMITS OF LIABILITY

- A. The limits of liability shown in the Declarations and the provisions below define the most **we** will pay regardless of the number of:
 - 1. **Insureds**;
 - 2. **Claims** made or **suits** brought; or
 - 3. Persons or organizations making **claims** or bringing **suits**.
- B. The Aggregate Limit is the most **we** will pay for all **damages** to which this insurance applies.
- C. Subject to **B.** above, the Each Incident Limit is the most **we** will pay for the sum of all **damages** arising out of the same **professional incident** to which this insurance applies. The limits of liability apply separately to each policy period.
- D. If both Coverages A and B as shown in the Declarations applies to the same **claim**, **our** liability is limited as follows:
 - 1. In no event will the limits of liability of Coverages A and B be added together, combined, or stacked to determine the applicable limit of liability;
 - 2. The total limits of liability under both Coverages A and B will not exceed the highest applicable limit of Coverage A or of Coverage B; and
 - 3. **We**, in **our** sole discretion, will conclusively determine which coverage applies and in what proportion.
- E. **Claim expenses** will be paid in addition to the stated limits of liability shown in the Declarations. However, exhaustion of these limits shall relieve **us** from being liable to make further payment for **claim expenses**. In no event will **claim expenses** be paid by **us** when the applicable limits of liability have been exhausted due to the payment of, or tender for payment of, **damages**.

SECTION IV – CONDITIONS

A. YOUR AUTHORITY AND DUTIES

You agree to act on behalf of all **insureds** with respect to cancellation, notice of any **professional incident, claim or suit**, payment or return of any premium, or consent to a **claim** settlement that **we** recommend. Each **insured**, by accepting this insurance, agrees to:

1. Have **you** act for them in such matters; and
2. Promptly notify **you**, in writing, of any **professional incident** which may result in a **claim**, or any **claim** or **suit** brought against any **insured**.

B. DUTIES IN THE EVENT OF A CLAIM OR SUIT

1. **You** must, as soon as is practicable, notify **us** in writing of a **professional incident** that may result in a **claim**. To the extent possible, notice should include:
 - a. All available information about the circumstances concerning the **professional incident** including:

(1) How, when, and where it took place; and

(2) The names and addresses of any witnesses and persons seeking **damages**; and

- b. What **claim you** think may result.

However, even when **you** notify **us** of a **professional incident**, this does not relieve **you** of **your** obligation to also notify **us** of any resulting **claim** or **suit**.

2. If a **claim** is made or **suit** is brought against any **insured**, **you** must, as soon as is practicable, notify **us** in writing of any **claim** or **suit**. Please submit the requisite information to the following address:

Philadelphia Insurance Companies
One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
Attention: Claims Department

Such notice shall be effective on the date of receipt by **us** at such address.

3. **You** must:
 - a. Immediately send **us** copies of any demands, notices, summonses, legal papers received in connection with the **claim** or **suit**;
 - b. Authorize **us** to obtain records and other information;
 - c. Cooperate with **us** in the investigation, settlement or defense of any **claim** or **suit**;
 - d. Assist **us**, upon **our** request, in the enforcement of any right against any person or organization which may be liable to **you** because of injury or damage to which this insurance may also apply; and
 - e. In no way jeopardize **our** rights after a **professional incident**.

C. LEGAL ACTION AGAINST US

No person or organization has a right under this policy:

1. To join **us** as a party or otherwise bring **us** into a **suit** asking for **damages** from an **insured**; or
2. To sue **us** on this policy unless all of its terms have been fully complied with.

A person or organization may sue **us** to recover on an agreed settlement or on a final judgment against an **insured** obtained after an actual trial; but **we** will not be liable for **damages** that are not payable under the terms of this policy or that are in excess of the applicable limit of liability. An agreed settlement means a settlement and release of liability signed by **us**, **you** and the claimant or the claimant's legal representative.

D. OTHER INSURANCE

If all or part of any covered **claim** or **suit** is covered by other insurance, whether on a primary, excess, umbrella, contingent, or any other basis, then this policy:

1. Will be excess with respect to Coverage A; and
2. Will not apply and no coverage will be afforded under this policy with respect to Coverage B. However, when the limits of this policy are greater than the limits of all other insurance, then this policy will provide excess insurance up to an amount sufficient to give **you**, as respects the amount afforded under Coverage B, a total limit of liability equal to the limit of liability provided by this policy.

This will apply even as to fully or partially self-insured programs, and policies in which **you** have a deductible or have retained a self-insured portion of the risk. In no event will this policy be construed to contribute more than on an excess basis. This provision will not apply to coverage under an excess policy that is specifically written to be excess of this policy and that specifically refers to this policy as an underlying policy.

E. REPRESENTATIONS

By accepting this policy, **you** agree that:

1. The statements in the application and any supplement are accurate and complete;
2. Those statements are based upon representations **you** made to **us**; and
3. **We** have issued this policy in reliance upon **your** representations.

F. TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US

If **you** have rights to recover all or part of any payment **we** have made under this policy, those rights are transferred to **us**. **You** must do nothing after loss to impair them. At **our** request, **you** will bring **suit** or transfer those rights to **us** and help **us** enforce them.

G. SETTLEMENT

If **you** refuse to consent, within a reasonable period of time, to any settlement offer **we** recommend and elect to contest the **claim** or continue any legal proceedings in connection with such **claim** then, subject to provisions of **SECTION III – LIMITS OF LIABILITY**, **our** liability for the **claim** will not exceed the amount for which the **claim** could have been settled, plus the cost of defense incurred by **us** up to the date of such refusal.

H. TWO OR MORE COVERAGE PARTS OF POLICIES ISSUED BY US

It is **our** stated intention that the various coverage parts or policies issued to **you** by **us**, or any entity

affiliated with **us**, do not provide any duplication or overlap of coverage for the same **claim** or **suit**. **We** have exercised diligence to draft **our** coverage parts or policies to reflect this intention, but should the circumstances of any **claim** or **suit** give rise to such duplication or overlap of coverage then, notwithstanding the other insurance provision, if this policy and any other coverage part or policy issued to **you** by **us**, or any entity affiliated with **us**, apply to the same **professional incident**, occurrence, offense, wrongful act, accident or loss, the maximum limit of liability under all such coverage parts or policies combined shall not exceed the highest applicable limit of liability under any one coverage part or policy.

I. LIBERALIZATION

If **we** receive approval to issue a revised version of this form that would broaden the coverage under this policy during the coverage term, the broadened coverage will apply to this policy on the date of such approval, without additional premium.

J. CANCELLATION / NONRENEWAL / INCREASE IN PREMIUM OR DECREASE IN COVERAGE

1. **You** may cancel this policy by mailing or delivering to **us** advance written notice of cancellation.
2. If this policy has been in effect for less than sixty (60) days, **we** may cancel this policy by mailing by first-class mail or delivering to **you** written notice of cancellation at least:
 - a. Ten (10) days before the effective date of cancellation if **we** cancel for nonpayment of premium; or
 - b. Thirty (30) days before the effective date of cancellation if **we** cancel for any other reason.
3. If this policy has been in effect for sixty (60) days or more, or is a renewal of a policy **we** issued, **we** may cancel this policy by mailing, through first-class mail to **you**, written notice of cancellation:
 - a. Including the actual reason, at least ten (10) days before the effective date of cancellation, if **we** cancel for nonpayment of premium; or
 - b. At least thirty (30) days before the effective date of cancellation if **we** cancel for any other reason.
4. **We** may only cancel this policy based on any of the following reasons:
 - a. Nonpayment of premium;
 - b. A false statement knowingly made by **you** on the application for insurance; or
 - c. Any other legally permissible reason.
5. Notice of cancellation will state the effective date of cancellation. The policy period will end on that date provided proper notice is given.
6. If this policy is canceled, **we** will send **you** any premium refund due. If **we** cancel, the refund will be pro rata. If **you** cancel, the refund will be at least ninety percent (90%) of the pro rata refund.
7. **We** may decide to not renew this policy for any legally permissible reason. If **we** decide not to renew this policy, **we** will mail, through first-class mail to **you**, written notice of the nonrenewal at least thirty (30) days before the expiration date.
8. **We** will not increase the premium unilaterally or decrease the coverage benefits on renewal of

this policy, unless **we** mail through first-class mail written notice of **our** intention, including the actual reason, to **your** last mailing address known to **us**, at least thirty (30) days before the effective date.

9. Any decrease in coverage during the policy term must be based on one or more of the following reasons:
 - a. Nonpayment of premium;
 - b. A false statement knowingly made by **you** on the application for insurance;
 - c. A substantial change in the exposure or risk other than that indicated in the application and underwritten as of the effective date of the policy, unless **you** have notified **us** of the change and **we** accept such change; or
 - d. Any other legally permissible reason.
10. If any notice is mailed, proof of mailing will be sufficient proof of notice.

SECTION V – DEFINITIONS

- A. **Advertising injury** means injury arising out of one or more of the following offenses committed in the course of advertising **your** goods, products or services:
 1. Oral or written publication of material that slanders or libels a person or organization or disparages a person's or organization's goods, products or services;
 2. Oral or written publication of material that violates a person's right of privacy;
 3. Misappropriation of advertising ideas or style of doing business; or
 4. Infringement of copyright, title or slogan.
- B. **Asbestos hazard** means:
 1.
 - a. Inhaling, ingesting or prolonged physical exposure to asbestos or goods or products containing asbestos;
 - b. The use of asbestos in constructing or manufacturing any goods, product or structure;
 - c. The removal of asbestos from any good, product or structure;
 - d. Any request, demand, or order for the removal of asbestos from any good, product or structure; or
 - e. The manufacture, sale, transportation, storage of, disposal of asbestos or goods or products containing asbestos; and
 2. The investigation, settlement or defense for any **claim, suit, proceeding, damages, loss, cost or expense** excluded by **1.** above.
- C. **Auto** means a land motor vehicle, trailer or semitrailer designed for travel on public roads, including any attached machinery or equipment.
- D. **Bodily injury** means bodily injury, sickness or disease sustained by a person, including death resulting from any of these at any time.

- E. Claim** means a demand made upon **you** for **damages**. All **claims** arising out of the same act or omission which are logically or causally connected in any way shall be deemed as a single **claim**.
- F. Claim expenses** means fees charged by any lawyer designated by **us** and all other fees, costs, and expenses resulting from the investigation, adjustment, defense, and appeal of a **claim**, if incurred by **us**. **Claim expenses** shall also include:
1. Premiums on bonds to release attachments and appeal bonds, limited to that portion of such bonds that does not exceed the limits of liability of this policy, but without any obligation by **us** to apply for or furnish such bonds;
 2. Costs taxed against **you** in any **suit** except for any contempt citations;
 3. Interest accruing after the entry of judgment, but only for that portion of the judgment which does not exceed the applicable limits of liability, and only until **we** have tendered to the court or paid to **you our** portion of such judgment as does not exceed **our** limit of liability thereon; and
 4. Reasonable expenses incurred by **you** at **our** request in assisting in the investigation and defense of any **claim**, other than loss of earnings.

Claim expenses shall not include:

1. Any amounts incurred in defense of any **claim** for which any other insurer has a duty to defend, regardless of whether or not such other insurer undertakes such duty;
2. Salaries, wages, overhead or benefit expenses associated with any **insured** except as specified in **SECTION I – COVERAGE**, Paragraph **C. ADDITIONAL POLICY BENEFITS** above; or
3. Salaries, wages, overhead or benefit expenses associated with **your** employees.

G. Coverage territory means:

1. The United States of America (including its territories and possessions), Puerto Rico and Canada;
2. All parts of the world, if:
 - a. The injury or damage arises out of the activities of a person whose home is in the territory described in **1.** above, but is away temporarily on **your** business; and
 - b. **Your** responsibility to pay **damages** is determined in a **suit** on the merits, in the territory described in **1.** above or in a settlement **we** agree to; and
3. If **suit** is brought within **1.** above.

H. Damages means a monetary:

1. Judgment;
2. Award; or
3. Settlement,

but does not include fines, sanctions, penalties, punitive or exemplary damages or the multiple portion of any **damages**.

- I. Insured, you, your** and **yours** means the individual or the association, partnership, or corporation named in the Declarations or qualifying as an **insured** under **SECTION II – WHO IS AN INSURED**, above.
- J. Lead hazard** means:
1. **a.** Exposure to or existence of lead, paint containing lead, or any other material or substance containing lead; or
 - b.** Manufacture, distribution, sale, resale, rebranding, installation, repair, removal, encapsulation, abatement, replacement or handling of lead, paint containing lead, or any other material or substance containing lead, whether or not the lead is or was at any time airborne as a particulate, contained in a product ingested, inhaled, transmitted in any fashion, or found in any form whatsoever;
2. **a.** Any testing for, monitoring, cleaning up, removing, abating, containing, treating or neutralizing lead, paint containing lead, or any other substance or material containing lead or in any way responding to or assessing the effects of lead; or
 - b.** Any request, demand or order to test for, monitor, clean up, remove, abate, contain, treat or neutralize lead, paint containing lead, or any other substance or material containing lead; or in any way respond to, or assess the effects of lead; and
3. The investigation, settlement or defense of any **claim, suit**, proceeding, **damages**, loss, cost or expense excluded by **1.** and **2.** above.
- K. Loading or unloading** means the handling of property:
1. After it is moved from its initial place to the place where it is accepted for movement into or onto an aircraft, watercraft or **auto**;
 2. While it is in or on an aircraft, watercraft or **auto**; or
 3. While it is being moved from an aircraft, watercraft or **auto** to the place where it is finally delivered;
- but **loading or unloading** does not include the movement of property by means of a mechanical device, other than a hand-truck that is not attached to the aircraft, watercraft or **auto**.
- L. Nuclear hazard** means the existence of any nuclear reactor or device, nuclear waste storage or disposal site, or any other nuclear facility, or the transportation of nuclear material, or the hazardous properties of nuclear material which includes but is not limited to, source material, special nuclear material, and by-product material as those terms are defined in the Atomic Energy Act of 1954 and any law amendatory thereof and any similar federal, state or local statutory, civil or common law.
- M. Personal injury** means injury, other than **bodily injury**, arising out of one or more of the following offenses:
1. False arrest, detention or imprisonment;
 2. Malicious prosecution;
 3. The wrongful eviction from, wrongful entry into, or invasion of the right of private occupancy of a room, dwelling, or premises that a person occupies by or on behalf of its owner, landlord, or lessor;

4. Oral or written publication of material that slanders or libels a person or organization or disparages a person's or organization's goods, products or services; or
5. Oral or written publication of material that violates a person's right of privacy.

N. Pollutants mean any noise, solid, semi-solid, liquid, gaseous, or thermal irritant or contaminant, including smoke, vapor, soot, fumes, mists, acids, alkalis, chemical, biological, and etiologic agents or materials, electromagnetic or ionizing radiation and energy, genetically engineered materials, teratogenic, carcinogenic and mutagenic materials, waste and any other irritant or contaminant. Waste includes any materials to be disposed, recycled, reconditioned, or reclaimed.

O. Pollution hazard means:

1. **a.** Any actual, alleged, or threatened emission, discharge, seepage, migration, release, or escape of **pollutants** at any time;
- b.** Any clean up of **pollutants**; or
- c.** Any request, demand or order for any clean up of **pollutants**; and
2. The investigation, settlement or defense of any **claim, suit**, proceeding, **damages**, loss, cost or expense excluded by **1.** above.

Clean up includes monitoring, removal, containment, treatment, detoxification or neutralization of, testing for, or response in any way to, or assessment of the effects of **pollutants**.

P. Professional incident means any actual or alleged negligent:

1. Act;
2. Error; or
3. Omission;

in the actual rendering of professional services to others in **your** capacity as an **insured** including professional services performed as a member of a credentialing group or utilization review panel, as a case management reviewer or clinical evaluator, or as a member of a board or committee of a hospital or professional society where similar services are performed by **you**.

An incident shall not be considered a **professional incident** merely for occurring on or near a premises occupied by **you**.

Any or all **professional incidents** arising from interrelated or a series of acts, errors or omissions shall be deemed to be one **professional incident** taking place at the time of the earliest **professional incident**.

Q. Property damage means:

1. Physical injury to tangible property, including all resulting loss of use of that property. All such loss of use shall be deemed to occur at the time of the physical injury that caused it; or
2. Loss of use of tangible property that is not physically injured. All such loss of use shall be deemed to occur at the time of the **professional incident** that caused it.

For the purposes of this insurance, electronic data is not tangible property.

As used in this definition, electronic data means information, facts or programs stored as or on, created or used on, or transmitted to or from computer software, including systems and applications software, hard or floppy disks, CD-ROMS, tapes, drives, cells, data processing devices or any other media which are used with electronically controlled equipment.

- R. Suit** means a civil proceeding in which **damages** are sought and to which this insurance applies. **Suit** also includes:
1. An arbitration proceeding in which such **damages** are sought and to which **you** must submit or do submit with **our** consent; or
 2. Any other alternative dispute resolution proceeding in which such **damages** are sought and to which **you** submit with **our** consent.
- S. We, us, our** means the insurance company shown in the Declarations (a stock insurance company).

IN WITNESS WHEREOF, **we** have caused this policy to be signed by **our** President and Secretary. This policy shall not be valid unless signed on the Declarations Page by **our** duly authorized representative.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**CONSULTING SERVICES LIABILITY ENDORSEMENT**

This endorsement modifies and is subject to the insurance provided under the following:

ALLIED HEALTHCARE PROVIDERS PROFESSIONAL AND SUPPLEMENTAL LIABILITY INSURANCE POLICY

In consideration of the premium paid, this policy is amended by the addition of the following additional coverages:

This coverage is provided on an occurrence basis and will only apply to **damages** caused by a **non-medical incident** that takes place in the **coverage territory** and occurs during the policy period.

I. COVERAGE**Consulting Services Liability**

We will pay on **your** behalf all amounts that **you** become legally obligated to pay as **damages** because of a **consulting services claim** that arises from a **non-medical incident**, by **you** or by any person for whom **you** are legally liable. The **non-medical incident** must result from the practice of the profession shown in the Declarations.

This coverage is included in the Limits of Liability for **COVERAGE A – PROFESSIONAL LIABILITY COVERAGE** as shown in the Declarations. A separate limit of insurance is not provided for Consulting Services Liability. In addition to the Limits of Liability in the Declarations, we will also pay **claim expenses** arising from a **consulting services claim**.

II. EXCLUSIONS:

The exclusions in the underlying policy form will also apply to this coverage.

The following additional exclusions also apply:

With respect to coverage afforded by any part of this endorsement, **we** will not defend any **claim** for, or pay any amounts, including **claim expenses**, based on, arising out of, or related to:

- A. Injury or damage** resulting from a **medical incident, Good Samaritan incident, placement services incident** or **personal injury**;
- B.** The commingling, misappropriation or improper use of, funds; or arising out of, or in any way involving the gaining of any personal profit or advantage to which **you** are not legally entitled;
- C.** Based upon, directly or indirectly arising out of, or in any way involving the participation in, design and/or solicitation of any structured settlement proposal;
- D.** Any actuarial act, error or omission;
- E.** Any services rendered in the capacity as a lawyer;
- F. Your** recommendation, approval or disapproval of any employee benefit plan assets;

- G. A governmental intervention, cease or desist order, or the insolvency, receivership, bankruptcy or inability to pay any organization in which the **you** have, directly or indirectly, placed or obtained coverage or in which **you** have, directly or indirectly, placed the funds of a client or account;
- H. Any mechanical or electrical failure, including any electrical power interruption or surge, brownout, blackout, short circuit, over voltage, induction, or power fluctuations;
- I. The failure to prevent unauthorized access of an electronic system or program;
- J. The design, programming, distribution or sale of any computer system or program;
- K. The unauthorized use of confidential or proprietary information provided to **you** by a third party;
- L. Any placement or referral of any insurance or bond;
- M. Any notarized certification or acknowledgment of a signature without the physical appearance before **you** of the person who is, or claims to be, the person signing the instrument;
- N. The lack of good faith or fair dealing in the handling of any **claim** or obligation arising out of or under an insurance contract or benefit plan. **We** will defend any civil suit against **you** seeking amounts that would be covered if this exclusion did not apply. In such case, **we** will pay only **claim expenses**;
- O. Discrimination, humiliation, harassment, or misconduct that includes but shall not be limited to **claims** based on an individual's race, creed, color, age, sex, national origin, religion, handicap, marital status or sexual preference;
- P. Liability resulting from **consulting services you** provide while **your** license or certification to practice is suspended, revoked, or no longer valid;
- Q. Actual or alleged involvement in any:
 1. Federal or state anti-trust law violation; or
 2. Agreement or conspiracy to restrain trade.

This exclusion does not apply to **claims** arising from **your** activity as a member of any committee, panel, or board which provides underwriting or claims advice or recommendations, provided **your** activity is within the scope of the committee's, panel's, or board's established guidelines;

- R. Any **claim** or **consulting service damages**, including **claim expenses**, based on, arising out of, or relating to any **non-medical incident** in the performance of **consulting services**, that happened before the effective date of this policy.

III. DEFINITIONS:

With respect to coverage afforded by this endorsement only, words in bold have the meaning set forth below, and any contrary wording is superseded.

- A. **Area of specialization** means body of knowledge or expertise attained through experience and training in the profession specified in the Declarations.
- B. **Consulting services** means the rendering of advice or recommendations in **your area of specialization**, and the services related to the implementation of such advice or recommendations, performed by **you** for others. **Consulting services** also includes **expert witness** testimony by **you** for others, which is directly associated with **your area of**

specialization.

- C. Consulting services claim** means a **claim** arising out of a **non-medical incident**.
- D. Consulting service damages** means any compensatory sum and shall include judgments, awards and settlements, provided any settlement is negotiated with **our** written consent and prejudgment interest awarded against **you** on that part of the judgment **we** offer to pay. If **we** make an offer to pay the applicable limits of liability, **we** will not pay any prejudgment interest based on that period of time after the offer.
- E. Consulting service damages** shall not include:
1. The return or restitution of fees, or any expenses or costs paid, or incurred by **you**;
 2. Civil or criminal fines, sanctions, penalties, or forfeitures, whether pursuant to law, statute, regulation or court rule, and injuries that are a consequence of any of the foregoing;
 3. Punitive or exemplary amounts;
 4. The multiplied portion of multiplied awards;
 5. Any matter, sum or award that is uninsurable under the law pursuant to which this policy shall be construed;
 6. Injunctive or declaratory relief.
- F. Expert Witness** means one, who by reason of education or specialized experience, possesses superior knowledge respecting a subject, to assist the trier of fact, judge, jury or counsel in the understanding of complicated and technical subjects.
- G. Good Samaritan incident** means an act, error or omission arising from **your** acting as a Good Samaritan by voluntarily providing aid that is not a part of **your** employment when encountering the scene of an emergency requiring sudden action. This also means such incident when it results from the actions of anyone under **your** direction or control.
- H. Medical incident** means an act, error or omission in **your** providing or failing to provide professional services other than **consulting services** during **your** practice of the profession shown in the Declarations. This also means such act, error or omission when it results from the actions of anyone under **your** direction or control.
- I. Non-medical incident** means an act, error or omission in the performance of **consulting services**, which results in **consulting service damages**.
- J. Placement services incident** means an act, error or omission arising from **your** qualifying eligible healthcare practitioners for suitable work or arranging suitable work for such providers.

All other terms and conditions of this policy remain unchanged.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NEW HAMPSHIRE CHANGES

This endorsement modifies insurance provided under the following:

ALLIED HEALTHCARE PROVIDERS PROFESSIONAL AND SUPPLEMENTAL LIABILITY INSURANCE POLICY

- A.** The following language is added to Exclusion **b.** under **SECTION I – COVERAGE, A., 2.** Exclusions and supersedes any language to the contrary:

This exclusion does not apply to **claims** or **suits** for **damages** where liability would apply in the absence of the contract.

- B.** The following language is added to Condition **J.** under **SECTION IV – CONDITIONS**, and supersedes any language to the contrary:

- 1.** **We** may cancel this policy by mailing or physically delivering to **you** written notice of cancellation, stating the reasons for cancellation, at least:

- a.** 10 days before the effective date of cancellation if **we** cancel for:

- (i)** Nonpayment of premium; or
(ii) Substantial increase in hazard;

- b.** 60 days before the effective date of cancellation if **we** cancel for any other reason.

- 2.** If this policy has been in effect for 60 days or more, or if this is a renewal of a policy **we** issued, **we** may cancel only for one or more of the following reasons:

- a.** Nonpayment of premium;
b. Fraud or material misrepresentation affecting the policy or in the presentation of a claim thereunder, or violation of any of the terms or conditions of the policy; or
c. Substantial increase in hazard, provided that cancellation for this reason shall be effective only after prior approval of the Commissioner.

- 3.** **We** will mail or physically deliver our notice to your last mailing address known to **us**. If notice is mailed, it will be by:

- a.** Certified mail or certificate of mailing if cancellation is for nonpayment of premium; or
b. Certified mail if cancellation is for any other reason.

Proof that the notice was mailed in accordance with Paragraph **3. a.** or **3. b.** above will be sufficient proof of notice.

- 4.** **We** will not be held liable in any claim or suit for damages arising solely from **our** compliance with the requirement that the reason for cancellation be specified.

5. If **we** elect not to renew this policy, **we** will mail or physically deliver written notice of nonrenewal, stating the reasons for nonrenewal, to your last mailing address known to **us** at least 60 days prior to the expiration of the policy, or its anniversary date if it is a policy written for a term of more than one year.
6. However, **we** need not mail or physically deliver this notice if:
 - a. **We** have indicated a willingness to renew;
 - b. **We** refuse to renew due to nonpayment of premium;
 - c. **You** do not pay any advance premium required by **us** for renewal; or
 - d. Any property covered in this policy is insured under any other insurance policy.
7. **We** will not increase the premium or decrease the coverage benefits on renewal of this policy, unless **we** mail or physically deliver written notice of **our** intention, including the actual reason, to **your** last mailing address shown in the policy, at least 60 days before the effective date.
8. No premium increase or decrease in coverage benefits will be made without **your** consent.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**BELL ENDORSEMENT**

Unless otherwise stated herein, the terms, conditions, exclusions and other limitations set forth in this endorsement are solely applicable to coverage afforded by this endorsement, and the policy is amended as follows:

I. SCHEDULE OF ADDITIONAL COVERAGES AND LIMITS

The following is a summary of Limits of Liability or Limits of Insurance and/or additional coverages provided by this endorsement. This endorsement is subject to the provisions of the policy to which it is attached.

COVERAGE	LIMITS OF INSURANCE
Conference Cancellation	\$25,000
Emergency Real Estate Consulting Fee	\$50,000
Fundraising Event Blackout	\$25,000
Identity Theft Expense	\$50,000
Image Restoration and Counseling	\$50,000
Kidnap Expense	\$50,000
Political Unrest	\$5,000 per employee: \$25,000 policy limit
Temporary Meeting Space Reimbursement	\$25,000
Terrorism Travel Reimbursement	\$50,000
Travel Delay Reimbursement	\$1,500
Workplace Violence Counseling	\$50,000

II. CONDITIONS

A. Applicability of Coverage

Coverage provided by your policy and any endorsements attached thereto is amended by this endorsement where applicable.

B. Limits of Liability or Limits of Insurance

1. When coverage is provided by this endorsement and another coverage form or endorsement attached to this policy, the greater limits of liability or limits of insurance will apply. In no instance will multiple limits apply to coverages which may be duplicated within this policy. Additionally, if this policy and any other coverage part or policy issued to you by us, or any company affiliated with us, apply to the same occurrence, offense, wrongful act, accident or loss, the maximum limits of liability or limits of insurance under all such coverage parts or policies combined shall not exceed the highest applicable limits of liability or limits of insurance under any one coverage part or policy.
2. Limits of liability or limits of insurance identified in Section I. **SCHEDULE OF ADDITIONAL COVERAGES AND LIMITS** above are not excess of, but are in addition to the applicable Limits of Liability or Limits of Insurance stated in the Declarations.

C. Claim Expenses

Coverages provided herein are not applicable to the generation of claim adjustment costs by you; such as fees you may incur by retaining a public adjuster or appraiser.

III. ADDITIONAL COVERAGES

A. Conference Cancellation

We will reimburse the insured for any business-related conference expenses, paid by the insured and not otherwise reimbursed, for a canceled conference that an employee was scheduled to attend. The cancellation must be due directly to a "natural catastrophe" or a "communicable disease" outbreak that forces the cancellation of the conference.

With respect to a conference cancellation claim, it is further agreed as follows:

1. The insured employee must have registered for the conference at least thirty (30) days prior to the cancellation; and
2. The cancellation must be ordered by a local, state or federal Board of Health or other governmental authority having jurisdiction over the location of the conference.

The limit of insurance for this coverage is \$25,000 per policy period for all insureds combined. No deductible applies to this coverage.

B. Emergency Real Estate Consulting Fee

We will reimburse the insured any realtor's fee or real estate consultant's fee necessitated by the insured's need to relocate due to the "unforeseeable destruction" of the insured's "principal location" listed in the Declarations during the policy period. The limit of insurance for this coverage is \$50,000 per policy period for all insureds combined. No deductible applies to this coverage.

C. Fundraising Event Blackout

We will reimburse the insured for “fundraising expenses” that are incurred due to the cancellation of a fundraising event caused by the lack of electric supply resulting in a power outage, provided the fundraising event is not re-scheduled. The fundraising event must have been planned at least thirty (30) days prior to the power outage. The limit of insurance for this coverage is \$25,000 per policy period for all insureds combined. No deductible applies to this coverage.

D. Identity Theft Expense

We will reimburse any present director or officer of the named insured for “identity theft expenses” incurred as the direct result of any “identity theft” first discovered and reported during the policy period; provided that it began to occur subsequent to the effective date of the insured’s first policy with us. The limit of insurance for this coverage is \$50,000 per policy period for all insureds combined. No deductible applies to this coverage.

E. Image Restoration and Counseling

We will reimburse the insured for expenses incurred for image restoration and counseling arising out of “improper acts” by any natural person.

Covered expenses are limited to:

1. The costs of rehabilitation and counseling for the accused natural person insured, provided the natural person insured is not ultimately found guilty of criminal conduct; this reimbursement to occur after acquittal of the natural person insured;
2. The costs charged by a recruiter or expended on advertising, for replacing an officer as a result of “improper acts”; and
3. The costs of restoring the named insured’s reputation and consumer confidence through image consulting.

The limit of insurance for this coverage is \$50,000 per policy period for all insureds combined. No deductible applies to this coverage.

F. Kidnap Expense

We will pay on behalf of any director or officer of the insured, reasonable fees incurred as a result of the kidnapping of them or their spouse, “domestic partner,” parent or child during the policy period. Coverage will not apply to any kidnapping by or at the direction of any present or former family member of the victim.

Reasonable fees will include:

1. Fees and costs of independent negotiators;
2. Interest costs for any loan from a financial institution taken by you to pay a ransom demand or extortion threat;
3. Travel costs and accommodations incurred by the named insured;
4. Reward money paid to an informant which leads to the arrest and conviction of parties responsible for loss covered under this insurance; and

5. Salary, commissions and other financial benefits paid by you to a director or officer. Such compensation applies at the level in effect on the date of the kidnap and ends upon the earliest of:
 - a. Up to thirty (30) days after their release, if the director or officer has not yet returned to work;
 - b. Discovery of their death;
 - c. One hundred twenty (120) days after the last credible evidence following abduction that they are still alive; or
 - d. Twelve (12) months after the date of the kidnapping.

The limit of insurance for this coverage is \$50,000 each policy period for all insureds combined. No deductible applies to this coverage.

G. Political Unrest Coverage

We will reimburse any present director, officer, employee or volunteer of the named insured while traveling outside the United States of America for "emergency evacuation expenses" that are incurred as a result of an incident of "political unrest." This "political unrest" must occur during the policy period. No coverage is granted for travel to countries in a state of "political unrest" at the time of departure of the travel. The limit of insurance for this coverage is \$5,000 per covered person, subject to a maximum of \$25,000 per policy period for all insureds combined. No deductible applies to this coverage.

H. Temporary Meeting Space Reimbursement

We will reimburse the insured for rental of meeting space which is necessitated by the temporary unavailability of the insured's primary office space due to the failure of a climate control system, or leakage of a hot water heater during the policy period. Coverage will exist only for the renting of temporary meeting space required for meeting with parties who are not insured under this policy. The limit of insurance for this coverage is \$25,000 per policy period for all insureds combined. No deductible applies to this coverage.

I. Terrorism Travel Reimbursement

We will reimburse any present director or officer of the named insured in the event of a "certified act of terrorism" during the policy period which necessitates that he/she incurs "emergency travel expenses." The limit of insurance for this coverage is \$50,000 per policy period for all insureds combined. No deductible applies to this coverage.

J. Travel Delay Reimbursement

We will reimburse any present director or officer of the named insured for any "non-reimbursable expenses" they incur as a result of the cancellation of any regularly scheduled business travel on a common carrier. The limit of insurance for this coverage is \$1,500 per policy period for all insureds combined. A seventy-two (72) hour waiting period deductible applies to this coverage.

K. Workplace Violence Counseling

We will reimburse the insured for emotional counseling expenses incurred directly as a result of

a "workplace violence" incident at any of the insured's premises during the policy period. The emotional counseling expenses incurred must have been for:

1. Your employees who were victims of, or witnesses to the "workplace violence";
2. The spouse, "domestic partner," parents or children of your employees who were victims of, or witnesses to the "workplace violence"; and
3. Any other person or persons who directly witnessed the "workplace violence" incident.

The limit of insurance for this coverage is \$50,000 per policy period for all insureds combined. No deductible applies to this coverage.

IV. DEFINITIONS

For the purpose of this endorsement, the following definitions apply:

- A. "Certified act of terrorism" means any act so defined under the Terrorism Risk Insurance Act, and its amendments or extensions.
- B. "Communicable disease" means an illness, sickness, condition or an interruption or disorder of body functions, systems or organs that is transmissible by an infection or a contagion directly or indirectly through human contact, or contact with human fluids, waste, or similar agent, such as, but not limited to Meningitis, Measles or Legionnaire's Disease.
- C. "Domestic partner" means any person who qualifies as a domestic partner under the provisions of any federal, state or local statute or regulation, or under the terms and provisions of any employee benefit or other program established by the named insured.
- D. "Emergency evacuation expenses" mean:
 1. Additional lodging expenses;
 2. Additional transportation costs;
 3. The cost of obtaining replacements of lost or stolen travel documents necessary for evacuation from the area of "political unrest"; and
 4. Translation services, message transmittals and other communication expenses.

provided that these expenses are not otherwise reimbursable.

- E. "Emergency travel expenses" mean:
 1. Hotel expenses incurred which directly result from the cancellation of a scheduled transport by a commercial transportation carrier, resulting directly from and within forty-eight (48) hours of a "certified act of terrorism"; and
 2. The increased amount incurred which may result from re-scheduling comparable transport, to replace a similarly scheduled transport canceled by a commercial transportation carrier in direct response to a "certified act of terrorism";

provided that these expenses are not otherwise reimbursable.

- F. "Fundraising expenses" mean deposits forfeited and other charges paid by you for catering services, property and equipment rentals and related transport, venue rentals, accommodations

(including travel), and entertainment expenses less any deposits or other fees refunded or refundable to you.

- G.** “Identity theft” means the act of knowingly transferring or using, without lawful authority, a means of identification of any director or officer (or spouse or “domestic partner” thereof) of the named insured with the intent to commit, or to aid or abet another to commit, any unlawful activity that constitutes a violation of federal law or a felony under any applicable state or local law.
- H.** “Identity theft expenses” mean:
1. Costs for notarizing affidavits or similar documents attesting to fraud required by financial institutions or similar credit grantors or credit agencies;
 2. Costs for certified mail to law enforcement agencies, credit agencies, financial institutions or similar credit grantors; and
 3. Loan application fees for re-applying for a loan or loans when the original application is rejected solely because the lender received incorrect credit information.
- I.** “Improper acts” means any actual or alleged act of:
1. Sexual abuse;
 2. Sexual intimacy;
 3. Sexual molestation; or
 4. Sexual assault;
- committed by an insured against any natural person who is not an insured. Such “improper acts” must have been committed by the insured while in his or her capacity as an insured.
- J.** “Injury” means any physical damage to the body caused by violence, fracture or an accident.
- K.** “Natural catastrophe” means hurricane, tornado, earthquake or flood.
- L.** “Non-reimbursable expenses” means the following travel-related expenses incurred after a seventy-two (72) hour waiting period, beginning from the time documented on the proof of cancellation, and for which your director or officer produces a receipt:
1. Meals and lodging;
 2. Alternative transportation;
 3. Clothing and necessary toiletries; and
 4. Emergency prescription and non-prescription drug expenses.
- M.** “Political unrest” means:
1. A short-term condition of disturbance, turmoil or agitation within a foreign country that poses imminent risks to the security of citizens of the United States;
 2. A long-term condition of disturbance, turmoil or agitation that makes a foreign country dangerous or unstable for citizens of the United States; or

- 3.** A condition of disturbance, turmoil or agitation in a foreign country that constrains the United States Government's ability to assist citizens of the United States, due to the closure or inaccessibility of an embassy or consulate or because of a reduction of its staff

for which either an alert or travel warning has been issued by the United States Department of State.

- N.** "Principal location" means the headquarters, home office or main location where most business is substantially conducted.
- O.** "Unforeseeable destruction" means damage resulting from a "certified act of terrorism," fire, collision or collapse which renders all of the insured's "principal locations" completely unusable.
- P.** "Workplace violence" means any intentional use of or threat to use deadly force by any person with intent to cause harm and that results in bodily "injury" or death of any person while on the insured's premises.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**CRISIS MANAGEMENT ENHANCEMENT ENDORSEMENT**

Unless otherwise stated herein, the terms, conditions, exclusions and other limitations set forth in this endorsement are solely applicable to coverage afforded by this endorsement, and the policy is amended as follows:

Solely for the purpose of this endorsement: 1) The words "you" and "your" refer to the Named Insured shown in the Declarations, and any other person or organization qualifying as a Named Insured under this policy. 2) The words "we," "us" and "our" refer to the company providing this insurance.

I. SCHEDULE OF ADDITIONAL COVERAGE AND LIMITS

The following is the Limit of Liability provided by this endorsement. This endorsement is subject to the provisions of the policy to which it is attached.

Crisis Management Expense	\$25,000
---------------------------	----------

II. CONDITIONS**A. Applicability of Coverage**

Coverage provided by your policy and any endorsements attached thereto is amended by this endorsement where applicable. All other terms and conditions of the policy or coverage part to which this endorsement is attached remain unchanged.

B. Limits of Liability or Limits of Insurance

When coverage is provided by this endorsement and any other coverage form or endorsement attached to this policy, we will pay only for the amount of covered loss or damage in excess of the amount due from that other insurance, whether you can collect on it or not. But we will not pay more than the applicable Limit of Liability or Limit of Insurance.

C. Claim Expenses

Coverages provided herein are not applicable to the generation of claim adjustment costs by you; such as fees you may incur by retaining a public adjuster or appraiser.

III. ADDITIONAL COVERAGES

A. We will reimburse you for "crisis management emergency response expenses" incurred because of an "incident" giving rise to a "crisis" to which this insurance applies. The amount of such reimbursement is limited as described in Section **II. CONDITIONS, B. Limits of Liability or Limits of Insurance**. No other obligation or liability to pay sums or perform acts or services is covered.

B. We will reimburse only those "crisis management emergency response expenses" which are incurred during the policy period as shown in the Declarations of the policy to which this coverage is attached and reported to us within six (6) months of the date the "crisis" was initiated.

IV. DEFINITIONS

- A. "Crisis" means the public announcement that an "incident" occurred on your premises or at an event sponsored by you.
- B. "Crisis management emergency response expenses" mean those expenses incurred for services provided by a "crisis management firm." However, "crisis management emergency response expenses" shall not include compensation, fees, benefits, overhead, charges or expenses of any insured or any of your employees, nor shall "crisis management emergency response expenses" include any expenses that are payable on your behalf or reimbursable to you under any other valid and collectible insurance.
- C. "Crisis management firm" means any service provider you hire that is acceptable to us. Our consent will not be unreasonably withheld.
- D. "Incident" means an accident or other event, including the accidental discharge of pollutants, resulting in death or "serious bodily injury" to three or more persons.
- E. "Serious bodily injury" means any injury to a person that creates a substantial risk of death, serious permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

NEW HAMPSHIRE NOTICE TO POLICYHOLDERS

To report a claim:

1. You may call Philadelphia Indemnity Insurance Company's toll-free telephone number at:

1.800.765.9749

2. You may contact Philadelphia Indemnity Insurance Company at:

Philadelphia Insurance Companies
ATTN: Claims Department
One Bala Plaza, Suite 100
Bala Cynwyd, PA 19004-0950

FAX: 1.800.685.9238

Email: Claimsreport@phly.com



Outpatient Counseling

Occurrence Form
Group Entity/Corporate or Non-Profit Coverage Application

If existing customer, provide your policy number: AR122277

Applicant Information	<i>For office use only:</i> _____	<i>Effective Date:</i> <u>01-29-2022</u>
1. Contact Information		
Company Name: Birch Behavioral Therapy	Residence Phone:	
Attn/Address 2:	Business Phone: 603-664-4411	
Street: 50 Bridge Street	Fax:	
City, State, Zip: Manchester, NH 03101	Email: aba@birchbehavioraltherapy.com	
Contact Name: yecheskel halberstam	_____	
2.		
Have the professional services you provide changed since your last application? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Provide home based ABA therapy to children diagnosed with Autism		
3. Check Associations with which your membership is currently active: <u>APBA</u>		
Professional Liability		
4. ONE set of limits of liability for the group:		
<input checked="" type="checkbox"/> \$1 Million Each Occurrence/\$3 Million Aggregate		
<input type="checkbox"/> \$1 Million Each Occurrence/\$5 Million Aggregate		

6. Staff

Please list the names and credentials of your staff:

- Besides yourself, do you have any additional owners/partners, w-2 employees, volunteers or students providing clinical services on behalf of your company (do not include administrative/clerical employees in your answer)? Yes
- Do you have independent contractors (1099s) providing clinical services for your company (do not include administrative/clerical employees in your answer)? No

Do you require each of these names to be listed on a Certificate of Insurance? Yes No

B. Coverage for W-2 Employees and Volunteers **All W-2 Employees must be listed**

List the Names of the W-2 employees/volunteers to be insured under this policy	Occupation*: List License or Certification (i.e. LPC, LMHC, Psychologist)	Employment Type:
1. yecheskel halberstam	Board Certified Behavior Analyst	Owner
2. Michelle Mcinnes	Board Certified Behavior Analyst	W2 Employee or Volunteer
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

* For any Paraprofessionals (unlicensed or uncertified), please indicate their job title.

7. Have all providers completed Continuing Education in Law or Ethics in the past 24 months? Yes No

Optional Supplemental Coverages

- Items #7-#16 are OPTIONAL coverages, and are not required to be added.
- These coverages will be subject to additional underwriting approval and premium.
- By signing this application, you are acknowledging that you have considered your necessity of these optional coverages, and have agreed to add or not add them.

7. Additional Insureds

This coverage extends protection to the additional insured entity under your policy.
Please complete the below information to add an additional insured on your policy*.

Landlord (no additional charge) - All Others (added at 10% of your professional liability premium each):

1.) Entity Name:
Attn:
Street:
City, State, Zip: ,
Professional Relationship:

***If you require more space, please use a separate sheet of paper using the same format as outlined above.**

8. State Licensing Board Increase

Your policy includes **\$35,000** for defense of a **State Licensing Board Investigation**. You have the option to **increase this coverage**.

Select An Option:

- Increase this limit to \$75,000 (\$75.00 additional premium)
- Increase this limit to \$100,000 (\$100.00 additional premium)
- No Increase

9. Cyber Liability Coverage

We are excited to announce that you can now add **Cyber Liability coverage** to your policy.

Select An Option:

- Add Cyber Liability limit of \$15,000 (\$87.00 additional premium)
- Add Cyber Liability limit of \$25,000 (\$141.00 additional premium)
- Do not add

10. CPH TOP Coverage

The CPH TOP® Provides General Liability “Slip and Fall Coverage” and Personal Property Coverage Protection.

General Liability Coverage includes **\$1 Million/\$3 Million limits** for Bodily Injury and Property Damage Liability.

Personal Property Coverage provides **up to \$15,000** for property that is in your care, custody, or control.

*Property coverage is NOT available in Florida

Select An Option:

- CPH TOP (General Liability AND Property Coverage): **\$332** *Not available in Florida
- General Liability ONLY: **\$182**
- Do Not Add This Coverage

To add CPH TOP® or General Liability coverage, provide full street addresses for each location to be covered.

Please use a separate sheet of paper for more than 2.

Optional Supplemental Coverages (Continued)

11. Vicarious Sexual Abuse/Molestation* (Rating basis for limits of \$1,000,000 each occurrence/ \$1,000,000 aggregate)

I would like to add this coverage

Do you provide background checks for all employees? Yes No

Additional Premium: \$300 (First Person) + \$50 (Each Additional Employee)

***Provides protection in the event you or your business are held legally responsible for another person's abusive conduct.**

Non-Owned/Hired Auto Liability (Rating basis for limits of \$1,000,000 each occurrence/\$1,000,000 aggregate)

Protects your business for liability resulting from an employee's use of their own vehicle for a business purpose. There is no protection for collision or physical damage to personnel's vehicles.

I would like to add this coverage

Do you provide transportation to clients? Yes No

Has your business ever suffered a loss due to a non-owned/hired automobile claim or incident?

Yes No

Do you check Motor Vehicle Records of all employees using their vehicles for work purposes?..... Yes No

Do you verify that each employee maintains at least the minimum state requirement for personal auto insurance coverage? Yes No

Protects your business for liability resulting from an employee's use of their own vehicle for a business purpose. There is no protection for collision or physical damage to personnel's vehicles.

Additional Premium: \$80 (1-10 employees) + \$8 (Each Additional Employee)

****This coverage is only applicable for those companies who have employees. ****

12. Separate Limits

When you take out a corporate/group policy, the corporate/group name is automatically covered under a single set of limits that is also shared by the insured individuals listed on the policy. We offer the option to purchase "Separate Limits", which adds an identical set of limits for the corporate/group name in addition to the limits shared by the insured individuals. This can be added at an additional charge of **10% of your professional liability premium.**

I would like to add this coverage

13. Work Outside Endorsement

This coverage can be provided to the owner(s) of the corporate/group entity who also provide services outside of this entity. This can be added at **no additional charge.**

I would like to add this coverage

Name(s) of applicable owner(s): _____

14. Additional Occupation

Do you or any of your employees provide services as a Coach, Hypnotherapist, Biofeedback, Mediator, etc? Coverage can be extended to services provided under this licensure/certification for an additional charge of **10% of your professional liability premium.**

I would like to add this coverage

Services/License to be covered: _____

Qualification Questions

- 17. Is your company an inpatient facility (patients reside at your facility or spend the night)? Yes No
- 18. Do you provide home studies, or facilitate/make recommendations for foster care/adoption placements? (Answer "No" if you simply provide counseling to foster care or adopted clients). Yes No
- 19. Do you provide respite care, companion services or housing? Yes No
- 20. Is your company a school or daycare facility (adult or minor)? Yes No
- 21. Have you or any of your employees ever been refused coverage for professional liability or malpractice insurance or has your malpractice or professional liability insurance ever been canceled or declined for renewal (non-renewed)? Yes No
- 22. Has any claim or suit ever been brought against you or any of your employees for alleged malpractice or professional liability, or are you aware of any incident or existing circumstances that might reasonably lead to a claim or suit? Yes No
- 23. Have you or any of your employees ever been convicted of a misdemeanor or felony that has not been previously reported to CPH? Yes No
- 24. Have you or any of your employees ever had your license, certification or registration suspended, revoked, or placed on probation by a licensing board, board of examiners, or any other governmental entity that regulates your profession? Yes No
- 25. Have you or any of your employees received a citation or paid a fine as a result of a board proceeding? Yes No
- 26. Have you or any of your employees surrendered, either voluntarily or otherwise, your license, certification, or registration? Yes No
- 27. Have you or any of your employees ever been vicariously or directly accused of sexual misconduct or any professional impropriety? Yes No
- 28. Have any complaints ever been filed against you or any of your employees or have there ever been any formal or informal investigations or inquiries opened with a peer review committee or an ethics committee of a professional association, hospital, health care facility, or any other governmental or private entity? Yes No
- 29. Do you know of any reason why you or any of your employees cannot comply with the legal, ethical, or professional standards set by law, by regulation, by a peer review committee or by an applicable code of ethics in any jurisdiction where you provide services? Yes No
- 30. Does your company staff any Medical Doctors in any capacity? Yes No

If your answer to any of the above questions is "yes", please provide a detailed explanation on a separate sheet. Please also attach any pertaining documentation (i.e. Dismissal Letters, Consent Agreements, etc...)

PLEASE SIGN AND DATE THE CONFIRMATION ON PAGE 6

Thank you for choosing CPH & Associates!
If your application is approved, you will receive a quote within 48 hours with payment instructions.

Office Hours: Monday - Friday 8:30 AM-5 PM CST

711 S. Dearborn, Suite 205, Chicago, IL 60605 Fax: 312-987-0902 Phone: 800-875-1911
E-mail: applications@cphins.com **Website:** www.cphins.com

CONSUMER DISCLOSURE AND CONSENT TO ELECTRONIC FORM AND DELIVERY OF INSURANCE DOCUMENTS AND COMMUNICATIONS

The CPH & Associates Insurance Agency Inc would like to provide all insurance policies, endorsements and other related documents to you electronically. Electronic delivery will not apply to any non-renewal notice or cancellation notice we may send to you, in the event such notice is ever necessary

By accepting the terms of this Disclosure and Consent Form, you will not receive a paper copy of any communication or document except for the ones stated above. Please read the information below and if you agree to the following terms and conditions, including the receipt of written communications electronically, please confirm your agreement by clicking the "I Accept" button once you have read the Disclosure and Consent Form.

Requesting Paper Copies

You may at any time request a paper copy, without charge, of any communication or document provided to you or made available to you electronically through email by following the instructions in the How to Contact Us section below. *Please include your policy or account number in your communication to us.*

Withdrawing Consent

You may at any time withdraw your consent to receive communications in electronic form, without charge, by contacting us and requesting paper documents and communications going forward by following the instructions in the How to Contact Us section below. Withdrawal of your consent will be effective within 15 days of the date your withdrawal request is received. *Please include your policy or account number in your communication to us.*

Updating Your Email Address

If you have a new e-mail address, please let us know immediately to ensure that you receive policies and other related documents in a timely manner by following the instructions in the How to Contact Us section below. In your communication to us, please provide your previous email address as well as your new email address. Any change in your email address for the delivery of documents will be effective within 15 days of the date your email address change request is received. *Please include your policy or account number in your communication to us.*

How to Contact Us

You may contact us by email or by United States Postal Service mail to update your information, request paper copies, or withdraw consent to receive policies and other related documents electronically. *Please include your policy or account number in your communication to us.*

Email: info@cphins.com

USPS Mailing Address: CPH & Associates | 711 S. Dearborn St, Ste. 205 | Chicago, IL 60605

Minimum Hardware and Software Requirements

By signing this consent, you acknowledge and agree to maintain the following minimum hardware and software requirements:

- Operating Systems: Windows® XP; Windows Vista™; Windows® 7; Windows® 8; Mac OS X®
- Browsers: Final release versions of Internet Explorer® 7.0 or above (Windows only); Mozilla® Firefox® 15.0 or above (Windows and Mac); Safari™ 6.0 or above (Mac OS only); Google Chrome® 20.0 or above (Windows and Mac).
- Mobile Applications: Apple iOS® 6.0 and above. Android™ 2.3 or above
- Needed Software/Electronic Document Formats: Use of Adobe Acrobat Reader or equivalent for PDF files; Word program for Word files; The Adobe Reader software is available free of charge from Adobe's website www.adobe.com
- Mobile Sending: Apple iOS® 6.0 and above. Android™ 2.3 or above.
- Screen Resolution: 1024 x 768 minimum
- Enabled Security Settings: Allow per session cookies. Users accessing the Internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection.
- Pre-release (i.e. beta) versions of operating systems and browsers are not supported

For you to be able to view and retain insurance policies and other insurance documents delivered to you electronically by us or your agent, you must have (a) a computer, iPad, or other electronic device that has access to the internet; (b) a valid e-mail address; (c) an operational program installed on your computer, iPad, or other electronic device capable of receiving e-mail; (d) an operational program installed on your computer, iPad, or other electronic device that will permit you to view a document in Adobe Acrobat Reader; and (e) a hard drive, thumb drive, or other device included within or attached to your computer, iPad, or other electronic device to which a document in the above format may be permanently downloaded.

* These minimum requirements are subject to change. If these requirements change, you will be asked to re-accept the disclosure. Pre-release (i.e. beta) versions of operating systems and browsers are not supported.

Acknowledging Your Access and Consent to Receive Communications Electronically

If you consent to receive insurance policies, endorsements and other related documents exclusively in electronic format during the course of our relationship with you and in accordance with the terms and conditions described above, please let us know by clicking the "I Accept" button below. If you do not agree to the Terms and Conditions of this Disclosure and Consent Form, you understand that you should not select "Accept" and you should close this document window by clicking the X in the upper right corner.

By clicking the "I Accept" button, you acknowledge that you:

- Reviewed the Disclosure and Consent Form and understand its contents;
- Can access and retain electronic documents in the format described in the Disclosure and Consent Form;
- Consent to having the insurance documents described in the Disclosure and Consent Form delivered to you electronically at the e-mail address you furnish;
- Acknowledge that your insurance policy and the other documents described in the Disclosure and Consent Form will be deemed to have been delivered to you when sent to the e-mail address you furnish.

I, yechezkel halberstam, have read and understand the terms and conditions set forth in this Disclosure and Consent Form on 12/17/2021.

Billing Information:

Card Type: VISA

Last 4 digits of Credit Card: XXXX1598

Confirm: Please Read, Sign & Date Below

The Undersigned states that he/she is an authorized representative of the Applicant and declares to the best of his/her knowledge and belief and after reasonable inquiry, that the statements set forth in this Application (and any attachments submitted with this Application) are true and complete and may be relied upon by Company * in quoting and issuing the policy. If any of the information in this Application changes prior to the effective date of the policy, the Applicant will notify the Company of such changes and the Company may modify or withdraw the quote or binder.

The signing of this Application does not bind the Company to offer, or the Applicant to purchase the policy. *Company refers collectively to Philadelphia Indemnity Insurance Company and Tokio Marine Specialty Insurance Company

FRAUD NOTICE STATEMENTS

ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE CONTAINING ANY MATERIALLY FALSE INFORMATION OR CONCEALS, FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME AND SUBJECTS THAT PERSON TO CRIMINAL AND CIVIL PENALTIES (IN OREGON, THE AFOREMENTIONED ACTIONS MAY CONSTITUTE A FRAUDULENT INSURANCE ACT WHICH MAY BE A CRIME AND MAY SUBJECT THE PERSON TO PENALTIES). (IN NEW YORK, THE CIVIL PENALTY IS NOT TO EXCEED FIVE THOUSAND DOLLARS (\$5,000) AND THE STATED VALUE OF THE CLAIM FOR EACH SUCH VIOLATION). (NOT APPLICABLE IN AL, AR, AZ, CO, DC, FL, KS, LA, ME, MD, MN, NM, OK, RI, TN, VA, VT, WA AND WV).

APPLICABLE IN AL, AR, AZ, DC, LA, MD, NM, RI AND WV: ANY PERSON WHO KNOWINGLY (OR WILLFULLY IN MD) PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR WHO KNOWINGLY (OR WILLFULLY IN MD) PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO FINES OR CONFINEMENT IN PRISON.

APPLICABLE IN COLORADO: IT IS UNLAWFUL TO KNOWINGLY PROVIDE FALSE, INCOMPLETE, OR MISLEADING FACTS OR INFORMATION TO AN INSURANCE COMPANY FOR THE PURPOSE OF DEFRAUDING OR ATTEMPTING TO DEFRAUD THE COMPANY. PENALTIES MAY INCLUDE IMPRISONMENT, FINES, DENIAL OF INSURANCE AND CIVIL DAMAGES. ANY INSURANCE COMPANY OR AGENT OF AN INSURANCE COMPANY WHO KNOWINGLY PROVIDES FALSE, INCOMPLETE, OR MISLEADING FACTS OR INFORMATION TO A POLICYHOLDER OR CLAIMANT FOR THE PURPOSE OF DEFRAUDING OR ATTEMPTING TO DEFRAUD THE POLICYHOLDER OR CLAIMANT WITH REGARD TO A SETTLEMENT OR AWARD PAYABLE FROM INSURANCE PROCEEDS SHALL BE REPORTED TO THE COLORADO DIVISION OF INSURANCE WITHIN THE DEPARTMENT OF REGULATORY AGENCIES.

APPLICABLE IN FLORIDA AND OKLAHOMA: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO INJURE, DEFRAUD, OR DECEIVE ANY INSURER FILES A STATEMENT OF CLAIM OR AN APPLICATION CONTAINING ANY FALSE, INCOMPLETE, OR MISLEADING INFORMATION IS GUILTY OF A FELONY (IN FL, A PERSON IS GUILTY OF A FELONY OF THE THIRD DEGREE).

APPLICABLE IN KANSAS: AN ACT COMMITTED BY ANY PERSON WHO, KNOWINGLY AND WITH INTENT TO DEFRAUD, PRESENTS, CAUSES TO BE PRESENTED OR PREPARES WITH KNOWLEDGE OR BELIEF THAT IT WILL BE PRESENTED TO OR BY AN INSURER, PURPORTED INSURER, BROKER OR ANY AGENT THEREOF, ANY WRITTEN, ELECTRONIC, ELECTRONIC IMPULSE, FACSIMILE, MAGNETIC, ORAL, OR TELEPHONIC COMMUNICATION OR STATEMENT AS PART OF, OR IN SUPPORT OF, AN APPLICATION FOR THE ISSUANCE OF, OR THE RATING OF AN INSURANCE POLICY FOR PERSONAL OR COMMERCIAL INSURANCE, OR A CLAIM FOR PAYMENT OR OTHER BENEFIT PURSUANT TO AN INSURANCE POLICY FOR COMMERCIAL OR PERSONAL INSURANCE WHICH SUCH PERSON KNOWS TO CONTAIN MATERIALLY FALSE INFORMATION CONCERNING ANY FACT MATERIAL THERETO; OR CONCEALS, FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO.

APPLICABLE IN KENTUCKY: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSONS FILES AN APPLICATION FOR INSURANCE CONTAINING ANY MATERIALLY FALSE INFORMATION OR CONCEALS, FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY MATERIAL THERETO COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME.

APPLICABLE IN MAINE, TENNESSEE, VIRGINIA AND WASHINGTON: IT IS A CRIME TO KNOWINGLY PROVIDE FALSE, INCOMPLETE OR MISLEADING INFORMATION TO AN INSURANCE COMPANY FOR THE PURPOSE OF DEFRAUDING THE COMPANY. PENALTIES MAY INCLUDE IMPRISONMENT, FINES OR A DENIAL OF INSURANCE BENEFITS.

APPLICABLE IN NEW YORK: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION, OR CONCEALS FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO, COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME AND SHALL BE SUBJECT TO A CIVIL PENALTY NOT TO EXCEED FIVE THOUSAND DOLLARS AND THE STATE VALUE OF THE CLAIM FOR EACH SUCH VIOLATION.

APPLICABLE IN PENNSYLVANIA: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION OR CONCEALS FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME AND SUBJECTS SUCH PERSON TO CRIMINAL AND CIVIL PENALTIES.

yecheskel halberstam
INSURED NAME (PLEASE PRINT/TYPE)

OWNER/PARTNER/PRINCIPAL
TITLE (MUST BE SIGNED BY THE GROUP OWNER, PARTNER, OR PRINCIPAL)

yecheskel halberstam
INSURED SIGNATURE

12/17/2021
DATE

01/29/2022
DESIRED POLICY EFFECTIVE DATE

SECTION TO BE COMPLETED BY THE PRODUCER/BROKER/AGENT

PRODUCER: **CPH & Associates**
(If this is a Florida Risk, Producer means Florida Licensed Agent)

AGENCY: **CPH & Associates**

PRODUCER LICENSE NUMBER: **19193**
(If this a Florida Risk, Producer means Florida Licensed Agent)
ADDRESS: **711 S. Dearborn St., Suite 205, Chicago, IL 60605**

Birch Behavioral Therapy

Facility Documents

Occupancy Certificate

Zoning

Health Inspection

Department of Education Facility Inspection

Fire Inspection- to be completed during first month of occupancy



CITY OF MANCHESTER
PLANNING AND COMMUNITY DEVELOPMENT

Leon L. LaFreniere, AICP
Director

Planning & Land Use Management
Building Regulations
Code Enforcement Division
Community Improvement Program
Zoning Board of Adjustment

Pamela H. Goucher, AICP
Deputy Director Planning & Zoning

Michael J. Landry, PE, Esq.
Deputy Director Building Regulations

VARIANCE NOTICE OF DECISION

Case No.: ZBA2022-018

Property Location: 100 William Loeb Drive

You are hereby notified that the request of: Amber UL Associates, LLC (Owner)
1333A North Avenue, Box 765
New Rochelle, NY 10804

Andrew Prolman, Esq. (Agent)
Prunier and Prolman, P.A.
20 Trafalgar Square, Suite 100
Nashua, NH 03063

to occupy 8,900 SF for a private elementary or secondary school in the IND zoning district from the terms of Section(s) **5.10(J)2** Private Elementary or Secondary School, Including Recreational Facilities of the Zoning Ordinance of the City of Manchester, New Hampshire, has been **GRANTED** as per documents submitted through February 16, 2022 in accordance with Article V of the Board's BY-LAWS on March 10, 2022.

Stipulations or Comments: _____

If denied, the decision is based on a finding that one or more the following five criteria was not satisfied:

- 1. *The variance will not be contrary to the public interest.*
- 2. *The spirit of the ordinance is observed.*
- 3. *Substantial justice is done. .*
- 4. *The values of surrounding properties are not diminished.*
- 5. *Literal enforcement of the provisions of the ordinance would result in an unnecessary hardship.*

Explanation: _____

Robert G. Breault
Chairman, Zoning Board of Adjustment

Date: 3/15/22

NOTE: *Permits or other approvals as may be required for vesting must be obtained within one year of the date of the public hearing or the variance will expire.*
Per RSA 677:2, any aggrieved person affected by the Board's decision may request a rehearing within 30 days.



CITY OF MANCHESTER

PLANNING AND COMMUNITY DEVELOPMENT

Leon L. LaFreniere, AICP
Director

Planning & Land Use Management
Building Regulations
Code Enforcement Division
Community Improvement Program
Zoning Board of Adjustment

Pamela H. Goucher, AICP
Deputy Director Planning & Zoning

Michael J. Landry, PE, Esq.
Deputy Director Building Regulations

VARIANCE NOTICE OF DECISION

Case No.: ZBA2022-018

Property Location: 100 William Loeb Drive

You are hereby notified that the request of: Amber UL Associates, LLC (Owner)
1333A North Avenue, Box 765
New Rochelle, NY 10804

Andrew Prolman, Esq. (Agent)
Prunier and Prolman, P.A.
20 Trafalgar Square, Suite 100
Nashua, NH 03063

to occupy 8,900 SF for a private elementary or secondary school in the IND zoning district from the terms of Section(s) **5.10(J)2** Private Elementary or Secondary School, Including Recreational Facilities of the Zoning Ordinance of the City of Manchester, New Hampshire, has been **GRANTED** as per documents submitted through February 16, 2022 in accordance with Article V of the Board's BY-LAWS on March 10, 2022.

Stipulations or Comments: _____

If denied, the decision is based on a finding that one or more the following five criteria was not satisfied:

- 1. The variance will not be contrary to the public interest.
- 2. The spirit of the ordinance is observed.
- 3. Substantial justice is done. .
- 4. The values of surrounding properties are not diminished.
- 5. Literal enforcement of the provisions of the ordinance would result in an unnecessary hardship.

Explanation: _____

Robert G. Breault
Chairman, Zoning Board of Adjustment

Date: 3/15/22

NOTE: Permits or other approvals as may be required for vesting must be obtained within one year of the date of the public hearing or the variance will expire.
Per RSA 677:2, any aggrieved person affected by the Board's decision may request a rehearing within 30 days.

New Hampshire Department of Education
 Bureau of School Safety and Facility Management
 101 Pleasant Street, Concord, NH 03301-3852
 Telephone (603) 271-3620

School Health Inspection Form

Last revised: June 22, 2020

SCHOOL INFORMATION		
School Name: <i>Birch Behavioral Therapy</i>	Address: <i>unit 7 100 William Loeb Dr.</i>	SAU #:
Town/City: <i>Manchester</i>	State: <i>NH</i>	Zip: <i>03109</i>
School Contact: <i>Michelle McInnes</i>	Title: <i>Clinical Support Coordinator</i>	
Name of each building used by students: <i>Building 1</i>	Enrollment: <i>30 max</i>	
Year each building was built: <i>1990</i>		
Water supply (municipal, well, etc.): <i>municipal</i>	Wastewater system (municipal, septic, etc.): <i>municipal</i>	
INSPECTION INFORMATION		
Inspector's name: <i>Cunor Clevra</i>	Organization: <i>Manchester Health Department</i>	Inspector's phone: <i>603 657 2714</i>
Inspector's email: <i>CClevra@ManchesterNH.gov</i>	Were all buildings used by students inspected (Y/N)?	Date of Inspection: <i>3/1/22</i>
INFORMATION/INSTRUCTION		
<p>A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.</p> <p>The health inspection must be performed by a health official, not a school employee. Visit https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf for a list of local health officers.</p> <p>Kitchen inspections are not acceptable substitutes for the health inspection.</p> <p>It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.</p> <p>Attach the following to the health inspection form, if applicable:</p> <ul style="list-style-type: none"> ○ Most recent septic tank pumping service ○ Asbestos inspection reports for buildings built before 1990 ○ Animal vaccination certificates, if applicable ○ Swimming pool testing records, if applicable <p>Please submit the completed form to the NH Department of Education as follows:</p> <ul style="list-style-type: none"> ○ Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Public charter schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Non-public schools – email the form to Shireen Meskoob at: shireen.meskoob@doe.nh.gov 		

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes: Max 110°F				
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	<input type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> NA	
Notes: No food preparation				
6. Are toxic materials clearly labeled and properly stored away from food?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
8. Are water fountains clean with sufficient water pressure?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
9. Is there a pump schedule for the septic system?	YES	NO	<input checked="" type="radio"/> NA		
Notes: Municipal sewer					
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	YES	<input checked="" type="radio"/> NO			
Notes:					
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	YES	NO	<input checked="" type="radio"/> NA		
Notes: Municipal					
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please attach findings.	YES	<input checked="" type="radio"/> NO	NA		
Notes:					
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
13. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	YES	<input checked="" type="radio"/> NO			
Notes:					
14. Is there any mildew or mold present? If so, please describe the condition and location.	YES	<input checked="" type="radio"/> NO			
Notes:					
15. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (AHERA, 40 CFR 763, Subpart E and RSA 141-E)	YES	NO	<input checked="" type="radio"/> NA		
Notes: Built 1990					

16. If the building was built before 1978, are you aware of the presence of flaking paint?	YES	NO	NA		
	Notes:				
17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	NO	NA		
	Notes:				
18. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES	NO	NA		
	Notes:				
19. Has the school performed any voluntary air testing for radon?	YES	NO	NA		
	Notes:				
SMOKING	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
20. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	YES	NO			
	Notes:				
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
21. Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	NA		
	Notes:				
22. Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	NA		
	Notes:				
23. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	NA		
	Notes:				
24. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	NA		
	Notes:				

ADDITIONAL REMARKS

(This area is currently blank for additional remarks.)

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

Michelle McTones _____ *3/1/22*
School contact name and signature _____ Date

"I acknowledge this form has been completed to the best of my knowledge."

Connor Leburn _____ *Tammi Compagna* _____ *3/1/22*
Inspector name and signature _____ Date
Tammi Compagna



New Hampshire

Department of Education

Bureau of School Safety and Facility Management

101 Pleasant Street, Concord, NH 03301-3852

Telephone: (603) 271-3620.

SCHOOL FACILITY INSPECTION FORM

SECTION A - SCHOOL INFORMATION				
Date of inspection: 4/19/22	Time: 10:00 AM	Name of NHDOE inspector: Timothy Carney		
School name: Birch Behavioral Therapy	Address: 100 William Loeb Drive, Manchester	SAU#: N/A		
Principal: Michelle McInnes	<input checked="" type="checkbox"/> in attendance	Phone number: 603-403-7357		
Facility director: N/A	<input type="checkbox"/> in attendance	Phone number:		
List name and title of those attendance at the time of the inspection not listed above:				
None				
If multiple building(s) inspected list:				
N/A				
Number of students: 6	Grades: K-6	Number of portables: None		
Generator: Yes <input type="radio"/> No <input checked="" type="radio"/>	Emergency shelter: Yes <input type="radio"/> No <input checked="" type="radio"/>	Voting location: Yes <input type="radio"/> No <input checked="" type="radio"/>		
SECTION B - DOCUMENT REVIEW - PRIOR TO SITE VISIT				
	YES/NO/NA	DATE	COMMENTS	
Fire inspection complete?	No	TBD	Required by 9/30/22	
Health inspection complete?	Yes	3/1/22	Passed Inspection	
Playground inspection complete?	N/A			
IAQ (indoor air quality) survey complete?	N/A			
IAQ (indoor air quality) policy	N/A			
Emergency Operation Plan uploaded?	No	TBD	Required by 9/1/22	
Drinking water sources tested for lead?	Yes	5/18/22	Below action limits	
SECTION C - INSPECTION CHECKLIST				
Exterior				
Sewer/Water	YES	NO	NA	COMMENTS
Is water supplied by a municipal system?	<input checked="" type="checkbox"/>			
Is sewer on site? If yes when was it last pumped?		<input checked="" type="checkbox"/>		City sewer
Is campus free of sewage odor?	<input checked="" type="checkbox"/>			
Gates/Fencing	YES	NO	NA	COMMENTS
Are gates/fences in good repair? (no holes, vegetation or sharp edges)			<input checked="" type="checkbox"/>	
Are locks and security hardware in good repair?			<input checked="" type="checkbox"/>	
Parking Lots	YES	NO	NA	COMMENTS
Are exits onto public streets free from visibility obstructions?	<input checked="" type="checkbox"/>			
Are parking areas identified (e.g., staff, visitors, students)?	<input checked="" type="checkbox"/>			

Are direction signs and poles in good repair?	✓			
Are paved surfaces in good repair?	✓			
Is ADA parking provided?	✓			
Are all building sides accessible to emergency equipment?	✓			
Are pedestrians protected from traffic flow (e.g., crosswalks, speed bumps)?	✓			
Bus	YES	NO	NA	COMMENTS
Are areas where students congregate while waiting for buses adequate to avoid overcrowding?			✓	
Are "No idling" signs posted?			✓	
Are traffic pattern clearly marked?			✓	
Are parent drop-off and pick-up zones clearly designated and separated from bus traffic?			✓	
Building	YES	NO	NA	COMMENTS
Are signs posted noting the prohibition of smoking inside and outside public school facilities?			✓	
Are exterior walls free from cracks or other damages?	✓			
Are windows free from cracks/broken panes?	✓			
Are stairs, landings and handrails in good repair and fastened securely?	✓			
Is facility generally clean of debris?	✓			
Are dumpsters in enclosed areas and away from intake vents?	✓			
Roofs	YES	NO	NA	COMMENTS
Are roofs in good condition? Free of debris, drainage, physical damage, and structural deformation?	✓			
Are roofs inspected regularly?	✓			
Are wooden trusses checked?	✓			
Portables	YES	NO	NA	COMMENTS
Are portables connected to main building?			✓	
Is a clear path to main building provided?			✓	
Are bathrooms provided?			✓	
Are portables clean?			✓	
Playgrounds/Fields	YES	NO	NA	COMMENTS
Are play areas separated from vehicle traffic?			✓	
Are kindergarten play areas separated from play areas for older children?			✓	
Is equipment checked for wear and tear?			✓	
Is play area free of tripping hazards (e.g., roots, rocks, uneven pavement and drug paraphernalia)?			✓	
Is 8"-12" of energy absorptive materials provided under/around equipment?			✓	
Do platforms 30" or higher have guardrail/barriers? (20" for preschoolers)			✓	
Are swings less than 18" to ground?			✓	
Do equipment/guardrails have spacing less than 4" or greater than 9"?			✓	

Are outside learning areas free of debris, vegetation and drug paraphernalia?			✓	
Is field house surface free of debris?			✓	
Are benches free of exposed concrete?			✓	
Interior				
Entrances	YES	NO	NA	COMMENTS
Are floor mats provided on the inside of all entrances?	✓			
Are there adequate signs, postings, or window decals to direct visitors to the main office?		✓		To be added before opening
Is there a sign in/out sheet for visitors?		✓		"
Are visitor badges provided?		✓		"
Are windows/doors in good repair?	✓			
Are exterior frames properly caulked/sealed?	✓			
Is the entrance free of evidence of water intrusion?	✓			
Do doors open easily?	✓			
Is the threshold free of trip hazards?	✓			
Do locks/handles appear to meet ADA requirements?	✓			
Hallways	YES	NO	NA	COMMENTS
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	✓			
Are walls in good repair (no significant cracks, tears, holes or water stains)?	✓			
Are floors in good conditions (no broken tiles, torn up carpet)?	✓			
Are carpets vacuumed with HEPA filters?	✓			
Are hallways well lit?	✓			
Are lockers, cabinets, and display cases mounted to wall or floors?			✓	
Are lockers, cabinets, and display cases clean?			✓	
Are drinking fountains ADA accessible?	✓			
Are drinking fountains clean and in good repair?	✓			
Electrical Room	YES	NO	NA	COMMENTS - Not controlled by school
Is the room clean and free of clutter?			✓	
Are all electrical panels secured?			✓	
Have all electrical circuits been identified?			✓	
Equipment/Boiler Room	YES	NO	NA	COMMENTS - Not controlled by school
Is room free of odor?			✓	
Are doors shut and locked when not in use?			✓	
Is a 3' clearance provided around all heating equipment?			✓	
Is there safe storage of flammables such as gasoline, spirit fluid, etc. in the furnace/boiler room?			✓	
Is the furnace boiler room free of surface water?			✓	
Are units serviced regularly?			✓	
Are filters changed regularly?			✓	
Are vents clean?			✓	
Are units in good repair?			✓	

Custodian Closets	YES	NO	NA	COMMENTS
Is custodial room orderly and sanitary?			✓	<i>Not controlled by school</i>
Are cleaning products properly labeled and stored?			✓	
Are areas around slop sinks dry?			✓	
Are custodians trained in safe and health hazards?			✓	
Stairwells	YES	NO	NA	COMMENTS
Is lighting in stairwells adequate?			✓	<i>No stairs in school</i>
Are stair treads in good repair and have a non-skid material?			✓	
Are handrails in good repair?			✓	
Are handrails minimum of 36" in height?			✓	
Are handrails enclosed to less than 4"?			✓	
Elevators	YES	NO	NA	COMMENTS
Are elevators ADA compliant?	✓			
Are elevators clean and in good working order?	✓			
Restrooms	YES	NO	NA	COMMENTS
Are there adequate number of restrooms in building?	✓			
Is an ADA bathroom provided?	✓			
Are sink pipes wrapped for ADA compliance?	✓			
Are restrooms in good working order and clean?	✓			
Are restrooms well ventilated?	✓			
Is hot water between 85-125 degrees?	✓			
Kitchen and Cafeteria	YES	NO	NA	COMMENTS
Is there enough seating provided and in good repair?			✓	
Are staff on hand to respond to a student who is choking?			✓	
Is hood suppression systems inspected/certified by an outside firm?			✓	
Is hood suppression system clean?			✓	
Am Is kitchen floor in good repair?			✓	
Are storage shelves properly secured?			✓	
Are walk in refrigerator in good repair?			✓	
Are refrigerator logs posted and updated daily?			✓	
Is there adequate space to provide lunch?			✓	
Gymnasiums	YES	NO	NA	COMMENTS
Is the gym used for multi-purposes (i.e. lunchroom/art room/music room)? If yes, indicate what other uses it serves.			✓	
Are exit doors and hardware in proper working order?			✓	
Are walls properly covered (e.g., padding)?			✓	
Are showers/changing rooms clean and in good repair?			✓	
Are floors, walls and ceilings in good repair?			✓	
Are seats/bleachers in good repair?			✓	
Is there enough storage space?			✓	
Is storage space orderly?			✓	
Are lights protected from breakage?			✓	

Auditorium	YES	NO	NA	COMMENTS
Are exit doors and hardware in proper working order?			✓	
Are backstage and storage shelves bolted to the floor or wall?			✓	
Are seats fixed and in good repair and fastened securely to the floor?			✓	
Are floors, walls and ceilings in good repair?			✓	
Are stage areas in good repair?			✓	
Is there adequate storage?			✓	
Is the storage orderly?			✓	
Are the stage curtains and riggings inspected by an outside firm? If so, indicate date.			✓	
Health Clinic/Nurse's Office	YES	NO	NA	COMMENTS
Is medication supplies properly locked?			✓	
Is there adequate room for student privacy?			✓	
Other Support Spaces	YES	NO	NA	COMMENTS
Does the guidance office have adequate space?			✓	
Is the teachers' room clean?	✓			
Is the laminator located in a well ventilated area?			✓	
General Classrooms	YES	NO	NA	COMMENTS
Are rooms clean and free of clutter?	✓			
Is furniture clean and in good repair?	✓			
Are classrooms well lit?	✓			
Are windows and screens in good repair?	✓			
Are doors in good repair and open easily?	✓			
Are thresholds free of trip hazards?	✓			
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	✓			
Are walls in good repair (no significant cracks, tears, holes or signs of mildew/mold)?	✓			
Are floors in good conditions (no broken tiles, torn up carpet)?	✓			
Are carpets vacuumed with HEPA filters?	✓			
Are shelves, cabinets, and display cases mounted to wall or floors?			✓	
Are extension cords used for temporary use only and cords not daisy chained?	✓			
Is there adequate space to move around?	✓			
Is classroom temperature well controlled?	✓			
Is there air circulation while room is occupied?	✓			
Is the HVAC system quiet when running?	✓			
Is the ventilation unit clear of objects (i.e., not blocked, top or bottom)?	✓			
Is there a return diffuser?	✓			
Is the room odor free (e.g., no air fresheners)?	✓			
Rooms with Animals	YES	NO	NA	COMMENTS
Are animals kept in secured cages?			✓	

Do all animals have a current certificate of good health from a licensed veterinarian?			✓	
Is fecal material adequately cleaned from the cage on a regular basis?			✓	
Is disinfectant readily available for those students or staff handling the animals or cleaning their cages?			✓	
Are aquariums and stands properly secured and anchored?			✓	
Media Center, Library and Technology Center	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			✓	
Is there appropriate storage space?			✓	
Is space well lit?			✓	
Are shelves, cabinets, and display cases mounted to wall or floors?			✓	
Does space appear to be ADA compliant (e.g., tables and desks are 36" from each other)?			✓	
Are computers away from heat/water source?			✓	
Science Rooms	YES	NO	NA	COMMENTS
Is emergency eyewash and shower equipment readily available and regularly tested?			✓	
Are the MSDS properly managed?			✓	
Is the chemical room clean and well ventilated?			✓	
Are all containers of chemicals properly labeled and stored?			✓	
Are heavy items stored on lower shelves?			✓	
Are shelves, cabinets, and display cases mounted to wall or floors?			✓	
Is a first aid kit available?			✓	
Is the chemical fume hoods in working order?			✓	
Art Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			✓	
Is adequate storage area available?			✓	
Is storage room clean and organized?			✓	
Are fire blankets and/or fire extinguisher available?			✓	
Are kilns and storage room properly ventilated?			✓	
Are shelves, cabinets, and display cases mounted to wall or floors?			✓	
Are heavy items stored on lower shelves?			✓	
Music Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			✓	
Is adequate storage area available?			✓	
Is music room located away from quiet areas of building?			✓	
Life Skills Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			✓	
Is adequate storage area available?			✓	

SECTION D – DEFICIENCIES

List of items to be addressed as well as the deadline for completion. For each item, please email NHDOE a photo of the completed work as well as a short description of the work done to address the item(s) listed below:

- 1. None
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Above items due by: _____

SECTION E – RECOMMENDATIONS

List of items recommended. The items are not required for school approval purposes but you may find them helpful in the operation of your facility.

- Several small appliances were found in the building. Although in some cases having small appliances, readily accessible may provide benefits to teaching and learning, they may also present fire safety issues and increased energy costs. It is recommended the district develop a school wide policy or procedures that ensures proper use, this could include an inventory or the small appliances and approval of the small appliances. You may want to reach out to your local fire chief for guidance as well.
- Due to mild odors or other concerns found during inspection, consider reviewing your Indoor Air Quality (IAQ) policy to ensure improved air quality is provided throughout the building.
- Consider contacting Homeland Security and Emergency Management (HSEM) regarding safety protocol sheets. They can be reached at: schoolreadiness@dos.nh.gov
- Overly cluttered classrooms can be more of a distraction than an aid to learning. In addition, they can provide poor air quality, supply inadequate temperature, and present safety hazards. One or more classrooms were found to be overly cluttered. It is recommended that you consider routine cleaning/organization and/or training on how to provide a clean and healthy classroom.
- Contacting DOE to schedule a safe and healthy schools training Marjorie.schoonmaker@doe.nh.gov

SECTION F – ACKNOWLEDGEMENT/SIGNATURES

Your facility inspection is not intended to be used as a guarantee or warranty, expresses or implied, regarding the future adequacy, performance or condition of any inspected structure, item or system.

By signing below, I acknowledge the receipt of this form. Your signature does not reflect either your agreement or disagreement with the contents, simply the fact that you have received the form on the date indicated. Failing to sign the form will not affect its validity nor will it delay your facility review.

School official's name & title:	Signature:	Date:
---------------------------------	------------	-------

Birch Behavioral Therapy

Budget Year 1

Birch Behavioral Projected Budget - 2 Academic Year 2022-2023

Expenses		Projected Initial Year 1
Item	Description	2022-2023
Equipment		
	Furniture	6,000
	Therapy Equipment	3,000
	Computers	2,000
	Equipment Total	11,000
Construction		
	Filing Fee	0
	Contractors	0
	HVAC	0
	Architect	0
	Construction Total	0
Insurance		
	Medical	0
	Property	2,200
	Business Liability	2,800
	Insurance Total	5,000
Overhead		
	Building Repair & Maintenance	1,000
	Building Rent	90,000
	Cleaning/ Supplies	800
	Software	2,000
	Teaching Supplies	2,500
	Office Supplies	2,000
	Office Expenses	250
	Bank Charges	100
	Phones	800
	Internet	1,800
	Shipping/ Postage	100
	Security	0
	Petty Cash	300
	Overhead Total	101,650
Personnel		
Salried Professionals		
	Principal Administration	96,000
	Special Education Director	67,500
	BCBA/ Special Education Teacher (1) 1st yr	50,000
	Curriculum Coordinator	45,875
	Clinical Director/ BCBA	60,000
	Human Resources Coordinator	0
	Receptionist/Admin	0
	Security Guard/ Bussing Coordinator	0
	Personnel Total	319,375
Part Time/ Consultant Professionals		
	Library Media Specialist	7,500
	School Counselor	10,000
	Music Education	7,500
	Health Education	7,500
	Physical Education	10,000
	Information & Communication Technology	7,500
	Reading & Writing	12,000
	Speech Language Pathologist (0.5)	13,000
	Occupational Therapist (0.5)	13,000
	Total Part Time/ Consultant Professionals	88,000
Non Salaried Professionals		
	Assistant Teachers [2] 1st yr	60,000
	Total Non Salaried Professionals	60,000
	Total All Personnel	
Personnel Benefits		
	Training & Professional Development	2,500
	Certification Costs	1,000
	Medical & Dental Benefits	2,000
	Continuing Education Reimbursement	1,000
	Payroll Taxes	8,000
	Personnel Benefits Total	14,500
Professional Services & Cost		
	Data Management & Technology	8,000
	Website	1,000
	Printing	300
	Marketing: Advertisement	1,000
	Marketing: Outreach	500
	Accountant	3,000
	Attorney	3,000
	Professional Services Total	16,800
Total All Expenses		616,325
Revenues		Projected Initial Year 1
Item	Description	2022-2023
Direct Income		
	Student Tuition (6) first yr	660,000
	Interest	
Other Income		
	Related Services	0
Total Income		660,000

Birch Behavioral Therapy

Secretary of State- Record of Good Standing

Business Information

Business Details

Business Name: BIRCH BEHAVIORAL THERAPY INC	Business ID: 827618
Business Type: Domestic Profit Corporation	Business Status: Good Standing
Business Creation Date: 10/02/2019	Name in State of Incorporation: Not Available
Date of Formation in Jurisdiction: N/A	
Principal Office Address: 50 Bridge Street, Suite 307, Manchester, NH, 03101, USA	Mailing Address: 50 Bridge Street, Suite 307, Manchester, NH, 03101, USA
Citizenship / State of Incorporation: Domestic/New Hampshire	
	Last Annual Report Year: 2022
	Next Report Year: 2023
Duration: Not Stated	
Business Email: yakov@appliedabc.com	Phone #: 212-920-6310
Notification Email: wolcowitz@yahoo.com	Fiscal Year End Date: NONE

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	Health Care and Social Assistance	Offices of Mental Health Practitioners (except Physicians)

Page 1 of 1, records 1 to 1 of 1

Principals Information

Name/Title	Business Address
Yecheskel Halberstam / Incorporator	1925 52nd Street, Brooklyn, NY, 11219, USA
Yecheskel Halberstam / President	1925 52nd Street, Brooklyn, NY, 11219, USA
Yecheskel Halberstam / Chairman of the Board of Directors	1925 52nd Street, Brooklyn, NY, 11219, USA

Page 1 of 1, records 1 to 3 of 3

Registered Agent Information

Name: Yecheskel Halberstam
Registered Office Address: 50 Bridge Street, Suite 307, Manchester, NH, 03101, USA
Registered Mailing Address: 50 Bridge Street, Suite 307, Manchester, NH, 03101, USA

Trade Name Information

Business Name	Business ID	Business Status
APPLIED ABC (/online/BusinessInquire/TradeNameInformation?businessID=730703)	894698	Active

Trade Name Owned By

Name	Title	Address
------	-------	---------

Trademark Information

Trademark Number	Trademark Name	Business Address	Mailing Address
No records to view.			

[Filing History](#) [Address History](#) [View All Other Addresses](#) [Name History](#) [Shares](#) [Businesses Linked to Registered Agent](#) [Return to Search](#) [Back](#)

The Harkness House

NHED Application Checklist

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

School Name: The Harkness House	Phone Number: 603-714-4864	Application Type*: AA
<p>About the School: The Harkness House (THH) is an independent middle school, serving grades 7 – 9, without a formal affiliation with any elementary or high school. Studio classes are capped at 12 students and theater classes are capped at 24 students. THH students engage in an advanced curriculum beginning in the 7th grade that culminates in the opportunity to take Advanced Placement (AP) assessments in English, Science, and Social Studies in 9th grade. All studio lessons at THH are recorded and produced for on-demand learning, creating instructional efficiencies that meet the needs of students while providing total transparency to families.</p>		
Principal Address: 410 Amherst Street, Suite 150, Nashua, NH 03063		
Mailing Address: 87 Meadowcrest Dr., Bedford, NH 03110		
Head of School: Nathan Fellman	Email: n.fellman@theharknesshouse.org 603-714-4864	
Authorized to Represent School: Nathan Fellman	Anticipated Enrollment per Grade: 25 (Cap 36)	
Date Application Received: 1/24/22	Anticipated Total Enrollment: 108	
Grade Levels: 7-9	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit		

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	5.4.22	
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable
<input checked="" type="checkbox"/>	Good standing with Secretary of State	1.24.22	Verified in good standing
<input checked="" type="checkbox"/>	Administrative organization	5.4.22	School is overseen by a Board of Trustees and a Head of School
<input checked="" type="checkbox"/>	School calendar	5.4.22	First day of school – 9.6.22, last day of school 5.26.23.
<input checked="" type="checkbox"/>	School hours survey	1.24.22	Providing 1072.5 instructional hours per grade level. Complies with Ed 403.
<input checked="" type="checkbox"/>	Philosophy and objectives	5.4.22	Page 3 of the Family Handbook 2022 -2023. The Harkness House philosophy is based on small class size, advanced curriculum and unparalleled access
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	5.4.22	Signed statutory compliance statement
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	5.4.22	Signed statutory compliance statement, verified during DOE 5.13.22 site visit
<input checked="" type="checkbox"/>	Program of studies		
	<input checked="" type="checkbox"/> Academic content	5.4.22	Page 7 of the Family Handbook under <u>Harkness Drive Time</u> , core curriculum of English, mathematics, social studies and science, supplemented with independent learning and/or off-site engagement activities in other subjects including world languages
	<input checked="" type="checkbox"/> Assessment	5.4.22	Page 5 of the Family Handbook, ongoing assessment through grading process, opportunity to take the New Hampshire State Assessment each spring, culminating in taking AP assessments in the 9 th grade
	<input checked="" type="checkbox"/> Promotion requirements	5.17.22	Page 6 of the Family Handbook under <u>Grade Level Promotion</u>
	<input checked="" type="checkbox"/> Graduation requirements	N/A	Not applicable due to grade span offered
<input checked="" type="checkbox"/>	Student handbook	5.4.22	Document entitled “The Harkness House Family Handbook, 2022 – 2023”
<input checked="" type="checkbox"/>	Grievance policy		Page 21 of Family Handbook, entitled “Complaint Policy”

	<input checked="" type="checkbox"/> Bullying	5.4.22	Page 21 of Family Handbook, defines bullying and describes reporting process, complaint process follows the school’s Complaint Policy
	<input checked="" type="checkbox"/> Teacher misconduct	5.4.22	Page 22 of Family Handbook, references the New Hampshire Code of Ethics and the New Hampshire Conduct for Education Professionals, complaints follow the school’s Complaint Policy
	<input checked="" type="checkbox"/> Tuition repayment (refund)	5.4.22	Page 24 of Family Handbook, no refunds of any fees or tuition
	<input checked="" type="checkbox"/> Restraint and seclusion	5.4.22	Page 23 of Family Handbook, references RSA 126:U, school does not use either restraint or seclusion techniques
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)	5.4.22	Page 15 of the Family Handbook, provides only limited guidance and health services in-house
<input checked="" type="checkbox"/>	Anticipated budget		
	<input checked="" type="checkbox"/> Expenses (e.g. facility, salaries)	1.24.22	Expenses – \$1,239,789, Revenue - \$1,292,000 (includes \$500,000 private funding to cover start-up expenses in year one)
	<input checked="" type="checkbox"/> Revenue		
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	New facility report		
	<input checked="" type="checkbox"/> Zoning verification	5.4.22	Nonpublic School Zoning Verification Form completed by Carter Falk on 3/22/22. Use as school is allowable.
	<input checked="" type="checkbox"/> Certificate of Occupancy	5.18.22	Certificate issued on 5.18.22 signed by Dawn Michaud
	<input checked="" type="checkbox"/> Fire and Life Safety Report	TBD	This inspection is required to be completed within the first month of occupancy. DOE staff will follow-up to confirm inspection is completed in a timely manner.
	<input checked="" type="checkbox"/> Health Inspection	5.13.22	School Health Inspection completed by April Torham, passed inspection
	<input checked="" type="checkbox"/> DOE visit	5.13.22	Site visit completed by Timothy Carney, no issues of concern identified
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year	N/A	Signed statutory compliance statements
<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year		
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year		
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year		
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE***	5.19.22	<p>The Office of Nonpublic Schools determines that The Harkness House complies with the minimum requirements set forth in Ed 400 for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2025.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p> <p>The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p>

		<p><i>The information above is communicated with prospective and renewing schools in both the confirmation letter from the office indicating receipt of a completed application packet and in the approval letter from the State Board of Education.</i></p>
--	--	--

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

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

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

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

The Harkness House

Initial Application



Nonpublic School Application for Initial Approval Status

INTRODUCTION

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

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

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

Applications will be accepted only as an **electronic document(s)**. Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in [Ed 403.03](#). These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in [RSA 189:64](#), a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@dos.nh.gov.

SECRETARY OF STATE

The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporate@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with [Ed 403](#) and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with [Ed 404](#) and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in [Ed 400](#).

Attendance Purposes Only (AA)

Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school: _____

Primary street address of school: _____

Primary mailing address of school: _____

Name and address of each additional site: _____

If applicable, a member of an association: _____

Upcoming academic year: _____

Anticipated grade levels to be offered: _____

Anticipated enrollment per grade: _____

Enrollment caps for each grade level: _____

Boarding school: Yes No

Co-Educational: Yes No

Nonprofit: Yes No

Tax exempt: Yes No

Approved to offer Special Ed programs: Yes No

Date of recent approval: _____

SECTION C: HEAD OF SCHOOL

Name: _____
 Title: _____
 E-mail: _____
 Phone number: _____

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: _____
 Title: _____
 E-mail: _____
 Phone number: _____

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input type="checkbox"/> Yes	_____ _____ _____
2. Fire and Life Safety Inspection report. <i>(Contact your local fire marshal and be sure the inspection includes all buildings occupied by students.)</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____ _____
3. Health Inspection. <i>(Contact your local health inspector and be sure the inspection includes all buildings occupied by students.)</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____
4. Certificate of Occupancy. <i>(Be sure to include one for each of the buildings occupied by students).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____
5. Zoning Verification Form. <i>(Be sure the form includes all buildings occupied by students).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____
6. School calendar for upcoming year. <i>(Include first and last day of school, and full and partial days off).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____

- | | | |
|---|------------------------------|--|
| 7. Education philosophy, purpose, and objectives. | <input type="checkbox"/> Yes | |
| 8. Evaluation of achievement of objectives. | <input type="checkbox"/> Yes | |
| 9. Program of studies. <i>(To include academic content, assessment, promotion requirements for each grade level and high school diploma requirements, if applicable).</i> | <input type="checkbox"/> Yes | |
| 10. Student handbook. | <input type="checkbox"/> Yes | |
| 11. Supporting services. <i>(Include health, guidance, library, food, referral, and transportation).</i> | <input type="checkbox"/> Yes | |
| 12. Grievance policy. <i>(To include bullying, teacher misconduct, tuition refund, and use of child restraint practices. See RSA 126-U. Please include <u>location</u> of each policy in student handbook).</i> | <input type="checkbox"/> Yes | |
| 13. Organization chart. | <input type="checkbox"/> Yes | |
| 14. Budget for upcoming academic year. <i>(To include anticipated expenses, e.g. facility acquisition, maintenance and operations, insurance, salaries, benefits, equipment, and supplies, and sources of revenue, e.g. income from tuition).</i> | <input type="checkbox"/> Yes | |

SECTION F: SCHOOL SCHEDULE SURVEY

Please use [Ed 401.03](#) and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and

(3) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year: _____ through _____
 First scheduled day of classes: _____
 Last scheduled day of classes: _____
 Last day of grade 12 classes, if applicable: _____

Please complete the following chart for the upcoming calendar year.

	A	B	C	D	E	F	G
Grade Level	# of Instructional Hours in a Partial Day	# of Partial Days	Total # of Instructional Hours for Partial Days (A*B)	# of Instructional Hours in a Full Day	# of Full Days	Total # of Instructional Hours for Full Days (D*E)	Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten	_____	_____	_____	_____	_____	_____	_____
Grades 1 - 6	_____	_____	_____	_____	_____	_____	_____
Grades 7 - 8	_____	_____	_____	_____	_____	_____	_____
Grades 9 - 12	_____	_____	_____	_____	_____	_____	_____

SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

SECTION H: STATUTORY COMPLIANCE

Please initial in the appropriate spaces below.

17 Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, [RSA 189:11](#).

17 Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in [RSA 189:17](#).

17 Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in [RSA 189:19](#).

17 Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in [RSA 189:21](#).

17 Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in [RSA 189:20](#).

17 Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in [RSA 193:1-a](#).

17 Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in [RSA 126-U](#).

17 Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, [RSA 141-C:20-a](#).

17 Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in [RSA 485:17-a](#).

17 Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in [RSA 155-A](#).

17 Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the

nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in [Ed 403.01\(c\)](#).

17

Our school understands that in accordance with [RSA 189:64](#), a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

<u>17</u>	I certify that I understand that my initial application will not be fully processed for approval until the application is complete.	
<u>17</u>	I certify that our school will not advertise, promote, or offer programs/courses to students until we are issued an approval from the NH State Board of Education.	
<u>17</u>	I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to advertising, promoting, or implementing these changes.	
<u>17</u>	I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.	
	_____	_____
Signature of Head of School	Print Name	Date

REFERENCE MATERIALS

- Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html
- Statutory Authority: <http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XV.htm>
- Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>
- Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>
- Health Inspection: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline- documents/health-inspection.pdf>
- Health Inspector Directory: <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf>
- Zoning Verification: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/zoningform2012.pdf>
- Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hsem/school-readiness.html>

Thank You.

The Harkness House

Handbook

Mission

Curriculum

Grading

Promotion

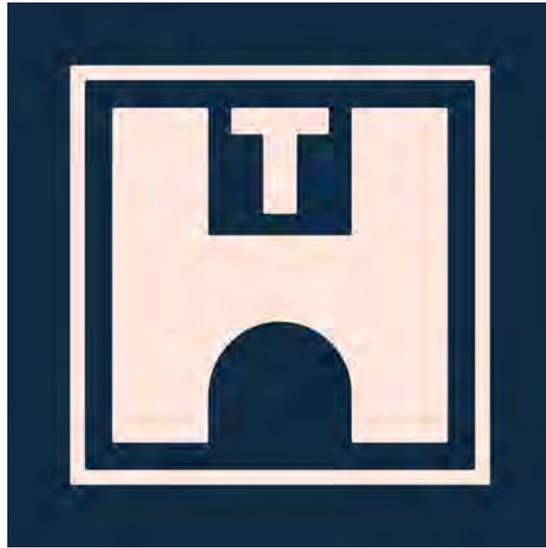
Attendance

Supporting Services

Safety and Student Conduct

Grievance Policy

Tuition Refund Policy



The Harkness House
Family Handbook
2022-2023

Find your seat at the table

410 Amherst Street, Suite 150
Nashua, NH 03063
603-316-6444

INTRODUCTION	3
The Harkness House Mission	3
The Harkness House Vision	3
The Harkness House Beliefs	3
The Harkness House Strategic Model	3
The Harkness House Policy and Practices	4
ACADEMICS	5
Curriculum	5
English Language Arts	5
Mathematics	5
Social Studies	5
Science	5
Grading	6
Grade Level Promotion	6
Standardized Assessments	6
Academic Workload Expectations	7
Harkness Drive Time	7
Independent In-house Learning	7
Off-site Engagement	7
World Languages	8
Core Reinforcement	8
Students with Disabilities	8
High School Transition	8
COMMUNICATION	10
Philosophy of Communication	10
Community Senate	10
Emergency Communications	10
Parent-Teacher Conferences	10
Student Records	11
SCHOOL SCHEDULE AND ATTENDANCE	12
School Day	12
Early Dismissal	12
Attendance and School Activities	12
Delayed Openings and School Closings	12
Community Portal	13
TRANSPORTATION	14

Driving to School	14
Arrival (Drop-off) Procedure	14
Dismissal (Pick-up) Procedure	14
SCHOOL SERVICES & RESOURCES	15
Food Services	15
Guidance Services	15
Health Services	15
Medications	15
Media and Information Center (MIC)	16
COMMUNITY STANDARDS OF CONDUCT	17
Safety Protocols	17
General Safety Guidelines	17
Student Privacy and Confidentiality Expectations	17
Background Checks - Staff and Volunteers	17
Visitors	17
Child Abuse and Neglect	17
General Standards of Conduct	18
Appearance and Dress	18
Conduct Standards and Student Discipline	18
General Principle of Discipline as Instruction	18
TECHNOLOGY	20
Responsible Use of Technology and the Internet	20
Personal Electronic Devices	20
APPENDIX	21
Board of Trustee Policies	21
Annual Destruction of Records	21
Bullying Policy	21
Complaint Policy	21
Employee Professional Conduct Policy	22
Freedom of Assembly and Religion Policy	22
Nondiscrimination Policy	22
Sexual Discrimination and Harassment Policy	23
Student Seclusion and Restraint Policy	23
Tuition Refund Policy	24

INTRODUCTION

The Harkness House Mission

The mission of The Harkness House is to give every student a seat at the table where we inspire intrinsic curiosity, foster individual creativity, and promote intellectual rigor.

The Harkness House Vision

At The Harkness House we know that the middle matters, and we have a vision of middle level education that understands the adolescent years as essential for future success. Our vision of a strong middle school education is at the core of everything that we do at The Harkness House. It is why we:

1. Focus 100% of our efforts and resources on grades 7 through 9.
2. Commit to small class sizes
3. Challenge our students to engage in advanced curricula
4. Create an open partnership with families

The Harkness House Beliefs

We believe that education is a creative task, and successful education respects students as essential creators.

We believe that every student who engages in the creative process of education can succeed in engaging the rigorous standards of our advanced curriculum.

We believe that learning requires collaborative effort and is also an individual process that varies in time and pace among all learners.

We believe that failure is an often necessary and always temporary part of success and that, as such, it represents opportunity.

We believe that the success of our students is only achieved through open partnership with families.

We believe that learning is a lifelong process that occurs both within and beyond our school.

The Harkness House Strategic Model

The Harkness House is an independent middle school without any formal affiliation with any elementary or high school. Our school serves students in grades 7 through 9 because we know that the middle matters, and these years are essential to the foundation of lifelong learning.

Our strategic approach to middle level education is built upon three core commitments:

1. **Small class sizes:** Students at The Harkness House split their instructional time between studio classes and theater classes. Our studio classes are capped at 12 students, and our theater classes are capped at 24 students. These guaranteed class sizes ensure that every student receives the time and attention necessary to move their learning forward every day.
2. **Advanced curriculum:** Students at The Harkness House engage in an advanced curriculum beginning in the 7th grade that culminates in the opportunity to take Advanced Placement assessments in English, Science, and Social Studies in 9th grade. Our Mathematics curriculum follows an advanced progression from Pre-algebra (7th grade) through Algebra (8th grade) and Geometry (9th grade).
3. **Unparalleled access:** All studio lessons at The Harkness House are recorded and produced for on-demand learning, creating instructional efficiencies that meet the needs of our students while providing total transparency to our families. No student needs to ever miss a lesson for any reason. Every student has unlimited opportunities for content review. Parents and families have authentic access to the curriculum.

The Harkness House Policy and Practices

This handbook is intended to provide a clear and concise description of our practices and procedures for parents and students of The Harkness House. Many of these practices are built from formal policies set forth by The Harkness House Board of Trustees. When these policies are specifically referenced, they have been included in the Appendix to this handbook.

By completing the school application and registration processes you acknowledge that you have received, read, and understood the contents of this handbook, including any relevant Board policies, and that you and your student agree to abide by the policies, practices, and procedures contained in these documents.

We hope that you find The Harkness House Family Handbook to be a useful resource in understanding our approach to education.

ACADEMICS

Curriculum

The core curriculum at The Harkness House includes a minimum of 75 minutes of direct instruction each day in English Language Arts, Mathematics, Social Studies, and Science. By providing this extended time in each of these areas, we are able to pursue an advanced curriculum in each of these subjects as follows:

English Language Arts

The language arts curriculum culminates in the Advanced Placement assessment in English Literature and Composition in May of the 9th grade year. During each academic year in preparation for that exam, students engage in a course of study including short fiction, poetry, and longer fiction with a focus on identifying and analyzing Character, Setting, Structure, Narration, Figurative Language, and Literary Argumentation. When appropriate, anchor texts for ELA will provide opportunities for cross-curricular analysis with social studies content.

Mathematics

Because of the discrete and progressive nature of mathematics courses, there is no Advanced Placement mathematics curriculum that is appropriate for the grade span at The Harkness House. Rather, our mathematics progression is designed to prepare our students to be on track to complete Calculus prior to high school graduation. Students complete a full course of study in pre-Algebra (7th grade), Algebra (8th grade), and Geometry (9th grade).

Social Studies

The social studies curriculum culminates in the Advanced Placement assessment in United States Politics and Government in May of the 9th grade year. During each academic year in preparation for that exam, students engage in a course of study that analyzes United States and New Hampshire history through the lens of Western political and philosophical development. Major topics include: Roots of Western Civilization, European Imperialism & American Colonies, Founding Philosophy and Principles of the American Republic, American Civil War, Industrialization and the American Economy, World War I, World War II, and America as a Superpower.

Science

The science curriculum culminates in the Advanced Placement assessment in Environmental Science in May of the 9th grade year. During each academic year in preparation for that exam, students engage in a course of study that includes topics in Life Science (7th grade), Earth Science (8th grade) and Environmental Science (9th grade).

Grading

At The Harkness House, we believe that all students can achieve the academic goals that our community sets for itself, and we understand that all students do not reach those goals at the same pace. We report grades through our Community Portal on an ongoing basis, and those grades are intended to communicate an individual student's progress towards reaching mastery of the academic competencies for each course.

Because the culminating goals of our English, Social Studies, and Science courses are success on Advanced Placement assessments, we report grades on a 5-point scale that reflects that goal by mirroring the Advanced Placement assessment scale. We report half-point increments on our 5-point grade scale that is marked by the following whole-point cutoffs:

The Harkness House Grade	Description	Traditional Equivalent
5	Exceeding expectations for anticipated success on the Advanced Placement exam	A+ / A
4	Clearly meeting expectations for anticipated success on the Advanced Placement exam	A - / B+ / B
3	Likely meeting expectations for anticipated success on the Advanced Placement exam	B- / C+ / C
2	Approaching expectations for anticipated success on the Advanced Placement exam	-
1	Not meeting expectation / Insufficient evidence	-

Online report cards are available for on-demand viewing and printing at any time through our Community Portal. If you require an official academic report for your student at any time, please contact the main office of The Harkness House.

Grade Level Promotion

Students who achieve a grade of 3 or better in all classes will be automatically promoted to the next grade level at the end of the school year. If at the start of the 3rd trimester it appears likely that a student will fail to meet this criteria, the Head of School will schedule a meeting with the parent/guardian to discuss academic options, including the option of retention. This meeting will take place whenever possible during the month of March, leaving adequate time for academic recovery prior to the end of the school year.

Standardized Assessments

In addition to the Advanced Placement assessments that students take in the 9th grade, our 7th and 8th grade students are given the opportunity to take the New Hampshire State Assessment

(SAS) each spring. SAS testing is optional, but we encourage all students to participate in order to inform our instruction and measure our progress toward the ultimate goal of advanced preparation for high school.

Academic Workload Expectations

Students are expected to be prepared and to engage as active participants in their learning each day. Teachers assign academic tasks that require time and engagement beyond the assigned class times. The purpose of these academic tasks is to help students practice and prepare for their classes, and to enrich their education beyond the classroom. All assignments are intended to expand the learning environment and to help students acquire the skills necessary to manage their responsibilities and develop into independent, lifelong learners.

If any parent or student finds that the academic workload becomes unmanageable over a significant period of time, please reach out to the teachers to help with managing the workload.

Harkness Drive Time

The core curriculum of English, Mathematics, Social Studies, and Science at The Harkness House is delivered each morning prior to the students' lunch break at 1:15PM. This schedule is designed to leverage the most productive period of the day towards the core required academics.

While our first focus is on the core academics, we believe that our students' academic experiences are expanded and enhanced by elective inquiry into areas that engage their personal interests. As such, afternoon academic periods at The Harkness House are dedicated to providing students with the autonomy to motivate them to pursue the interests that truly drive them. Our students utilize this time in a variety of ways as outlined below.

Independent In-house Learning

We support our students in independent study in any subject that interests them. We have access to a variety of online partners at no additional cost to families. These programs are fully supported by our staff who provide our students with the structure and focus they need in order to pursue their passions.

Off-site Engagement

Students may have interests that take them off campus to pursue learning opportunities that we are unable to provide within the school. This includes students who participate in outside activities like dance, theater, music or other passions. Students may also choose to dual-enroll in their local public school in order to stay connected to that community and participate in courses that we do not offer at The Harkness House. We fully support these decisions and will work to partner with outside organizations and institutions to ensure that our students' schedules can accommodate a need to be off-site in the afternoon hours.

World Languages

World Languages are an important part of many middle school students' academic studies. Students who choose to engage in the study of a World Language do so during the Harkness Drive Time. We provide students with two options: 1) enroll in Virtual Learning Academy (VLACS); or 2) participate in online curricula provided by Rosetta Stone. Both options represent no additional cost to families. These options allow students to pick from a wider variety of world languages than they would otherwise be offered.

It must be noted that not engaging in a study of world language at The Harkness House in 7th and 8th grades will not prevent our students from fully exploring all opportunities in their chosen high schools and beyond. Our 9th grade students and families will want to discuss their high school and college expectations when determining whether studying a World Language is the right choice in 9th grade. We will provide guidance and support in these decisions.

Core Reinforcement

Some students may need additional time with the core academic classes that take place during the morning. Our teachers provide this time and support in off-camera academic classes during the Harkness Drive Time. Our teachers may recommend this additional time when students are not demonstrating that they are meeting expectations in one or more core classes, but these additional classes are not assigned nor required. Participation in them is recommended on an as-needed basis, and it does not preclude future opportunities for independent study.

Students with Disabilities

The Harkness House does not provide a specific special education program for students. However, we find that students who may require more formal academic interventions in traditional school settings are often well-supported in our small-class structure. If your child has a 504 or Individualized Education Plan (IEP) from a previous school, please contact the Head of School to discuss how The Harkness House may meet their educational needs. If your child requires special education referral services, we will work with your home district to facilitate the referral and testing process.

High School Transition

The staff at The Harkness House is committed to a smooth transition to high school for all our students. We anticipate that families and students will choose a variety of options for high school, from returning to their home public school districts to seeking enrollment at private or charter high schools. We will work closely with all families in developing strong relationships with potential high schools to ensure the academic work that students have engaged in at The Harkness House leads to successful placement in any high school. If you have questions about the transition process, please contact the Head of School.

COMMUNICATION

Philosophy of Communication

We are committed to giving all students and families a seat at the educational table, and we strive for open and honest communication. We hold our teachers and our students to a standard of engaged, civil, and productive dialogue in our classrooms, and that standard extends to all our community members in all areas of our shared experiences. We are a deliberately small school, and that allows us to invite conversations at all levels and among all community members. As with any dialogue, it's best to open it with the people most connected to the circumstance of discussion. For example, if there is a question about a situation in a specific class, it's best to approach the teacher first. That said, if you're ever unsure to whom to bring a question, concern, or idea, you should feel free to ask any of our staff members, and we will be happy to help you.

Community Senate

The Harkness House is committed to giving everyone a seat at the educational table. One way in which we work towards that goal is through our Community Senate. This advisory group is made up of students, parents, and faculty who come together to develop recommendations for school practices and procedures that are aligned with our mission and vision. If you are interested in becoming a member of the Community Senate, please contact the Head of School.

Emergency Communications

In case of an emergency, The Harkness House will use the messaging feature of our school information system to contact you at the phone numbers and/or email addresses you provide upon enrollment. These messages will be sent as emails, recorded voice messages, and/or text messages. For the purposes of emergency communications, it is essential that we have accurate cell phone and email information for all parents and guardians.

Parent-Teacher Conferences

Our teachers are always available to discuss your child's academic progress via parent-teacher conferences that can take place either in school or virtually by appointment. Additionally, we find it helpful to provide dedicated conference times at the end of the first trimester just prior to the Thanksgiving break. These conferences may be particularly helpful for our seventh grade families and for those who are new to The Harkness House. They are also an important part of the high school transition process for our ninth grade families.

Student Records

The Harkness House keeps academic records for all enrolled students at The Harkness House during the entire period of their active enrollment. These records are housed in the main office of the school, and they are maintained and secured by the Head of School. Parents and guardians always have access to their child's records, and requests to review records can be directed to the Head of School.

Upon withdrawal, graduation, or any other end to a student's active enrollment, The Harkness House will forward all student records to an authorized requesting school or to the parent or guardian of a student who will be homeschooled. If we do not receive an authorized request for a student's records, we will maintain and secure the student's records in an unenrolled student file for a period of five years or until the student reaches the age of 18, whichever is later. Upon the expiration of this maintenance period, we will purge the students' records by means of a document destruction service provider that has been authorized by the Board of Trustees.

Please see the Board of Trustees Policy on Annual Destruction of Records in the Appendix.

SCHOOL SCHEDULE AND ATTENDANCE

School Day

- 7:15AM: School opens / School arrival begins
- 7:55AM: Attendance taken
- 8:00AM: Core academic classes begin
- 1:15PM: Lunch
- 2:00PM: Harkness Drive classes begin
- 3:30PM: Student dismissal

The academic day at The Harkness House begins with attendance at 7:55 AM. It is important that all students are in their classrooms at this time in order to be prepared for lesson recording in our instructional studios. Students who arrive after 7:55 AM must stop by the Main Office before entering class.

Early Dismissal

The core academics at The Harkness House are recorded each day until 1:15 PM. During this time, students are participating in on-camera educational activities that require minimal disruption. Please make every effort to ensure that students do not disrupt core classes by being dismissed prior to 1:15 PM. We understand that from time to time there will be circumstances that require a student to be dismissed from school during core instruction. In these cases, the student must have a parent, guardian or other adult specified by the parent or guardian sign them out with a staff member.

Beginning at 2:00 PM students are engaged in important academic activities in classes during Harkness Drive Time. These classes are self-directed, and some students will choose to engage in learning opportunities outside of The Harkness House (e.g. at other educational institutions or suitable locations for extended learning). Dismissals for these outside opportunities are a regular and expected part of the academic day.

Attendance and School Activities

Students at The Harkness House who are absent during the school day are not permitted to participate in after-school activities. Exceptions will be made in the event of a doctor's appointment, school visitation or other extenuating circumstances.

Delayed Openings and School Closings

If weather or other circumstances cause a delay in school opening, The Harkness House will operate on a two-hour delayed opening schedule that provides minimal disruption to our core

lessons. If we cannot open school for safety reasons, we will operate virtual lessons on the same two-hour delayed opening schedule.

- 9:15AM: School opens / School arrival begins
- 9:55AM: Attendance taken
- 10:00AM: Core academic classes begin
- 12:30PM: Lunch
- 1:00PM: Core academic classes continue
- 3:30PM: Student dismissal

In cases of delayed opening or school closing, we will notify parents/guardians using the messaging feature of our School Information System (SIS). These messages will be sent as emails, recorded voice messages, and/or text messages, and will be delivered whenever possible by 9:00 PM on the night prior to the modified schedule and no later than 6:00 AM on the morning of a modified schedule.

Community Portal

Parents and students can access grade, attendance, billing and other essential information through the Community Portal of our SIS, which can be accessed from our website at: <https://theharknesshouse.myschoolapp.com/app/#login>. When you complete the enrollment process, you will receive login information for parents, and students will be given their own access via single-sign on (SSO) with their school Google accounts. If you or your student is having difficulty logging in to the Community Portal, please contact the Main Office of The Harkness House.

TRANSPORTATION

Driving to School

The Harkness House is located on the first floor of the West building at the Birch Pond office complex at 410 Amherst Street in Nashua. We do not provide transportation at this time, and all students will arrive to school in private vehicles.

Arrival (Drop-off) Procedure

When arriving on campus from 101A (Amherst Street) eastbound, please follow the blue arrows on the map below for student drop-off. When arriving from 101A westbound, you will enter the campus via Cotton Road after turning at the Amherst Street and Cotton Road traffic light. Please follow the green arrows below for drop off. Drop off is at the yellow line, and the red arrows are the exit for all traffic.



Dismissal (Pick-up) Procedure

All students will be dismissed from school at 3:30PM. Please park in an available space while waiting for your student to exit the building.

SCHOOL SERVICES & RESOURCES

Food Services

Students at The Harkness House will bring their own lunches to school each day. We provide refrigeration and reheating for students who require it for lunches or snacks. We keep a limited stock of lunch options on site for students who may forget to pack a lunch. These incidental meals can be purchased at The Harkness House cost and will be billed on a weekly basis.

Guidance Services

Social and emotional support for all our students is built into the very structure of The Harkness House. Our small community built around our small classes naturally lends itself to fostering strong and positive relationships among peers and staff. Because all of our staff works with all of our students over the course of multiple years, we develop an authentic understanding of each of our students, and we work collaboratively to support all students in their social-emotional development.

For social and emotional situations or concerns requiring greater intervention, we will work with our students' outside support and counselors to develop a plan for success in school. If you have specific questions about mental health support for your child, please reach out to the Head of School.

Health Services

The health and safety of all students is a prerequisite to all our academic endeavors at The Harkness House. Our staff is trained and certified in CPR and first aid annually, and we are fully prepared to address the common minor medical needs of our students. In order to best provide for your child's health needs while at school, it is essential that you provide the requested medical forms upon enrollment. Most importantly, we need to have a current physical and immunization records on file for all students.

In the event of a more serious medical need, The Harkness House is located less than 1.5 miles from Dartmouth-Hitchcock Urgent Care (2300 Southwood Drive) and less than 5 miles from St. Joseph's Hospital (172 Kinsley Street).

Medications

All over-the-counter or prescription medication that a student may need to take during the school day must be administered by the main office staff in order to ensure proper security of all medications. Inhalers for asthma, epipens for severe allergies, and insulin for diabetes are exceptions to this requirement. These items can be kept with each student as medically necessary.

Media and Information Center (MIC)

Our open concept Media and Information Center encompasses all common areas within the school. Bookshelves throughout the space contain all required texts as well as general circulation library items. We also keep a reserve of charged Chromebooks in case students forget their devices or chargers at home.

All of our staff are excellent resources for both research materials and recommendations for pleasure reading. We've made great progress this year in stacking our bookshelves with the titles our students want to read. We are always looking for opportunities to support our students' literary interests, and we take ongoing feedback about what texts students want available to them.

MIC Hours: 7:15AM and 4:00PM.

MIC Loan Period: Three (3) weeks. Extended loans available on an as needed basis.

We do not charge late fees for overdue materials; however, families will be billed for the replacement cost of any unreturned items at the end of each school year.

COMMUNITY STANDARDS OF CONDUCT

Safety Protocols

The safety of every student is always our first concern at The Harkness House. Students feeling safe and secure in the learning environment is a prerequisite for everything else that we do as a school. This principle extends to all aspects of our school operations, from the hiring of our staff to the expectations we hold for all community members.

General Safety Guidelines

For the safety of everyone involved, it is best practice for all of our adult community members to interact with students in public settings both inside and outside the school. It is important to never be alone in private with a student. Even when a staff member must speak confidentially with a student about an educational matter, we always strive to ensure appropriate privacy within a public setting (e.g. open-door classroom, conference room, or main office).

Student Privacy and Confidentiality Expectations

All of our community members need to be aware of the confidentiality standards that we bear when working with students. Because of the nature of the work of education, adult community members, including staff and volunteers, are often aware of confidential matters in the lives of our students. Protecting student privacy is a priority for all members of the The Harkness House community.

All matters of students' academic performance and other school conduct are strictly confidential. This includes students' grades, ungraded work, and behavior (including misconduct). Confidentiality applies to all potential venues for discussion, including in-person, social media, email, and telephone.

Background Checks - Staff and Volunteers

The Harkness House requires that all staff complete a criminal history record check through both the State Police and the Federal Bureau of Investigations. Additionally, any volunteers who will be working with students and who will not be directly supervised by staff must also complete the same criminal records check.

Visitors

Visitors are always welcome at The Harkness House. When coming to school during the academic day, visitors must sign in with the Main Office staff upon arrival. When leaving the school during the academic day, visitors must also sign out.

Child Abuse and Neglect

New Hampshire law (RSA 169-C:29) mandates that any person who has reason to suspect that a child is being abused or neglected must report it to New Hampshire Division of Children, Youth and Families (DCYF). If you suspect any student is being abused or neglected, please make that

report immediately to the DCYF intake line at: 1-800-894-5533. If you have a question about reporting abuse or neglect, please contact the Head of School.

General Standards of Conduct

We believe in setting clear standards of conduct for our community members in order to ensure two fundamental rights for all students:

1. Every student has the right to be safe and secure in their person and property.
2. Every student has the right to freely access their education.

By extension of these rights, no community member may physically or verbally violate the safety and security of any student. No community member can intentionally and/or persistently disrupt the educational process of any student. Our staff develops and communicates all expectations for student behavior with these two guidelines in mind.

Appearance and Dress

As part of the general culture of respect for the two fundamental rights that govern all school conduct, we expect our community members to maintain an appearance that is suitable for the teaching and learning environment. We do not maintain or enforce a specific “dress code” beyond the protection of these rights, which includes the following requirements:

1. All clothing must comply with the health code of the State of New Hampshire and must not create a safety issue.
2. Any clothing with images of or references to alcohol, tobacco, illegal drugs, obscenities, violence, sex, gang identification, or which advocate prejudice or harassment of any race, religion, national/ethnic group, age, sex, sexual orientation, or disability are prohibited.
3. Items of dress that in the judgment of the school staff pose a potential danger or may cause a substantial disruption to the learning environment are prohibited.

Students who do not meet expected standards will be asked to change their clothing and may be provided with school apparel for the day.

Conduct Standards and Student Discipline

General Principle of Discipline as Instruction

Middle school education goes beyond the academic core that is the focus of the school day. It includes a myriad of social and emotional developmental factors that are essential to student growth. The Harkness House school community has clear and concise standards of conduct. We also acknowledge that our students may not always meet those standards. It is the nature of adolescents to challenge established standards, and it is our role as educators to redirect and guide students when they challenge us. Discipline is not a power struggle; it is the educational dynamic between challenge and guidance. When students fail to meet standards of conduct, we believe that effective discipline is first and foremost instructive and restorative.

Furthermore, by providing a series of progressive interventions, we offer our students the

opportunity to learn from their mistakes and address their behavior. To that end, we provide the following examples of behavior misconduct, the community right that the behavior infringes, and the logical interventions that can be expected.

Tier	Behavior	Infringes Right	Intervention
1	Isolated classroom disruption	Access to education	1:1 discussion Peer reconciliation Lunch restriction
	Isolated/mild inappropriate language	Safety and security	
2	Repeated classroom disruption	Access to education	Parent notification After-school detention
	Repeated/significant inappropriate language	Safety and security	
	Pushing/shoving	Safety and security	
3	Physical violence, bullying, and/or harassment	Safety and security	Head of School referral In-school suspension Out-of-school suspension Expulsion
	Theft/vandalism	Safety and security	
	Drug, alcohol, or tobacco violations	Safety and security	
	Sexual contact	Safety and security	

Please see the following Board of Trustees Policies in the Appendix:

Bullying Policy

Complaint Policy

Employee Professional Conduct Policy

Student Seclusion and Restraint Policy

TECHNOLOGY

Responsible Use of Technology and the Internet

We provide each student at The Harkness House with a Chromebook and internet access for educational purposes that support our mission of giving every student a seat at the table and inspiring intrinsic curiosity, fostering individual creativity, and promoting intellectual rigor.

Students are expected to use their Chromebooks to access classwork and assignments both at school and at home. Our primary learning management system (LMS) is the Google Workspace for Education, and every student is provided a Google Workspace login upon enrollment. We use Workspace to create assignments and collect student work. We also utilize a student information system (SIS) through which we communicate student grades and academic progress. Students will be able to access this SIS via a single sign-on (SSO) with Google login credentials. Parents will set up separate access to the SIS during the registration and enrollment process.

All students and parents must sign off on the Technology Responsible Use Agreement for The Harkness House as part of the registration and enrollment process.

Personal Electronic Devices

While we recognize the necessity of technology in our classrooms, and we leverage technology to improve educational experiences and outcomes for our students, we also know that we all can become overly dependent on constant access. For adolescents in particular, academic, social, and emotional growth is often better fostered by being “unplugged” from their devices and “plugged in” to their surroundings. Therefore, the use of personal electronic devices for non-academic purposes are only permitted outside of the academic classroom, except as allowed by individual teachers for specific purposes.

APPENDIX
Board of Trustee Policies
(Alphabetized)

This Appendix contains The Harkness House Board of Trustees Policies. It is important to read and understand this information so that you have full knowledge of how our school operates. By completing the online registration process you have acknowledged that you have received, read, and understood this entire manual including this Appendix, and you agree that you and your student will abide by the policies, practices, and procedures of The Harkness House.

Annual Destruction of Records

The Board of Trustees requires an annual review of the status of all former students' educational records. The Board authorizes The Head of School to contract with a document destruction service to eliminate educational records of former students five (5) years after the end of the student's enrollment or when the student reaches the age of 18, whichever is later.

Bullying Policy

The Harkness House defines bullying as intentional, repeated hurtful acts including written, verbal, electronic, and/or physical acts committed against a student by one or more other students that result in physical harm, emotional distress, or otherwise disrupt the educational environment. Bullying of any kind represents a significant infringement upon both of the fundamental rights guaranteed under The Harkness House Community Standards of Conduct, and all forms of bullying are strictly prohibited.

Every member of The Harkness House school community who has witnessed or has reliable information that a student has been subjected to bullying should promptly report the behavior to a teacher and/or the Head of School.

Complaint Policy

The Board of Trustees has adopted the following policy to govern the procedure for all complaints by community members related to grievances involving bullying, discrimination, harassment, restraint, seclusion, employee misconduct and all other major complaints of any nature. The purpose of this policy is to provide a method for prompt and equitable resolution of all complaints and to facilitate such resolution at the lowest possible level in all cases.

The Board of Trustees designates the Head of School as the final arbiter of any complaints regarding alleged infractions of the Board of Trustee policies, federal and/or state laws and/or regulations according to the following process:

1. The complaint has been brought to the attention of all parties involved;
2. If not resolved through mutual dialogue of the involved parties, the complaint is brought to the teacher or other staff member most closely related to the matter of complaint;
3. If not resolved through consultation with an impartial intermediary, the complaint is brought to the Head of School, who will provide a resolution within ten (10) days of the complaint being brought.

If the complaining party is unsatisfied with the resolution offered by the Head of School, a formal complaint can be filed in writing to the Chair of the Board of Trustees. The Chair will schedule a hearing within thirty (30) days of receipt of such a complaint in order to review the Head of School's decision. The Board of Trustees will provide a written decision within ten (10) days of that hearing.

No person will be subjected to reprisal of any nature for filing or participating in any part of this complaint procedure.

At all times throughout this complaint procedure, complaining parties retain their legal right, including if applicable, the right to file a claim before the appropriate administrative agency or applicable court.

Employee Professional Conduct Policy

All employees of The Harkness House, whether certified by the State of New Hampshire or not, are expected to abide by the spirit of professionalism described in [New Hampshire Code of Ethics and the New Hampshire Conduct for Educational Professionals](#).

Complaints or accusations of employee misconduct should be directed to the Head of School per the Complaint Policy of the Board of Trustees.

Freedom of Assembly and Religion Policy

The Harkness House values all cultural, religions, and faith traditions. All students who want to exercise their right to freedom of assembly and participate voluntarily in the free exercise of religion will be provided access to appropriate private space in which to do so prior to the start of the academic day and throughout the academic day as required by their faith traditions.

Nondiscrimination Policy

The Harkness House does not discriminate on the basis of race, religion, national/ethnic origin, age, sex, sexual orientation, marital status, family responsibilities, or disability in any of its organizational practices, including enrollment and employment.

Complaints or accusations regarding a violation of this nondiscrimination policy should be directed to the Head of School per the Complaint Policy of the Board of Trustees.

Sexual Discrimination and Harassment Policy

The Board of Trustees is committed to an educational environment in which everyone enjoys the right to work and learn in an atmosphere of respect and dignity for all. Sexual discrimination and harassment of any community member by any other community member, or by any other person within the educational environment is a violation of state and federal law and of this policy. Sexual discrimination and harassment in any and all forms will not be tolerated.

The Head of School will investigate all complaints of sexual discrimination and harassment whether formal or informal, verbal or written. Any community member who discriminates against or otherwise sexually harasses another will face immediate and significant disciplinary action.

Student Seclusion and Restraint Policy

This policy pertains to all aspects of seclusion and restraint addressed in [New Hampshire RSA 126:U](#). It is the policy of the Board of Trustees that the staff of The Harkness House do not engage in the use of such restraint or seclusion for the purposes of either implicit or explicit punishment for student behavior, and they are directed by the Board of Trustees to abide by all requirements of action and reporting dictated by [New Hampshire RSA 126:U](#).

The use of restraint is as defined under [New Hampshire RSA 126:U](#) is only permissible to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the student or others. The determination of whether the use of restraint is justified under this policy must be made with consideration of all relevant circumstances, including whether continued acts of violence by a student will create a substantial risk of serious bodily harm to that student or others.

The use of seclusion as defined under [New Hampshire RSA 126:U](#) is only permissible to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the student or others. Seclusion will be used for the shortest duration necessary to allow for a parent, guardian, or law enforcement to safely remove the student from the school.

Complaints or accusations of improper use of seclusion or restraint should be directed to the Head of School per the Complaint Policy of the Board of Trustees.

Tuition Refund Policy

Once a student's parent or legal guardian has signed the Tuition Agreement, the student is enrolled at The Harkness House. The enrollment commitment is for the full academic year at the full tuition as outlined in the Tuition Agreement. This agreement is unconditional and no portion of the year's tuition or fees so paid or outstanding will be refunded or canceled in the event of absence, withdrawal, or dismissal of the student from The Harkness House. No tuition or fees paid for the Student for the school year will be transferred to another student's enrollment for any reason. Parent agrees to assume unconditional responsibility for the full annual tuition and fees and the costs of collection thereof, including reasonable attorney fees unless this contract is canceled as set forth in this policy.

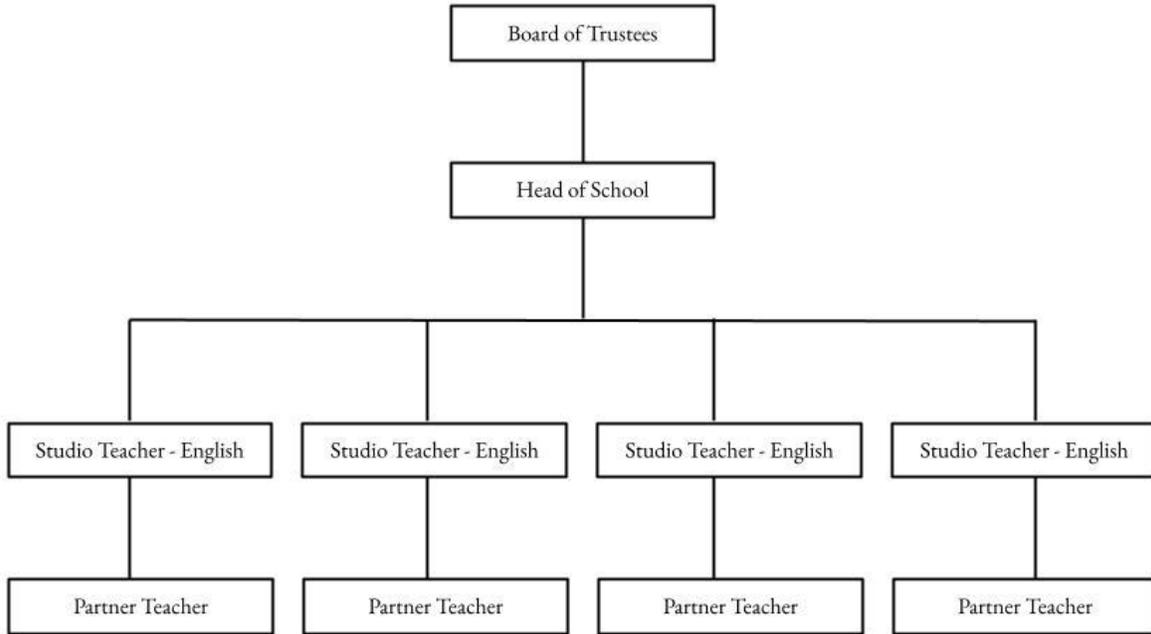
The Tuition Agreement may be canceled in writing, without penalty provided that written cancellation notification is received by the Head of School at least ninety (90) days prior to the start of the school year (September). In cases where the Tuition Agreement is signed within ninety (90) days of the start of the school year, there is a refund period of five (5) business days.

Any disputes tuition and/or refunds of tuition should be directed to the Head of School per the Complaint Policy of the Board of Trustees.

The Harkness House

Organizational Chart

**The Harkness House
Organization Chart and Leadership Bios**



The Harkness House

School Calendar

The Harkness House

Facilities

Certificate of Occupancy

Zoning

NHED Inspection

Health Inspection



Certificate of Occupancy

City of Nashua, New Hampshire

DEPARTMENT OF BUILDING SAFETY

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the use and occupancy identified. No change of occupancy or use is authorized unless a new certificate is obtained.

Property Address: 410 AMHERST ST

Specific Location:

Property Account #: 13314

Sheet/Lot: 0000H / 00038

Certificate Number: 22-0083

Date Issued: May 18, 2022

Permit #: 22-0539

Owner of Property:

BSP COTTON HOLDINGS, LLC &

670N COMMERCIAL ST, MANCHESTER NH 03101

Use Group: E Education

Construction Type: IBC Building Type II-B

Automatic Sprinkler System: Yes

Code Book:

Conditions: DEMO AND RECONFIGURE TO MEET CURRENT PLANS FOR A PRIVATE SCHOOL / PLUMBING/
ELECTRICAL/ DUCTWORK/ DRYWALL AND FRAMING

May 18, 2022

Date

Dawn Michael
Building Official or Designee

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL ZONING VERIFICATION FORM

(Please Print)

Name of Nonpublic School: The Harkness House

School's Physical Address: 410 Amherst Street, Suite 150, Nashua, NH 03063

Applicant's Name: Nathan Fellman, Head of School, The Harkness House Tel Number: 603-316-6444

Instructions: If zoning action is **not** required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above **DOES CONFORM** to the zoning requirements of

(City/Town) NASHUA, N.H.

Comments: ADMIN REVIEW/APPROVAL ON 8-13-18 FOR INTERNAL FIT-UP FOR SCHOOL

Name of Official: (please print) Carter Falk Signature: 

Date: 3/22/22 Telephone: 603 589-3116 Email: falkc@nashuanh.gov

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) _____

Check one.

No restrictions were specified by the zoning authority.

Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) _____ Signature: _____

Date: _____ Telephone: _____ Email: _____

New Hampshire Department of Education
Bureau of School Safety and Facility Management
101 Pleasant Street, Concord, NH 03301-3852
Telephone (603) 271-3620

School Health Inspection Form

Last revised: June 22, 2020

SCHOOL INFORMATION		
School Name: The Harkness House	Address: 410 Amherst Street, Suite 150	SAU #:
Town/City: Nashua	State: NH	Zip: 03063
School Contact: Nathan Fellman <i>n.fellman@theharknesshouse.org</i>	Title: Head of School	
Name of each building used by students: Birch Pond West		Enrollment: 72
Year each building was built: <i>1990s</i>		
Water supply (municipal, well, etc.): Municipal	Wastewater system (municipal, septic, etc.): Municipal	

INSPECTION INFORMATION		
Inspector's name: <i>April Torhan</i>	Organization: <i>Nashua Environmental Health</i>	Inspector's phone: <i>603-589-4506</i>
Inspector's email: <i>torhan@nashuanh.gov</i>	Were all buildings used by students inspected (Y/N)? <i>yes</i>	Date of Inspection: <i>5/13/22</i>

INFORMATION/INSTRUCTION

A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.

The health inspection must be performed by a health official, not a school employee. Visit <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf> for a list of local health officers.

Kitchen inspections are not acceptable substitutes for the health inspection.

It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.

Attach the following to the health inspection form, if applicable:

- Most recent septic tank pumping service
- Asbestos inspection reports for buildings built before 1990
- Animal vaccination certificates, if applicable
- Swimming pool testing records, if applicable

Please submit the completed form to the NH Department of Education as follows:

- Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov
- Public charter schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov
- Non-public schools – email the form to Shireen Meskoob at: shireen.meskoob@doe.nh.gov

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	YES	NO		
Notes:				
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order?	YES	NO		
Notes:				
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	YES	NO	Need to install new fixtures and supplies - Dispensers handwash signs, restroom signs, etc	6/1/22
Notes: old fixtures, No paper product or soap dispensers installed yet.				
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	YES	NO		
Notes: 7 fixtures				
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	YES	NO	NA	
Notes: No food prepared on site. Students bring from home.				
6. Are toxic materials clearly labeled and properly stored away from food?	YES	NO		
Notes:				
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	YES	NO		
Notes: No food service. No laundry use.				
8. Are water fountains clean with sufficient water pressure?	YES	NO		
Notes:				

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
9. Is there a pump schedule for the septic system?	YES	NO	NA		
	Notes: city sewer				
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	YES	NO			
	Notes:				
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	YES	NO	NA		
	Notes: City Water				
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please attach findings.	YES	NO	NA		
	Notes: no testing done yet			will need to do drinking water test for lead, etc per state req.	7/1/22
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
13. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	YES	NO			
	Notes:				
14. Is there any mildew or mold present? If so, please describe the condition and location.	YES	NO			
	Notes:				
15. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (AHERA, 40 CFR 763, Subpart E and RSA 141-E)	YES	NO	NA		
	Notes: Built in 1990s				

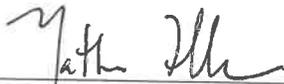
16. If the building was built before 1978, are you aware of the presence of flaking paint?	YES	NO	<input checked="" type="radio"/> NA	Notes: Built in 1990s	
17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	NO	<input checked="" type="radio"/> NA	Notes:	
18. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES	NO	<input checked="" type="radio"/> NA	Notes:	
19. Has the school performed any voluntary air testing for radon?	YES		<input checked="" type="radio"/> NO	Notes: No testing has been done yet	
SMOKING	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
20. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	<input checked="" type="radio"/> YES	NO		Notes: on entrance	
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
21. Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	<input checked="" type="radio"/> NA	Notes: NO animals	
22. Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	<input checked="" type="radio"/> NA	Notes:	
23. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	<input checked="" type="radio"/> NA	Notes:	
24. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	<input checked="" type="radio"/> NA	Notes:	

ADDITIONAL REMARKS

- Remove/replace blinds with looped cords/draws.

ACKNOWLEDGEMENT

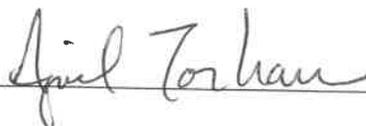
"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

Nathan Fellman 

School contact name and signature

5.13.2022
Date

"I acknowledge this form has been completed to the best of my knowledge."

April Torhan 

Inspector name and signature

5/13/22
Date



New Hampshire

Department of Education

Bureau of School Safety and Facility Management

101 Pleasant Street, Concord, NH 03301-3852

Telephone: (603) 271-3620.

SCHOOL FACILITY INSPECTION FORM

SECTION A - SCHOOL INFORMATION

Date of inspection: <u>5/13/22</u>	Time:	Name of NHDOE inspector: <u>Timothy Carney</u>
School name: <u>The Harkness House</u>	Address: <u>410 Ambient St., Suite 65D, Nashua</u>	SAU#: <u>N/A</u>
Principal: <u>Nathan Fellman</u>	<input checked="" type="checkbox"/> in attendance	Phone number: <u>603-714-4864</u>
Facility director:	<input type="checkbox"/> in attendance	Phone number:

List name and title of those attendance at the time of the inspection not listed above:

If multiple building(s) inspected list:

Number of students: <u>CAP of 108</u>	Grades: <u>7, 8 in first year, add 9th</u>	Number of portables: <u>None</u>
Generator: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Emergency shelter: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Voting location: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

SECTION B - DOCUMENT REVIEW - PRIOR TO SITE VISIT

	YES/NO/NA	DATE	COMMENTS
Fire inspection complete?	<u>N/A</u>		<u>Not due yet</u>
Health inspection complete?	<u>YES</u>	<u>5/13/22</u>	
Playground inspection complete?	<u>N/A</u>		
IAQ (indoor air quality) survey complete?	<u>N/A</u>		
IAQ (indoor air quality) policy	<u>N/A</u>		
Emergency Operation Plan uploaded?	<u>NO</u>		<u>Not due yet</u>
Drinking water sources tested for lead?	<u>NO</u>		

SECTION C - INSPECTION CHECKLIST

Exterior				
Sewer/Water	YES	NO	NA	COMMENTS
Is water supplied by a municipal system?	<input checked="" type="checkbox"/>			
Is sewer on site? If yes when was it last pumped?	<input checked="" type="checkbox"/>			
Is campus free of sewage odor?	<input checked="" type="checkbox"/>			
Gates/Fencing	YES	NO	NA	COMMENTS
Are gates/fences in good repair? (no holes, vegetation or sharp edges)			<input checked="" type="checkbox"/>	
Are locks and security hardware in good repair?	<input checked="" type="checkbox"/>			
Parking Lots	YES	NO	NA	COMMENTS
Are exits onto public streets free from visibility obstructions?			<input checked="" type="checkbox"/>	
Are parking areas identified (e.g., staff, visitors, students)?	<input checked="" type="checkbox"/>			

Are direction signs and poles in good repair?	X			
Are paved surfaces in good repair?	X			
Is ADA parking provided?	X			
Are all building sides accessible to emergency equipment?		X		
Are pedestrians protected from traffic flow (e.g., crosswalks, speed bumps)?		X		
Bus	YES	NO	NA	COMMENTS
Are areas where students congregate while waiting for buses adequate to avoid overcrowding?			N/A	
Are "No idling" signs posted?			N/A	
Are traffic pattern clearly marked?			N/A	
Are parent drop-off and pick-up zones clearly designated and separated from bus traffic?			N/A	
Building	YES	NO	NA	COMMENTS
Are signs posted noting the prohibition of smoking inside and outside public school facilities?	X			
Are exterior walls free from cracks or other damages?	X			
Are windows free from cracks/broken panes?	X			
Are stairs, landings and handrails in good repair and fastened securely?	X			
Is facility generally clean of debris?	X			
Are dumpsters in enclosed areas and away from intake vents?	X			
Roofs	YES	NO	NA	COMMENTS
Are roofs in good condition? Free of debris, drainage, physical damage, and structural deformation?				N/A
Are roofs inspected regularly?				
Are wooden trusses checked?				
Portables	YES	NO	NA	COMMENTS
Are portables connected to main building?				
Is a clear path to main building provided?				N/A
Are bathrooms provided?				
Are portables clean?				
Playgrounds/Fields	YES	NO	NA	COMMENTS
Are play areas separated from vehicle traffic?				
Are kindergarten play areas separated from play areas for older children?				
Is equipment checked for wear and tear?				
Is play area free of tripping hazards (e.g., roots, rocks, uneven pavement and drug paraphernalia)?				N/A
Is 8"-12" of energy absorptive materials provided under/around equipment?				
Do platforms 30" or higher have guardrail/barriers? (20" for preschoolers)				
Are swings less than 18" to ground?				
Do equipment/guardrails have spacing less than 4" or greater than 9"?				

Custodian Closets	YES	NO	NA	COMMENTS
Is custodial room orderly and sanitary?	X			
Are cleaning products properly labeled and stored?	X			
Are areas around slop sinks dry?	X			
Are custodians trained in safe and health hazards?			X	
Stairwells	YES	NO	NA	COMMENTS
Is lighting in stairwells adequate?			X	
Are stair treads in good repair and have a non-skid material?			X	N/A - No stairwells - single level
Are handrails in good repair?			X	
Are handrails minimum of 36" in height?			X	
Are handrails enclosed to less than 4"?			X	
Elevators	YES	NO	NA	COMMENTS
Are elevators ADA compliant?			X	N/A - No elevators
Are elevators clean and in good working order?			X	
Restrooms	YES	NO	NA	COMMENTS
Are there adequate number of restrooms in building?				
Is an ADA bathroom provided?	X			
Are sink pipes wrapped for ADA compliance?	X			
Are restrooms in good working order and clean?	X			
Are restrooms well ventilated?	X			
Is hot water between 85-125 degrees?	X			
Kitchen and Cafeteria	YES	NO	NA	COMMENTS
Is there enough seating provided and in good repair?				
Are staff on hand to respond to a student who is choking?				
Is hood suppression systems inspected/certified by an outside firm?				N/A - No food prep on site.
Is hood suppression system clean?				
Am Is kitchen floor in good repair?				
Are storage shelves properly secured?				
Are walk in refrigerator in good repair?				
Are refrigerator logs posted and updated daily?				
Is there adequate space to provide lunch?				
Gymnasiums	YES	NO	NA	COMMENTS
Is the gym used for multi-purposes (i.e. lunchroom/art room/music room)? If yes, indicate what other uses it serves.				
Are exit doors and hardware in proper working order?				
Are walls properly covered (e.g., padding)?				N/A - No gymnasium on site.
Are showers/changing rooms clean and in good repair?				
Are floors, walls and ceilings in good repair?				
Are seats/bleachers in good repair?				
Is there enough storage space?				
Is storage space orderly?				
Are lights protected from breakage?				

Auditorium	YES	NO	NA	COMMENTS
Are exit doors and hardware in proper working order?				N/A - No auditoriums on site.
Are backstage and storage shelves bolted to the floor or wall?				
Are seats fixed and in good repair and fastened securely to the floor?				
Are floors, walls and ceilings in good repair?				
Are stage areas in good repair?				
Is there adequate storage?				
Is the storage orderly?				
Are the stage curtains and riggings inspected by an outside firm? If so, indicate date.				
Health Clinic/Nurse's Office	YES	NO	NA	COMMENTS
Is medication supplies properly locked?				N/A - No nurses office on site
Is there adequate room for student privacy?				
Other Support Spaces	YES	NO	NA	COMMENTS
Does the guidance office have adequate space?				N/A
Is the teachers' room clean?				
Is the laminator located in a well ventilated area?				
General Classrooms	YES	NO	NA	COMMENTS
Are rooms clean and free of clutter?	X			
Is furniture clean and in good repair?	X			
Are classrooms well lit?	X			
Are windows and screens in good repair?	X			
Are doors in good repair and open easily?	X			
Are thresholds free of trip hazards?	X			
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	X			
Are walls in good repair (no significant cracks, tears, holes or signs of mildew/mold)?	X			
Are floors in good conditions (no broken tiles, torn up carpet)?	X			
Are carpets vacuumed with HEPA filters?	X			
Are shelves, cabinets, and display cases mounted to wall or floors?			X	
Are extension cords used for temporary use only and cords not daisy chained?			X	
Is there adequate space to move around?	X			
Is classroom temperature well controlled?	X			
Is there air circulation while room is occupied?	X			
Is the HVAC system quiet when running?	X			
Is the ventilation unit clear of objects (i.e., not blocked, top or bottom)?	X			
Is there a return diffuser?	X			
Is the room odor free (e.g., no air fresheners)?	X			
Rooms with Animals	YES	NO	NA	COMMENTS
Are animals kept in secured cages?			X	N/A - No animals

Do all animals have a current certificate of good health from a licensed veterinarian?			X	
Is fecal material adequately cleaned from the cage on a regular basis?			X	N/A - No animals
Is disinfectant readily available for those students or staff handling the animals or cleaning their cages?			X	
Are aquariums and stands properly secured and anchored?			X	
Media Center, Library and Technology Center	YES	NO	NA	COMMENTS
Is room clean and free of clutter?	X	X	X	
Is there appropriate storage space?				
Is space well lit?				
Are shelves, cabinets, and display cases mounted to wall or floors?				N/A
Does space appear to be ADA compliant (e.g., tables and desks are 36" from each other)?				
Are computers away from heat/water source?				
Science Rooms				YES
Is emergency eyewash and shower equipment readily available and regularly tested?	X	X	X	
Are the MSDS properly managed?				
Is the chemical room clean and well ventilated?				
Are all containers of chemicals properly labeled and stored?				N/A - No science rooms on site.
Are heavy items stored on lower shelves?				
Are shelves, cabinets, and display cases mounted to wall or floors?				
Is a first aid kit available?				
Is the chemical fume hoods in working order?				
Art Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?	X	X	X	
Is adequate storage area available?				
Is storage room clean and organized?				N/A - No art rooms on site
Are fire blankets and/or fire extinguisher available?				
Are kilns and storage room properly ventilated?				
Are shelves, cabinets, and display cases mounted to wall or floors?				
Are heavy items stored on lower shelves?				
Music Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?	X	X	X	
Is adequate storage area available?				
Is music room located away from quiet areas of building?				N/A - No music rooms on site
Life Skills Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?	X	X	X	
Is adequate storage area available?				N/A - No life skills on site

SECTION D – DEFICIENCIES

List of items to be addressed as well as the deadline for completion. For each item, please email NHDOE a photo of the completed work as well as a short description of the work done to address the item(s) listed below:

1. None
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Above items due by: _____

SECTION E – RECOMMENDATIONS

List of items recommended. The items are not required for school approval purposes but you may find them helpful in the operation of your facility.

- Several small appliances were found in the building. Although in some cases having small appliances, readily accessible may provide benefits to teaching and learning, they may also present fire safety issues and increased energy costs. It is recommended the district develop a school wide policy or procedures that ensures proper use, this could include an inventory or the small appliances and approval of the small appliances. You may want to reach out to your local fire chief for guidance as well.
- Due to mild odors or other concerns found during inspection, consider reviewing your Indoor Air Quality (IAQ) policy to ensure improved air quality is provided throughout the building.
- Consider contacting Homeland Security and Emergency Management (HSEM) regarding safety protocol sheets. They can be reached at: schoolreadiness@dos.nh.gov
- Overly cluttered classrooms can be more of a distraction than an aid to learning. In addition, they can provide poor air quality, supply inadequate temperature, and present safety hazards. One or more classrooms were found to be overly cluttered. It is recommended that you consider routine cleaning/organization and/or training on how to provide a clean and healthy classroom.
- Contacting DOE to schedule a safe and healthy schools training Marjorie.schoonmaker@doe.nh.gov

SECTION F – ACKNOWLEDGEMENT/SIGNATURES

Your facility inspection is not intended to be used as a guarantee or warranty, expresses or implied, regarding the future adequacy, performance or condition of any inspected structure, item or system.

By signing below, I acknowledge the receipt of this form. Your signature does not reflect either your agreement or disagreement with the contents, simply the fact that you have received the form on the date indicated. Failing to sign the form will not affect its validity nor will it delay your facility review.

School official's name & title:	Signature:	Date:
---------------------------------	------------	-------

Form for NHED internal use only.

The Harkness House

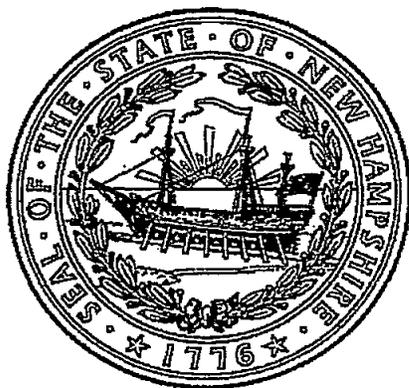
Certificate of Good Standing

State of New Hampshire
Department of State

CERTIFICATE OF EXISTENCE
OF
THE HARKNESS HOUSE INCORPORATED

This is to certify that **THE HARKNESS HOUSE INCORPORATED** is registered in this office as a **New Hampshire Nonprofit Corporation** to transact business in New Hampshire on 8/6/2021 11:28:00 AM.

Business ID: 878061



IN TESTIMONY WHEREOF,
I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 6th day of August A.D. 2021.

A handwritten signature in black ink, appearing to read "William M. Gardner".

William M. Gardner
Secretary of State



State of New Hampshire

Department of State



8/9/2021 8:38:33 AM

Concord Search & Retrieval, Inc.
10 Ferry Street, Suite 313
Concord, NH, 03301, USA

Enclosed is the acknowledgment copy of your creation filing. It acknowledges this office's receipt and filing of your documents.

Any nonprofit organization that 1) will be applying to the IRS to be a 501(c)(3) organization and/or 2) will solicit donations or distribute funds in the state of N.H. and/or 3) is formed for any purpose enumerated in RSA 7:21, II is required to register with and report to the Attorney General, Charitable Trusts Unit, NH Department of Justice, 33 Capitol St, Concord, NH 03301 (603) 271-3658.

Subsequent to filing with the secretary of state a copy of the document must be filed in the office of the clerk of the town in which the business address of the corporation is located.

Your organization is required to file a Non-Profit report and pay a \$25.00 filing fee every fifth year (i.e. 2015, 2020) due by December 31st of the filing year. As a courtesy our office will send a reminder notice in January of the filing year by mail or email. Non-Profit reports may be filed on-line or downloaded from our website at <https://quickstart.sos.nh.gov/online>.

If you are unable to obtain a report through our website, you should contact this office to request one.

Please Note: It is your organization's responsibility to obtain a report and submit for filing prior to December 31st of the filing year.

Failure to file the non-profit reports and/or fees will result in the administrative dissolution or suspension of the non-profit organization.

Should you have any questions, you may contact the Corporation Division at the phone number or email address below. Please reference your Business ID Number when contacting our office.

Sincerely,
Corporation Division

Business ID: 878061
Filing No: 5419116

State of New Hampshire

Recording fee: \$25.00
Use black print or type.

Filed
Date Filed : 08/06/2021 11:28:00 AM
Effective Date : 08/06/2021 11:28:00 AM
Filing # : 5419116 Pages : 3
Business ID : 878061
William M. Gardner
Secretary of State
State of New Hampshire

ARTICLES OF AGREEMENT OF A NEW HAMPSHIRE NONPROFIT CORPORATION

THE UNDERSIGNED, being persons of lawful age, associate under the provisions of the New Hampshire Revised Statutes Annotated, Chapter 282 by the following articles:

FIRST: The name of the corporation shall be The Harkness House Incorporated

SECOND: The object for which this corporation is established is:

Develop and deliver educational curriculum to students at the secondary level, both in-person and through innovative technology platforms.

THIRD: The provisions for establishing membership and participation in the corporation are:

The nonprofit will not have members.

FOURTH: The provisions for disposition of the corporate assets in the event of dissolution of the corporation including the prioritization of rights of shareholders and members to corporate assets are:

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes

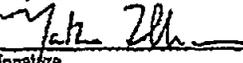
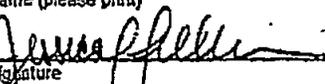
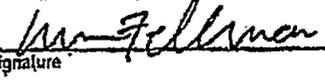
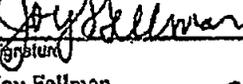
FIFTH: The address at which the business of this corporation is to be carried on is _____
87 Meadowcrest Drive, Bedford, New Hampshire 03110

SIXTH: The amount of capital stock, if any, or the number of shares or membership certificates, if any, and provisions for retirement, reacquisition and redemption of those shares or certificates are:

NONE

SEVENTH: Provision eliminating or limiting the personal liability of a director, an officer or both, to the corporation or its shareholders for monetary damages for breach of fiduciary duty as a director, an officer or both is (Note 1) The personal liability of the directors and officers of the corporation for monetary damages for breach of fiduciary duty shall be eliminated to the fullest extent permissible under New Hampshire law. The corporation is authorized to indemnify its directors and officers to the fullest extent permissible under New Hampshire law.

EIGHTH: Signatures and post office address of each of the persons associating together to form the corporation: (Note 2)

<u>Signature and Name</u>	<u>Post-Office Address</u>
1. <u></u> Signature <u>Nathan Eric Fellman</u> Name (please print)	<u>87 Meadowcrest Drive</u> Street <u>Bedford, New Hampshire 03110</u> City/Town State Zip
2. <u></u> Signature <u>Jessica Lee Nicholaides</u> Name (please print)	<u>87 Meadowcrest Drive</u> Street <u>Bedford, New Hampshire 03110</u> City/Town State Zip
3. <u></u> Signature <u>Eric John Fellman</u> Name (please print)	<u>87 Meadowcrest Drive</u> Street <u>Bedford, New Hampshire 03110</u> City/Town State Zip
4. <u></u> Signature <u>Joy Fellman</u> Name (please print)	<u>87 Meadowcrest Drive</u> Street <u>Bedford, New Hampshire 03110</u> City/Town State Zip
<u></u> Signature <u>Donna Nicholaides</u> Name (please print)	<u>87 Meadowcrest Drive</u> Street <u>Bedford, New Hampshire 03110</u> City/Town State Zip

- Notes: 1. If no provision eliminating or limiting personal liability, insert "NONE".
2. At least five signatures are required.

DISCLAIMER: All documents filed with the Corporation Division become public records and will be available for public inspection in either tangible or electronic form.

Mail fee and SIGNED ORIGINALS to: Corporation Division, Department of State, 107 North Main Street, Concord NH 03301-4989. Physical location: 25 Capitol Street, 3rd Floor, Concord, NH 03301.

Attachment to
Articles of Agreement of
The Harkness House Incorporated

Article 9. Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Article 10. No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Date of this notice: 08-10-2021

Employer Identification Number:
87-2086306

Form: SS-4

Number of this notice: CP 575 E

HARKNESS HOUSE INCORPORATED
87 MEADOWCREST DRIVE
BEDFORD, NH 03110

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 87-2086306. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

Harkness House

Budget

Category	Account	Item	Description	Qty	Revenue	Expense	Total Annual
Expense	Equipment	Copiers	Rental and service agreement for one copier	1.00	\$ -	\$ (6,000.00)	\$ (6,000.00)
Expense	Equipment	A/V recording and presentation equipment	All technology enhancements for 3 instructional studios	3.00	\$ -	\$ (50,000.00)	\$ (150,000.00)
Expense	Furniture	Observational studio furniture	Student desks & chairs	30.00	\$ -	\$ (200.00)	\$ (6,000.00)
Expense	Furniture	Instructional studio furniture	Harkness tables & chairs	3.00	\$ -	\$ (11,200.00)	\$ (33,600.00)
Expense	Furniture	Office furniture	Staff desks and office furniture	10.00	\$ -	\$ (200.00)	\$ (2,000.00)
Expense	Text	Library	Startup cost for library collection	1.00	\$ -	\$ (6,000.00)	\$ (6,000.00)
Expense	Facility	Pre-opening lease	Monthly operating cost for leased space from 2/1/2022 - 6/30/2022	5.00	\$ -	\$ (4,115.70)	\$ (20,578.50)
Expense	Facility	10-year lease agreement	8,000+ square feet of leased space beginning 7/1/2022	8,070.00	\$ -	\$ (18.65)	\$ (150,505.50)
Expense	Facility	Energy cost	HVAC & energy cost for 8,000+ square feet of leased space	8,070.00	\$ -	\$ (1.50)	\$ (12,105.00)
Expense	Facility	Data and internet	Internet, data & telephone monthly cost	12.00	\$ -	\$ (1,000.00)	\$ (12,000.00)
Expense	Facility	Insurances	Business insurance, general & professional liability, and workers' compensation	12.00	\$ -	\$ (300.00)	\$ (3,600.00)
Expense	Marketing	Marketing costs	Website, direct mail, social media, and other marketing costs	1.00	\$ -	\$ (50,000.00)	\$ (50,000.00)
Expense	Staff	Salary - Certified Instructional	Certified content-area specialists	4.00	\$ -	\$ (85,000.00)	\$ (340,000.00)
Expense	Staff	Salary - Non-Certified Instructional	Support staff for each content-area certified instructor and administrative support	3.50	\$ -	\$ (30,000.00)	\$ (105,000.00)
Expense	Staff	Salary Leadership	Building administrator	1.00	\$ -	\$ (150,000.00)	\$ (150,000.00)
Expense	Staff	Benefits - All employees	Health insurance	0.30	\$ -	\$ (595,000.00)	\$ (178,500.00)
Expense	Subscriptions	Digital and media subscriptions	Google Workspace for education and other digital and media subscriptions	10.00	\$ -	\$ (240.00)	\$ (2,400.00)
Expense	Supplies	Curriculum supplies	Consumable supplies for content instruction (e.g paper, pencils, etc...)	1.00	\$ -	\$ (3,500.00)	\$ (3,500.00)
Expense	Text	Instructional texts - Mathematics	Instructional texts for mathematics	100.00	\$ -	\$ (20.00)	\$ (2,000.00)
Expense	Text	Instructional texts - Language arts	Instructional texts for language arts	100.00	\$ -	\$ (20.00)	\$ (2,000.00)
Expense	Text	Instructional texts - Science	Instructional texts for science	100.00	\$ -	\$ (20.00)	\$ (2,000.00)
Expense	Text	Instructional texts - Social studies	Instructional texts for social studies	100.00	\$ -	\$ (20.00)	\$ (2,000.00)
Expense						Total Expense	\$ (1,239,789.00)
Revenue	Donations	Startup donations	Funding from a variety of private sources to cover initial expenses	10.00	\$ 50,000.00	\$ -	\$ 500,000.00
Revenue	Tuition	6th grade students	Annual tuition per student	24.00	\$ 16,500.00	\$ -	\$ 396,000.00
Revenue	Tuition	7th grade students	Annual tuition per student	24.00	\$ 16,500.00	\$ -	\$ 396,000.00
Revenue	Tuition	8th grade students	Annual tuition per student	0.00	\$ 16,500.00	\$ -	\$ -
Revenue						Total Revenue	\$ 1,292,000.00
Balance						Balance	\$ 52,211.00
% Balance						% Balance	4.21%

Lexington Academy

NHED Application Checklist

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

School Name: Lexington Academy	Phone Number: 603.819.9142	Application Type*: AA
<p>About the School: Lexington Academy is a small private school in East Hampstead, New Hampshire dedicated exclusively to students who have been diagnosed with a complex language and learning disability. By integrating specialized instruction throughout the school day, professionals at Lexington Academy ensure that each student receives a well-rounded education while gaining the important underlying language and literacy skills needed for academic success and independence.</p>		
Principal Address: 262 East Main Street, East Hampstead, NH 03826		
Mailing Address: 262 East Main Street, East Hampstead, NH 03826		
Head of School: Renee LeCain	Email: Phone Number: renee@lexingtonacademy.net 603.819.9142	
Authorized to Represent School: Renee LeCain	Email: Phone Number: renee@lexingtonacademy.net 603.819.9142	
Date Application Received: 3.15.22		
Grade Levels: 3, 4, 5	Anticipated Total Enrollment: 9	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> For Profit <input type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	3.15.22	
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable
<input checked="" type="checkbox"/>	Good standing with Secretary of State	3.15.22	In good standing
<input checked="" type="checkbox"/>	Administrative organization	3.15.22	The Clinical Director oversees instructional staff, tutors, professional therapists, and the Special Education Administrator
<input checked="" type="checkbox"/>	School calendar	3.15.22	First day of school is September 1, 2022 and last day of school is June 12, 2023. Holidays and time off included.
<input checked="" type="checkbox"/>	School hours survey	3.15.22	Have a total of 952.41 school year hours which exceed the minimum requirement. Also, carry up to 9 days to provide for the required 30 additional hours due to snow closures
<input checked="" type="checkbox"/>	Philosophy and objectives	3.15.22	Page 7 of the Program of Studies & Student Handbook 2022 -2023
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	N/A	Not required for the grade span offered
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.15.22	Signed a statutory compliance statement.
<input checked="" type="checkbox"/>	Program of studies		
	<input checked="" type="checkbox"/> Academic content	3.15.22	Begins on page 9 of Program of Studies & Student Handbook 2022 -2023, comprehensive offering of coursework
	<input checked="" type="checkbox"/> Assessment	3.15.22	Begins on page 16 of the Program of Studies & Student Handbook 2022 -2023 School Year
	<input checked="" type="checkbox"/> Promotion requirements	3.15.22	Page 18 of the Program of Studies & Student Handbook 2022 -2023 School Year
	<input checked="" type="checkbox"/> Graduation requirements	N/A	Not required for the grade span offered
<input checked="" type="checkbox"/>	Student handbook	3.15.22	Document entitled "Program of Studies & Student Handbook 2022 - 2023 School Year"
<input checked="" type="checkbox"/>	Grievance policy	3.15.22	Begins on page 29 of the Program of Studies & Student Handbook 2022 -2023 School Year
	<input checked="" type="checkbox"/> Bullying	3.15.22	Defines bullying and cyberbullying, describes reporting, investigation and appeal process as well as
	<input checked="" type="checkbox"/> Teacher misconduct	3.15.22	Policy references Ed 510, outlines expectations reporting and investigation processes

	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.15.22	The school accepts students placed by school districts, under special agreement or the individual program approval process, as well as parent placements. Any refunds (if applicable) will vary depending on the type of placement.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.15.22	The restraint and seclusion policy references NH RSA 126-U, provides a definition of both restraint and seclusion and when such techniques may be used, outlines required training and parental notification requirements
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)		Begins on page 19 of Program of Studies & Student Handbook 2022 -2023, includes discussion guidance, health services, library-media services, school nutrition, transportation and special needs
<input checked="" type="checkbox"/>	Anticipated budget	3.15.22	
	<input checked="" type="checkbox"/> Expenses (e.g. facility, salaries)		Total Anticipated Expenses - \$503,273
	<input checked="" type="checkbox"/> Revenue		Total Anticipated Revenue - \$565,670
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	New facility report		
	<input checked="" type="checkbox"/> Zoning verification	3.15.22	Zoning Verification Form completed by Kristopher Emerson. Occupancy as a school is a permitted use in the Commercial Zone.
	<input checked="" type="checkbox"/> Certificate of Occupancy	3.15.22	Certificate of Occupancy (#A6116-21) signed by Kristopher Emerson and dated 3.3.22
	<input checked="" type="checkbox"/> Fire and Life Safety Report	3.15.22	Inspection completed on 3.15.22 by Kristopher Emerson, passed inspection
	<input checked="" type="checkbox"/> Health Inspection	3.15.22	Inspection completed by William Warnock on 5.2.22, passed inspection
	<input checked="" type="checkbox"/> DOE visit	4.15.22	Visit completed by Tim Carney on 4.15.22, no areas of concern were noted
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year	3.15.22	Signed a statutory compliance statement.
<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year	3.15.22	Signed a statutory compliance statement.
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year	3.15.22	Signed a statutory compliance statement.
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year	3.15.22	Signed a statutory compliance statement.
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE***	5.17.22	<p>The Office of Nonpublic Schools determines that Lexington Academy complies with the minimum requirements set forth in Ed 400 for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2025.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p> <p>The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p>

The information above is communicated with prospective and renewing schools in both the confirmation letter from the office indicating receipt of a completed application packet and in the approval letter from the State Board of Education.

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

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

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

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

Lexington Academy

Secretary of State
Certificate of Good Standing

State of New Hampshire

Department of State

CERTIFICATE

I, William M. Gardner, Secretary of State of the State of New Hampshire, do hereby certify that LEXINGTON ACADEMY LLC is a New Hampshire Limited Liability Company registered to transact business in New Hampshire on August 23, 2017. I further certify that all fees and documents required by the Secretary of State's office have been received and is in good standing as far as this office is concerned.

Business ID: **777494**

Certificate Number: **0005733880**



IN TESTIMONY WHEREOF,

I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 29th day of March A.D. 2022.

A handwritten signature in cursive script, appearing to read "William M. Gardner".

William M. Gardner
Secretary of State

Lexington Academy

NHED Main Application



Nonpublic School Application for Initial Approval Status

INTRODUCTION

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

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

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

Applications will be accepted only as an **electronic document(s)**. Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in [Ed 403.03](#). These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in [RSA 189:64](#), a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@dos.nh.gov.

SECRETARY OF STATE

The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporate@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with [Ed 403](#) and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with [Ed 404](#) and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in [Ed 400](#).

- Attendance Purposes Only (AA) Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school:	Lexington Academy
Primary street address of school:	266 East Main St., East Hampstead, NH 03826
Primary mailing address of school:	Same as above
Name and address of each additional site:	N/A
If applicable, a member of an association:	N/A
Upcoming academic year:	2022-2023
Anticipated grade levels to be offered:	Grades 3, 4 and 5
Anticipated enrollment per grade:	2 to 3
Enrollment caps for each grade level:	8
Boarding school:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Co-Educational:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Nonprofit:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Tax exempt:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Approved to offer Special Ed programs:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Date of recent approval: _____



SECTION C: HEAD OF SCHOOL

Name: Renee LeCain
 Title: Clinical Director, Owner
 E-mail: renee@lexingtonacademy.net
 Phone number: (603) 819-9142

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: Renee LeCain
 Title: Cinical Director, Owner
 E-mail: renee@lexingtonacademy.net
 Phone number: (603) 819-9142

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input type="checkbox"/> Yes	Pending (Will Label Attachment A)
2. Fire and Life Safety Inspection report. <i>(Contact your local fire marshal and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	Attachment B - Pending (Awaiting written report)
3. Health Inspection. <i>(Contact your local health inspector and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	Attachment C
4. Certificate of Occupancy. <i>(Be sure to include one for each of the buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	Attachment D
5. Zoning Verification Form. <i>(Be sure the form includes all buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	Attachment E
6. School calendar for upcoming year. <i>(Include first and last day of school, and full and partial days off).</i>	<input checked="" type="checkbox"/> Yes	Attachment F

7. Education philosophy, purpose, and objectives.	<input checked="" type="checkbox"/> Yes	Attachment G, Student Handbook & Course of Studies p. 7
8. Evaluation of achievement of objectives.	<input checked="" type="checkbox"/> Yes	Attachment G, Student Handbook & Course of Studies, pages 7-8
9. Program of studies. <i>(To include academic content, assessment, promotion requirements for each grade level and high school diploma requirements, if applicable).</i>	<input checked="" type="checkbox"/> Yes	Attachment G, Student Handbook & Course of Studies, pages 9-14
10. Student handbook.	<input checked="" type="checkbox"/> Yes	Attachment G
11. Supporting services. <i>(Include health, guidance, library, food, referral, and transportation).</i>	<input checked="" type="checkbox"/> Yes	Attachment G, Student Handbook & Course of Studies, pages 19-21
12. Grievance policy. <i>(To include bullying, teacher misconduct, tuition refund, and use of child restraint practices. See RSA 126-U. Please include location of each policy in student handbook).</i>	<input checked="" type="checkbox"/> Yes	Attachment G, Student Handbook & Course of Studies, pages 29-35.
13. Organization chart.	<input checked="" type="checkbox"/> Yes	Attachment H
14. Budget for upcoming academic year. <i>(To include anticipated expenses, e.g. facility acquisition, maintenance and operations, insurance, salaries, benefits, equipment, and supplies, and sources of revenue, e.g. income from tuition).</i>	<input checked="" type="checkbox"/> Yes	Attachment I

SECTION F: SCHOOL SCHEDULE SURVEY

Please use [Ed 401.03](#) and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and

(3) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year:	<u>Sept. 2022</u> through <u>June 2023</u>
First scheduled day of classes:	<u>September 1, 2022</u>
Last scheduled day of classes:	<u>June 12, 2023</u>
Last day of grade 12 classes, if applicable:	<u>N/A</u>

Please complete the following chart for the upcoming calendar year.

	A	B	C	D	E	F	G
Grade Level	# of Instructional Hours in a Partial Day	# of Partial Days	Total # of Instructional Hours for Partial Days (A*B)	# of Instructional Hours in a Full Day	# of Full Days	Total # of Instructional Hours for Full Days (D*E)	Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten							
Grades 1 - 6	<u>3</u>	<u>3</u>	<u>9</u>	<u>5.33</u>	<u>177</u>	<u>943.41</u>	<u>952.41</u>
Grades 7 - 8							
Grades 9 - 12							

SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

Please see Attachment G, Student Handbook & Program of Studies, pages 28-29 for a description of Lexington Academy's student records policies.



SECTION H: STATUTORY COMPLIANCE

Please initial in the appropriate spaces below.

- Re Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, [RSA 189:11](#).
- Re Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in [RSA 189:17](#).
- Re Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in [RSA 189:19](#).
- Re Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in [RSA 189:21](#).
- Re Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in [RSA 189:20](#).
- Re Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in [RSA 193:1-a](#).
- Re Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in [RSA 126-U](#).
- Re Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, [RSA 141-C:20-a](#).
- Re Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in [RSA 485:17-a](#).
- Re Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in [RSA 155-A](#).
- Re Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the



nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in [Ed 403.01\(c\)](#).

RL

Our school understands that in accordance with [RSA 189:64](#), a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

RL

I certify that I understand that my initial application will not be fully processed for approval until the application is complete.

RL

I certify that our school will not advertise, promote, or offer programs/courses to students until we are issued an approval from the NH State Board of Education.

RL

I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to advertising, promoting, or implementing these changes.

RL

I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.

Renee L. Cain
Signature of Head of School

Renee L. Cain
Print Name

3.15.22
Date

REFERENCE MATERIALS

Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html

Statutory Authority: <http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XV.htm>

Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>

Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>

Health Inspection: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/health-inspection.pdf>

Health Inspector Directory: <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf>

Zoning Verification: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/zoningform2012.pdf>

Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hsem/school-readiness.html>

Thank You.



New Hampshire

Department of Education

Office of Nonpublic Schools | 101 Pleasant Street | Concord, NH 03301 | (603) 271-2831

Lexington Academy

Program of Studies

Student/Parent Handbook

School Calendar

PROGRAM OF STUDIES & STUDENT HANDBOOK



LEXINGTON ACADEMY

2022-2023 School Year

Approved: (Date)

Table of Contents	Page
Overview	5
Administration	6
Vision, Mission, Purpose & Objectives	7
Program Orientation	8
Course of Studies	9
Arts Education	9
English and Language Arts	10
Health Education	10
Targeted Academic Intervention	11
Supplemental Intervention & Therapy	11
Information and Computer Technology	11
Mathematics	12
Physical Education	13
Science	13
Social Studies	14
Admissions	15
Registration Requirements	15
Student Assessment	16
Formative Assessments	16
Summative Assessments	17
Report Cards	17
Individual Progress Reports	17

School-Wide Testing	18
Parent Involvement	17
Parent-Teacher Conferences	18
Parent-Teacher Communication	18
Homework	18
Criteria for Promotion	18
School Support Services	19
Guidance	19
Health Services	19
Library-Media Services	20
School Nutrition	20
Transportation	21
Special Needs	21
School Calendar	22
School Cancellations or Unanticipated Schedule Changes	23
Academic Time Schedule	23
Arrival and Dismissal Procedures	24
Attendance Requirements	24
Visitors and Volunteers	25
Student Conduct and Discipline	26
Policy Against Discrimination and Harassment	26
Student Due Process	27
Dress Code	27
Technology Use	28

Extracurricular & Co-curricular Activities	28
Protection of Student Information	28
Emergency Management	29
Grievance Policies	29
Bullying Policy	29
Teacher Misconduct Policy	30
Tuition Refund Policy	33
Child Restraint & Seclusion Policy	34
Parental Confirmation of Handbook Receipt & Understanding	36

Overview

Lexington Academy is a small, private school in E. Hampstead, New Hampshire, dedicated exclusively to students who have been diagnosed with a complex language and learning disability. By integrating specialized instruction throughout the school day, professionals at Lexington Academy ensure that each student receives a well-rounded education while gaining the important underlying language and literacy skills needed for academic success and independence. Lexington Academy explicitly targets student learning gaps through direct, individualized instruction.

Students enroll after experiencing challenges or failure, often of a continuous and compounded nature, in a larger, traditional environment. While each student at Lexington Academy is unique, all have been diagnosed with a complex language and learning disability. Our students respond well to structure and support; are friendly; may be somewhat immature for their age (*without significant behavioral or emotional problems*); are motivated to learn; are able to communicate sufficiently to express their needs and wants; and have mastered basic daily living and personal hygiene skills commensurate with their same-aged peers. Our students require a systematic instructional approach aimed at developing the linguistic underpinnings of reading and writing. It is designed to enhance language growth, maturation and expansion as a means of conceptual development; as well as, explicit instruction in speech-to-print relationships.

The typical Lexington Academy student comes to us after years of academic struggle and failure. Some of our students have been participating in ineffective instruction, while others have had their needs minimized. After years of difficulties, school districts and families call us because they are searching for something different.

Administration

Lexington Academy operates under the leadership of Ms. Renee LeCain, founder and Clinical Director of Lexington Academy. Ms LeCain has over 25 years experience in diagnostic evaluations and treatment of students with language and literacy disabilities. She earned her B.S. from Purdue University and M.A. from Northwestern University. After completing Orton-Gillingham training, she received additional training in numerous intervention programs including Feuerstein's Instrumental Enrichment, Project Read® Written Expression, Precision Teaching, PROMPT, RAVE-O, S.P.I.R.E., and several Lindamood Bell programs.

In addition to working with students, Renee works to develop the personalized program for each Lexington Academy student. Renee is a licensed Speech-Language Pathologist, Certified NH Special Educator and diagnostic reading clinician.

Assisting Ms. LeCain in the management of operations is Special Education Director, Tina McCoy, who has over 35 years of experience as a Superintendent, special education administrator, and special education teacher. She earned her B.S from the University of Illinois, her M.A. from Saint Louis University, and her Doctorate from Boston College. Dr. McCoy holds NH certification in the following areas: Superintendent, Special Education Administrator, Learning Disabilities, Intellectual and Developmental Disabilities and General Special Education. Dr. McCoy serves Lexington Academy in a consultative role.

Lexington Academy
20 Mary E Clark Drive, Suite 1
Hampstead, NH 03841

Office Phone: 603-489-1874
Renee@LexingtonAcademy.net

Lexington Academy Vision, Mission, Purpose and Objectives

Vision Statement

To develop, support, encourage, and enhance a love for gaining experience, acquiring knowledge, and exerting good judgment while in a 'garden' of word germination that faculty and students alike tend with care and protection, all the while anticipating and overseeing the widespread and far-reaching growth of our seedlings.

Mission Statement

- To teach our students to listen and read so they may pursue understanding
- To teach our students to speak and write so they may purvey understanding
- To teach our students to do so with generosity, courage and confidence so that understanding flourishes in their path

Purpose and Schoolwide Objective

The purpose of Lexington Academy is to ensure that all students become literate, independent thinkers who practice creativity and understand the value of hard work, persistence and kindness.

Our objective is to close the language and literacy gap to facilitate a student's return to larger group-learning environments. By virtue of this strong commitment and unwavering focus, our students and progress within their grade level general curriculum.

Evaluation of Accomplishment of Purpose and Objective

Effective individualized instruction is what makes Lexington Academy stand out from other schools. In order to achieve this, the collective (as well as individual) progress of all our students must be regularly monitored. Lexington Academy evaluates its own efficacy through a variety of means:

- Student mastery of individualized goals and indicated in Individualized Education Plans - at the end of each term through Progress Reports
- Student performance on curriculum based assessments - at the end of each term through Competency Based Report Cards
- Student gains in reading accuracy - assessed multiple times per term through running records
- Student gains in writing - assessed multiple times per term through student portfolios
- Student performance on the Comprehensive Test of Phonological Processing (CTOPP) - conducted annually
- Student performance on the Lindamood Auditory Conceptualization Test (LAC-3) - conducted annually
- Student achievement performance on state-wide assessments or school-wide achievement tests - administered annually

- Student rate of return to larger group learning environments - as demonstrated through records of placement type when students transition out of Lexington Academy

While all of the preceding data are important for each individual student, the data are gathered and analyzed collectively, on a macro level, to demonstrate and monitor program effectiveness.

Program Orientation

The Lexington Academy program can be described as using two distinct, yet intertwined, means to support students as they strive to gain access to the general curriculum: awareness and metacognition.

Lexington Academy students develop an awareness that their daily interactions are based on goals, individually-derived from baselines administered either formally or informally at the onset, and that these goals direct their educational path. The awareness is heightened by ascribing their achievements, however incremental, to their moment-to-moment interactions with materials, discussions, readings, writings, observations, thoughts, faculty, and each other. With the assessment of discrete skills, LA students attribute their success to their input. As they develop the linguistic underpinnings and vocabulary to examine their learning, metacognitive activities naturally and routinely become a dynamic component of their path. Through these self-examination tasks, Lexington Academy students begin to realize that real change comes from within, rather than from an external force; that they no longer need to enact a pretense of knowing, but in fact, actually know and can speak about their knowledge; and can begin to enjoy the process of learning.

In the same way that students need access to the general academic curriculum, they require access to the acculturated norms of societal interactions to be an active and vital member of any community. LA develops a student's self-awareness through observations, guided modeling, socratic questioning (drawing on the student's own increasing level of awareness and desire to engage), to support their feeling of self-worth, and cognition of the role they play in any social engagement.

Short-Term Student Objectives

Upon acceptance and enrollment, students at Lexington Academy undergo baseline assessments, administered incrementally, in a clearly-defined and procedural manner, in an effort to determine with care, precision, and methodicalness areas of skill vulnerability, and areas of skill integrity, as well as the student's understanding of his or her own learning. This process serves as the foundation for instruction and progress monitoring.

Long-Term Student Objectives

From the highly-individualized baseline data collections, an IEP is formulated, addressing those needs that constitute underpinnings and structural supports for over-arching language and literacy development as a priority and primary actuation. In each area of need, goals are set, objectives developed, and the teaching-learning cycle commences with the long-term aim of

mastering each objective with incremental steps that ensure acquisition, understanding, application, and generalization. In targeted areas, our long-term aim is to achieve expected annual growth, in addition to closing the gap. Data collection procedures are re-administered, treatment plan goals, and thus, objectives are realigned and adjusted, elevated and extended, until skills are commensurate with grade level.

Lexington Academy Course of Studies

Arts Education

Lexington Academy offers instruction in the arts, including music and visual art, while developing opportunities for expression through theater or dance. On a weekly basis, students engage in opportunities to create, perform and/or respond to the arts with understanding. Language-based instruction is integrated into students' regular opportunities to participate actively in at least one of the art forms of visual art, music, dance or theater. An interdisciplinary approach to the arts is frequently used to integrate skills and allow for sustained, project-based learning in relation to the arts.

During the course of their enrollment at Lexington Academy, students learn to analyze and evaluate works of art from structural, historical, and cultural perspectives. This is not confined to visual art, but includes a wide range of art forms. Students learn to recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines. They also engage in opportunities to relate various types of arts knowledge and skills within and across the arts and other disciplines and use technology as ways to create, perform, or respond in various arts disciplines. Finally, students are introduced to career opportunities in the arts and the impact of the arts on everyday life. Active engagement and an emphasis on the interests of individual students are key to the arts program at Lexington Academy, and connections between the arts and other academic domains are emphasized.

The arts program at Lexington Academy also includes:

- The implementation of a variety of techniques, processes and learning materials and tools.
- An emphasis on safety issues associated with arts tools and equipment.
- Guided opportunities to synthesize students' own thoughts and ideas into traditional and non-traditional artwork.
- The expression of ideas through sounds, symbols and language of artwork.
- An emphasis on artistry skill development over time, artistic choices, and critical thinking in relation to the arts.
- Global connections and comparisons.
- Encouragement to participate in the arts outside of school.

English and Language Arts

English and language arts form the foundation of all instruction at Lexington Academy. Students receive systematic and continuous instruction which develops their knowledge and use of language arts, including listening, speaking, reading, writing, and viewing. There is a strong, methodical focus on the essential, underlying language skills that are necessary for each student to progress and succeed in academic and functional environments. Language instruction is carefully planned and executed to meet the unique needs of each individual, based on diagnostic assessments of skills and knowledge. Through methodical, personalized instruction, each student has opportunities to become more skillful and fluent in the use of oral and written language and to value reading.

In addition to highly individualized instruction that builds foundational skills needed for each student to succeed, instruction emphasizes how to clarify, order, interpret and communicate experiences through the skillful use of language. Students also become acquainted with varying interpretations of experiences through fiction and informational materials, film, television, and other media. At Lexington Academy, students receive a well-rounded education in language arts along with the methodical, highly personalized instruction that they need to grow and thrive.

Language arts instruction is emphasized in all content areas throughout the school day in addition to the regularly scheduled English and Language Arts class time. Every student receives intense therapeutic instruction carefully designed to address the specific learning gaps that have kept them from progressing adequately prior to enrollment at Lexington Academy.

Health Education

Lexington Academy provides regularly scheduled instruction to ensure that students acquire developmentally appropriate knowledge, skills that promote healthy choices and habits. Health education has a strong emphasis on literacy and connections between health and other curricular content areas. Students are taught life strategies to promote health and prevent disease, with an iterative focus on functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

During the course of their enrollment at Lexington Academy students learn developmentally appropriate ways to access and understand health information, products and services. They are taught to practice health-promoting behaviors and reduce health risks, as well as analyze the impact of culture and media on health choices. Finally, they learn to use language and interpersonal communication to enhance their health and the health of others, set goals, and advocate for personal, family and community health.

The health education program at Lexington Academy also encompasses:

- Alcohol and other drug abuse prevention.
- Injury prevention strategies.
- Proper nutrition.
- Adequate physical activity;
- Family life and age-appropriate sexuality education.

- Tobacco use prevention
- Mental health
- Personal and consumer health
- Community and environmental health

Targeted Academic Intervention

All academic content area subjects are addressed in small group settings. Additionally, as part of the standard program, every student at Lexington Academy receives one 45 minute session of 1:1 reading intervention.

Supplemental Intervention and Therapy

Lexington Academy utilizes a highly integrated, diagnostic approach. Speech and language therapeutic principles are simultaneously addressed within the context of a child's program, thus creating one that is appropriately responsive to each child's academic growth and personal achievement.

We accomplish this by providing every student with a highly specialized, individually developed treatment plan that is implemented by crossed-trained educators. Lexington Academy's approach is unique, established and effective.

Given the speech and language therapeutic principles upon which literacy-based instruction is derived, one-to-one services beyond the aforementioned targeted academic intervention are delineated by a determination based on the complexity of the student's language and social profile. Students determined to be in need of this additional service are provided it by agreement.

As needed, supplemental services such as Occupational Therapy, Physical Therapy, Mental Health Counseling, Speech and Language Therapy and Mathematics Intervention are provided through individualized sessions.

Information and Computer Technology

Lexington Academy emphasizes the use of technology and communication tools across all areas of the curriculum in order to enhance communication and to build the skills needed to be a responsible and adept user of technology tools in accordance with the age and grade of each student. The goal is to develop within each student the skills to use technology to gain and evaluate information needed to make decisions in a quickly changing society. Over time, students will learn to use current tools to access, manage, integrate and create information within the context of all core subject areas. Technology tools will be used to develop cognitive proficiency in literacy, numeracy, problem solving, decision making and spatial/visual literacy.

Lexington Academy students will also be introduced to age-appropriate foundational knowledge and skills related to computer programming (coding), basic hardware and relevant software applications. Each student will be required to create and maintain a digital portfolio which illustrates his or her own work and competencies including, but not limited to, the following:

- Basic operations and concepts.
- Social, ethical, and human issues.
- Technology productivity tools.
- Technology communications tools.
- Technology research tools.
- Technology problem solving and decision-making tools.
- Representation of the proficient, ethical, and responsible use of 21st century tools within the context of the core subjects.

It is important to note that although technology tools will be used to enhance teaching and learning across all content areas, technology tools will be used at Lexington Academy only at the direction, and under the direct supervision of, instructors. This ensures that technology education is targeted, constructive and directly correlated with learning objectives.

Mathematics

Mathematics at Lexington Academy is carefully designed to address the underlying language deficits that have prevented students from succeeding in other settings. By building skills sequentially, students have the opportunity to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations. Instruction promotes the development of mathematical concepts from the concrete to the representational and finally to the abstract level. To achieve this, teaching is adapted to the unique needs of each individual.

Mathematics instruction at Lexington Academy includes opportunities for all students to solve problems by:

- Using multiple strategies
- Communicating mathematical ideas through speaking and writing
- Making logical connections between different mathematical concepts
- Providing opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment

Lexington Academy also affords students opportunities for authentic learning tasks that:

- Promote student decision making and questioning
- Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results
- Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated at their grade level

Through interactive activities, and the frequent use of hands-on materials, students at Lexington Academy acquire skills and solidify their understanding of key, grade-appropriate concepts. The language of mathematics is continually reinforced as students apply skills and knowledge

involving number and operations, geometry and measurement, the use of data, statistics and probability, functions and algebra. By filling in learning gaps, and strengthening these foundational skills, students at Lexington Academy prepare to be more successful in later mathematics courses as they progress throughout their educational careers.

Physical Education

Exercise as a necessary component of physical, social and emotional health is emphasized at Lexington Academy. The school promotes physical activity after school as well as during the school day, and may sponsor fundraisers that encourage physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.). Physical education and recess are provided outdoors, weather permitting, so that students have ample opportunities for fresh air and vigorous activity. Lexington Academy students have sixty minutes of time for physical activity scheduled throughout the school day.

Physical education is important at Lexington Academy, and students are provided with daily opportunities to demonstrate competency in the motor skills and movement patterns necessary to perform a variety of age-appropriate physical activities. Through active engagement, students are taught to understand the concepts and principles underlying movement and the performance of physical activities. Students are taught the value of participating regularly in physical activity to achieve and maintain physical fitness. Integrated into the program is social skills instruction that builds responsible and constructive behaviors that strengthen sportsmanship and respect for self and others. Physical education activities are designed to promote enjoyment, challenge, self-expression and socialization.

The physical education program at Lexington Academy also incorporates:

- A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child
- Fitness education and assessment to help children understand and improve or maintain their physical well-being
- Development of cognitive concepts about motor skills and fitness; fitness education and assessment to help children understand and improve or maintain their physical well-being
- Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life.
- Utilization of technology tools to monitor and attain goals

Science

Lexington Academy provides regularly scheduled science instruction designed to develop critical and scientific thinking skills and communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world. Learning activities are designed to increase students' factual knowledge and conceptual understanding of the nature of science, in the context of unifying themes such as physical, biological, and earth space sciences.

Interactive science instruction promotes the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence. Whenever possible, instruction will include outdoor activities that help develop an appreciation of involvement with the natural world. Students are also afforded opportunities to develop a knowledge and understanding of key process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:

- Explore, collect, handle, sort, and classify natural objects
- Use strategies to organize and identify the questions children ask from natural world observations
- Use tools, including, but not limited to, non-standard measures, rulers, and magnifiers, to enhance observations and collect, represent and interpret data
- Organize data in multiple ways using tools of technology, including calculators and computers or handheld electronic devices
- Model and communicate safety and health-related issues relating to exploration, activities, and the use of materials, tools or procedures

Social Studies

In order to enhance understanding of the key social studies concepts that all students need to practice good citizenship at school and in the community, language arts instruction is integrated into social studies instruction at Lexington Academy. By integrating speaking and listening, vocabulary, reading and writing into the program, students have the opportunity to apply knowledge and skills in a variety of meaningful ways that strengthen connections between content areas. This provides more opportunities for students to maintain and transfer acquired skills.

The social studies program includes a range of instructional activities that help students become familiar with the skills of decision making, data gathering, and critical thinking. Students learn about their own community and are introduced to the history, government and constitutions of their country and state. The overarching aim is to ensure that students acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

Admissions

While each student we accept and serve is unique, all of our students have been diagnosed with a language disorder and/or learning disability such as dyslexia. Potential students at Lexington Academy may present as somewhat immature for their age but they do not have significant behavioral or emotional needs. Our students respond well to structure and support, are friendly, and are motivated to learn. *Acceptance to Lexington is based on our ability to meet the educational, emotional, and social needs of each student.*

The admissions process at Lexington Academy:

1. Call to schedule a visit for parent and child. During the visit, both will meet with our Clinical Director, and the student will meet with an instructor for informal diagnostic assessments.
2. If placement seems appropriate, an application must be completed, and a list of required documents for submission will be provided.
3. If a review of all required documents suggests that Lexington Academy can address the child's educational, social and emotional needs, student candidates will be invited to spend a day at Lexington Academy.
4. Following this visit, the administration at Lexington Academy will make a final decision regarding an offer of admission. This will be communicated to the parent/guardian and the sending school district if applicable.

Please note: For placement, we ask that all professional evaluations be completed outside of Lexington Academy. We feel this provides an objective view of each candidate.

Registration Requirements

Birth Certificate

The student's birth certificate must be submitted to the school as part of the initial registration process.

Court Documents if Applicable

The staff of Lexington Academy will use the birth certificate to verify parental rights in the context of the education of the student at our school. Any changes to guardianship or parental rights must be demonstrated by submitting official court documents.

Registration and Medical/Health History Form

This form must be thoroughly and accurately completed, then signed by a parent or guardian. This will be completed through an online process.

Student Handbook and Program of Studies Written Acknowledgement

A close review of this document and written confirmation of receipt and understanding is required each year as part of the new or returning student registration.

Physical Examination

Documentation of a recent (within one calendar year) physical examination must be provided to the school within one month of enrollment at Lexington Academy.

Immunizations

According to New Hampshire's immunization rules RSA 141:C-20, students must meet DHHS requirements for school attendance. Immunization requirements may change from year to year for all school-aged children. At this time, immunization requirements are as follows:

New Hampshire School Immunization Requirements for 2022/23 will be noted here when they become available.

Students must have required proof of all required immunizations, or valid exemptions, in order to attend the first day of school. Documentation of immunity by confirming laboratory test results for Measles, Mumps, Rubella, Varicella, and Hepatitis B is permissible.

A student may be conditionally enrolled when the parent or guardian provides:

- Documentation of at least one dose for each required vaccine; AND
- The appointment date for the next dose of required vaccine.

Medical and religious exemption information is available at:
<https://www.dhhs.nh.gov/dphs/immunization/exemptions.htm>

Additional information can be found at <https://www.cdc.gov/vaccines/schedules/hcp/child-adolescent.html>. Questions should be directed to the New Hampshire Immunization Program at 1-800-852-3345 x4482 or 603-271-4482. Please contact the school for more information and clarification if needed.

Student Assessment

Formative Assessments

Formative assessments are those done informally to provide teachers with student performance information needed for them to cater instruction and educational activities to the unique needs of each individual. These are not graded, but they are essential to the effective teaching and learning process. Teachers at Lexington Academy conduct ongoing formative assessment

through a range of activities integrated into instruction. Formative assessment notes are reviewed daily, and used to inform instruction in subsequent sessions.

Summative Assessments

Periodically, in preparation for report cards and progress reports, Summative Assessments may be conducted. These provide student data pertaining to student performance on important, subject-specific educational competencies at a designated moment in time. These assessments, along with other evaluation tools, help illustrate a record of achievement over time that teachers and parents can review to monitor student growth.

Report Cards

Report Cards will be competency based, and in alignment with the established curricula at Lexington Academy. These will be issued three times per school year, on a trimester basis. Traditional letter grades will not be used. Student competencies for each subject and grade level will be assessed on a four point scale with one of the following achievement levels:

- 4 - **Mastered**
- 3 - **Independent Practice**
- 2 - **Guided Practice**
- 1 - **Teacher Modeled**

In addition to academic competencies, it is essential that students at Lexington Academy build skills and dispositions that cut across content areas and are needed for them to thrive in future academic or career settings. These skills, referred to as **Work-Study Practices**, are embedded into all courses at Lexington Academy and will be assessed beginning in grade 5:

- **Communication** - Students can use speech and language in different formats to question, and express knowledge, information, feelings and ideas.
- **Creativity** - Students can use original and flexible thinking as they communicate their ideas, solve problems or create work products.
- **Collaboration** - Students can work in groups to achieve a common goal.
- **Control** - Students can initiate and manage their learning, and demonstrate a “growth” mindset, through self-motivation, self-control, and self-advocacy.

Lexington Academy Report Cards, beginning in grade 5, will assess student performance on these essential Work-Study Practices using the same 4 point scale as used for academic competencies.

Individual Progress Reports

Also on a trimester basis, written progress reports based on individual student goals will be issued. These will be based on student-specific goals and objectives or benchmarks directly related to skills and knowledge in need of remediation in accord with an individualized education plan or treatment plan. These progress reports will be issued around the same time as formal report cards.

School-Wide Testing

Students at Lexington Academy will participate in the New Hampshire Statewide Assessment or (if the student is from out of state) the assessment required by his or her home state. The staff of Lexington Academy will coordinate with sending districts if applicable to make arrangements for State testing to be completed.

Additionally, on an annual basis, students will engage in the Comprehensive Test of Phonological Processing (CTOPP) and the Lindamood Auditory Conceptualization Test (LAC-3)

Parent Involvement

Student Led Parent-Teacher Conferences

Parent-teacher conferences will take place two times per year; once after the first trimester and again after the second trimester. These will be scheduled during the school day, and will be student led. This process provides a unique opportunity for students to share examples of their work, demonstrate and reflect on their progress, and engage in goal-oriented discussion with their teacher and parents. Conferences will be conducted in person.

Parent-Teacher Communication

Quality instruction, with full attention to student learning, is the priority at Lexington Academy; and uninterrupted planning time is essential for success. For this reason, Lexington Academy teachers will not take phone calls from parents or respond to email inquiries. All parent correspondence will be answered by the Director of Special Education or the Executive Clinical Director of Lexington Academy.

Homework

Students at Lexington Academy work exceptionally hard during the school day, engaged in an intensive, individualized program. Therefore, it is the philosophy of Lexington Academy that students should engage in other activities after school, rest well and enjoy a 'mental break' before the next school day. There will be no homework assigned for students at Lexington Academy that they cannot complete with full independence in a short period of time.

Criteria for Promotion

Students at Lexington Academy are known to be in need of intensive, highly individualized instruction addressing language-based learning difficulties. It is the philosophy of Lexington Academy that if a student is not adequately progressing, instruction or other supports must be adjusted in order to facilitate student progress. No student will be retained at his or her grade level due to any educational disability or impairment. This being said, the criteria for promotion include:

- The student is accessing the general curriculum at his or her grade level, and can demonstrate proficiency for most competencies given appropriate instructional adjustments or other necessary accommodations
- The student is progressing toward curriculum-based and individual goals
- The student is benefiting from instruction in strategies or processes that facilitate academic, social, and organizational skills needed to succeed in future settings

Lexington Academy acknowledges that promotion and retention decisions may be influenced by other, unique factors. Any parent or teacher who wishes to discuss the possibility of retention should contact the Special Education Administrator or Executive Clinical Director at least six months before the end of any given school year.

School Support Services

Guidance

On a regular basis, all students at Lexington Academy participate in group activities, led by a licensed mental health professional, designed to monitor their emotional well-being and strengthen their social-emotional skills. The overarching goal of the program is to boost grit, self-awareness, and a growth-oriented mindset. By explicitly teaching and reinforcing these skills, Lexington Academy facilitates the development of the resilience, positivity and tenacity that will help students succeed in school and throughout life.

Health Services

The health and safety of every member of our learning community is the highest priority at Lexington Academy. In order that we may serve all effectively and consistently, the following guidelines will be adhered to:

- All communicable diseases should be reported to the Clinical Director or the Special Education Administrator so that the nurse can be consulted and the school may respond appropriately. (Ex: strep throat, COVID, rashes etc.) All information will be kept confidential
- Lexington Academy strongly recommends that prescription medication be administered to students by parents/guardians outside of school hours whenever possible
- If medication is required for a student during the school day, it must be one which is prescribed by a licensed physician, an advanced registered nurse practitioner, or a licensed physician's assistant, and must be accompanied by a written statement from that practitioner along with written authorization from the parent and/or guardian. A parent, guardian, or a parent/guardian designated responsible adult shall deliver all prescribed medication to be administered by school personnel directly to the Clinical Director. All medications must be delivered in the original bottle or package in which it was dispensed by the pharmacy
- Non-prescription medications will not be administered to students
- Students may not self-administer any medications and may not be in possession of medications of any kind at school. Infractions of this rule will result in disciplinary action

Lexington Academy contracts with a nurse who can be consulted when necessary to discuss matters pertaining to student health. Please feel free to reach out to the Clinical Director or the Special Education Administrator if you have concerns or questions about the health of your child. The school nurse will be contacted whenever necessary

Library-Media Services

Lexington Academy teachers plan lessons and projects that integrate library-media skills across academic content areas in consultation with a certified library-media specialist. At designated times during the academic week, students have structured opportunities to learn important research skills that are well matched to their developmental levels, interests and ages. Although students at Lexington Academy have language-based learning disabilities, a love of reading, inquiry and skill-building is emphasized in the context of important academic content.

School Nutrition

Health and well-being are key to every student's success, and school nutrition is a priority at Lexington Academy. General nutrition guidelines are as follows (Please see our Wellness Policy for more detailed information):

- Parents/guardians must provide meals and snacks daily.
- On a rotating basis, families will be asked to bring in fruit or vegetables to share with other students.
- Students will be allowed at least 20 minutes to eat lunch.
- To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day.
- Students will be encouraged to bring and carry (approved) water bottles filled with only water with them throughout the day.
- All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through the following strategies:
 - The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
 - The school will provide parents a list of food and beverages that meet our set nutrition standards
 - Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
 - Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices. Students and staff at Lexington Academy will receive consistent nutrition messages across all school settings.

Transportation

Lexington Academy does not provide transportation for students. Transportation to and from Lexington Academy is provided by parents/guardians or sending school districts. If a special educational event such as a field trip necessitates the use of a school bus, professional transportation services will be contracted, and event-specific (written) parental consent will be required for any student to access the transportation services..

Special Needs

The special education program at Lexington Academy is independent of the NHDOE-approved special education program. The academy serves students with complex language-based learning disabilities. Professionals provide specially designed instruction and adapt their teaching to meet the unique needs of their students in accord with Individualized Education Plans or Treatment Plans. Accommodations are made as needed to ensure full access to the general curriculum for every student. Furthermore, professionals at Lexington Academy participate in the special education process as required to ensure that each student is receiving an appropriate education.

School Calendar

Lexington Academy School Calendar 2022-2023 Academic School Year											
September (21)						March (20)					
M	T	W	Th	F		M	T	W	Th	F	
			1	2		2/27 - 3/3 Winter Recess			1	2	3
9/1 - First Day of School											
9/5 Labor Day - No School	5	6	7	8	9	3/10 - Trimester 2 Ends	6	7	8	9	10
	12	13	14	15	16		13	14	15	16	17
	19	20	21	22	23		20	21	22	23	23
	26	27	28	29	30		27	28	29	30	31
October (19.5)						April (15)					
M	T	W	Th	F		M	T	W	Th	F	
10/7 - Early Release	3	4	5	6	ER		3	4	5	6	7
10/10 Columbus Day - No School	10	11	13	14	15		10	11	12	13	14
	17	18	19	20	21		17	18	19	20	21
	24	25	26	27	28	4/24 - 4/28 Spring Recess	24	25	26	27	28
	31										

		November (18)							May (21.5)				
		M	T	W	Th	F			M	T	W	Th	F
11/11 Veterans Day - No School			1	2	3	4			1	2	3	4	5
		7	8	9	10	11			8	9	10	11	12
		14	15	16	17	18			15	16	17	18	19
Thanksgiving Recess - 11/23 & 11/25		21	22	23	24	25		5/26 - Early Release	22	23	24	25	ER
		28	29	30				5/29 Memorial Day - No School	29	30	31		
		December (17)							June (8)				
		M	T	W	Th	F			M	T	W	Th	F
12/2 - Trimester 1 Ends					1	2		6/9 - Trimester 3 Ends				1	2
		5	6	7	8	9			5	6	7	8	9
		12	13	14	15	16		6/12 - Last Day of School	12	13	14	15	16
Holiday Recess 12/26-12/30		19	20	21	22	23			19	20	21	22	23
		26	27	28	29	30		6/26 - Summer Program Begins	26	27	28	29	30
		January (20.5)							July				
		M	T	W	Th	F			M	T	W	Th	F
1/13 - Early Release		2	3	4	5	6		Independence Day Break - 7/3 and 7/4 - No School	3	4	5	6	7
		9	10	11	12	ER			10	11	12	13	14
	1/16 MLK Jr. Day - No School		16	17	18	19	20			17	18	19	20
		23	24	25	26	27			24	25	26	27	28
		30	31						31				
		February (18)							August				
		M	T	W	Th	F			M	T	W	Th	F
2/27 - 3/3 Winter Recess				1	2	3		8/1 Last Day of Summer Program		1	2	3	4
		6	7	8	9	10			7	8	9	10	11
		13	14	15	16	17			14	15	16	17	18
		20	21	22	23	24			21	22	23	24	25
		27	28						28	29	30	31	

ER - All early release days will include three hours of instructional time; students will be dismissed at 11:30 AM on ER days.

School Cancellations or Unanticipated Schedule Changes

When adverse weather or other unanticipated events make scheduling adjustments necessary parents/guardians will be notified through the following outlets:

- WMUR Manchester - Channel 9 (and at <https://www.wmur.com/weather/closings>)
- The Lexington Academy Website (<https://www.lexingtonacademy.net/>) and Facebook page.

In the event of an unanticipated early release, parents/guardians will be called. If parents cannot be reached, the school will call emergency contacts on record.

Academic Program Time Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Arrival	Arrival	Arrival	Arrival	Arrival
Recess	Recess	Recess	Recess	Recess
English & Language Arts	English & Language Arts			
Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Lunch	Lunch	Lunch	Lunch	Lunch
Individualized Therapy or Intervention	Health Education			
Social Studies	Social Studies	Science	Science	
Academic Application	Academic Application	Academic Application	Academic Application	Arts Education
Recess	Recess	Recess	Recess	Recess
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Note: Academic Application is a time when ICT and Library Media Skills are integrated into academic content areas for practice and maintenance of key skills in context.

Arrival and Dismissal Procedures

Students should start and end their school day “in sync” with their peers. Parents are encouraged to schedule appointments before or after school hours if at all possible. Please keep in mind that your child will be missing valuable instructional time if they arrive late or are dismissed early. Tardiness and dismissals are frequently disruptive to everyone in the classroom.

Arrival

Students may be dropped off at 8:25 AM each school morning. Any student who arrives after 8:30 AM will be considered to be tardy. A documented, valid reason for the tardy is required, or the student will be documented as an unexcused tardy. An exception will be made when a student is transported by bus, and the bus is late for reasons outside the control of the student or his/her family.

Dismissal

Student early dismissals are only allowed with the consent of a parent or guardian except in the event of an emergency. As is the case with tardies and absences, a documented reason for early dismissal is required in order for the dismissal to be documented as excused.

If a student must be dismissed from school before 2:50 PM, a note from a parent or guardian should be provided to school in advance. It is preferred that this note be provided first thing in the morning. In the event of unforeseen circumstances, the note may be provided during the school day or when the parent/guardian arrives to pick up the student.

The adult picking up the child must arrive a few minutes prior to the dismissal to formally sign out the child. The child will then be called down to the office. For security reasons, parents are not permitted to dismiss children directly from a classroom. If someone other than a parent/guardian picks up the child (i.e. grandparent, aunt, family friend), the parent/guardian must request this in writing or the child will not be released for safety reasons. For the safety of students, a picture ID may be required upon request.

Attendance Requirements

In order to take maximum advantage of educational opportunities, students are expected to maintain regular and punctual attendance. Parents are asked to schedule required appointments during after-school hours whenever possible, and limit vacations to days when school is not in session.

If a student must be absent or tardy on a given day, parents or guardians must call the school (603-489-1874) each morning affected. Messages can be left on the school voicemail if the call is made before 8:25 AM. If the school is not notified of an absence (note, phone call, etc.), the school will use emergency call lists to contact the family.

In order for any tardiness or absence to be considered and recorded as excused, a written explanation must be forwarded to the school for a formal record. This note should be submitted within two days of the student's return to school.

If a student is absent due to illness, an explanation of the illness will be very important. Parents are asked to include this information when they call the school and when they write a note excusing the absence. If a student, or anyone in his or her family, has been diagnosed with a highly contagious illness, please contact the school immediately and keep the student home until all potential requirements for possible self-isolation are addressed.

If a student is absent for five consecutive days due to illness, a physician's note **MUST** be sent to the office upon returning to school. Lexington Academy will work with affected families to provide assignments or alternative instruction as much as possible if students will be out of school for any extended period of time (five days or more).

The Special Education Administrator is responsible for overseeing attendance procedures and for ensuring that:

- Attendance is accurately checked, recorded, and reported to the school office each day
- All student absences are recorded, including tardies, early dismissals and full day absences
- All permanent records of student attendance are maintained at the school

Truancy is defined as ten half days of unexcused absence per school year. The Special Education Administrator is designated as the employee responsible for overseeing truancy issues. For students identified as being truant, their parent/guardian will be contacted by this school official and /or truancy officer.

Visitors and Volunteers

Lexington Academy is a unique educational setting, where students receive intense, individualized instruction catered to the needs that arise from language-based learning difficulties. In order to maintain a focused and confidential environment at all times, visitors and volunteers are generally not allowed.

In special circumstances, including but not limited to scheduled visits of potential students, their parents or school district representatives, exceptions may be made by the Clinical Director or the Director of Special Education. Any exceptions will be contingent upon the submission of all applicable consent forms and/or confidentiality agreements.

Student Conduct and Discipline

Lexington Academy is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students and school personnel. Students are expected and required to

maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on school property.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students or employees, and/or violates the rules of conduct or classroom rules is prohibited. Response to violations of the rules of conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students and staff. School personnel who interact with students are expected to utilize positive, progressive disciplinary measures and to place emphasis on educating students so they may grow in self-discipline.

It is the philosophy of Lexington Academy that students should be involved in the collaborative development of adjustment of specific classroom rules and expectations. Classroom rules will be clearly posted and regularly reviewed with students, with a special emphasis on behavioral expectations at the beginning of the school year.

Any rules impacting the entire school (ex. In effect at recess or during lunchtime) will also be posted and reviewed with students.

No student shall be in possession of any drug (including alcohol or tobacco in any form) at school; weapons of any kind are strictly prohibited on school property.

The administration of Lexington Academy may, if warranted, suspend students for serious behavioral infractions. If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Policy Against Discrimination and Harassment

Lexington Academy strictly prohibits all forms of race, color, national origin and ancestry-based discrimination, including harassment. It also prohibits retaliation, and treats retaliation as a form of discrimination. This policy is an integral part of the school's comprehensive efforts to promote learning and equal educational opportunities for all our students, eliminate violent, harmful, and disruptive behavior and to provide a learning environment free from discrimination, including harassment and retaliation.

The administration of Lexington Academy will promptly investigate all reports and complaints of discrimination, including harassment, based on race, color, national origin or ancestry, and retaliation.

Any violation of this policy is a serious offense that will subject the violator to disciplinary and corrective measures, and, where appropriate, referral to a law enforcement agency. Nothing in

this policy is designed or intended, however, to limit the authority of the school to discipline or take corrective or remedial action in response to violent, harmful or disruptive behavior, regardless of whether such behavior falls directly under this policy. Nor does this policy limit the authority of the school to take immediate interim disciplinary action while a complete investigation is still underway.

Student Discipline Due Process

Any student who is disciplined by a short-term suspension (less than ten days) from school shall be afforded due process. This shall include, at minimum:

- The student and parent/guardian will meet with the school administrator; at the outset of the meeting they shall be informed of the meeting's purpose, including the possibility of a short-term suspension
- At or before the meeting, the student and parent/guardian shall be given oral or written notice of the disciplinary charges and an explanation of the evidence against the student
- The student shall have the opportunity to present his or her side of the story
- The student and at least one parent/guardian will be provided with a written statement explaining any disciplinary action taken against the student

When long-term suspensions or expulsions are considered, in addition to the steps applicable to short term suspensions, the parent/guardian will have the option of appealing to the Lexington Governing Board by making a request to do so within ten days of required, written notification of the decision. The Governing Board shall meet as soon as practicable within 30 days. The Governing Board shall review all available documents pertaining to the long-term suspension, and will render a decision in writing to the parent/guardian and school administration.

Dress Code

All students are expected to be well-groomed and neatly dressed in Lexington Academy school uniforms, available for purchase from Land's End ([insert link](#)) for purchasing when available. Backless shoes or flip flops are not allowed for safety reasons.

Technology Use

It is the policy of Lexington Academy to require that all technological devices not being directly and specifically used for classroom instruction be placed in student backpacks upon arrival, i.e.: cell phones. Personal devices are to remain in place until dismissal unless otherwise directed by instructors.

Devices, such as personal laptops, Chromebooks, etc. are to be used under the direction and supervision of instructors with the expectation that students do not stray from specified sites required for classroom experiences. In order to ensure student safety, students are expected to openly and willingly share their devices being used in class when requested by instructors.

Co-curricular and Extracurricular Activities

Lexington Academy acknowledges the value of having students engaged in activities outside of school. Students are encouraged to engage in after-school activities such as sports, the arts, or other social or outdoor events. Parents/guardians are reminded that private-school students have the right to engage in activities in their home public school districts, in accord with guidelines established for all students. Many other types of activities such as Town recreational sports teams, or activities sponsored by private organizations, are also available and encouraged. However, Lexington Academy does not offer co-curricular or extracurricular activities after school.

Protection of Student Information

Lexington Academy adheres to the Confidentiality of Information regulations set forth in the NH Rules, the Federal Family Educational Rights and Privacy Act of 1974 20, U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99 and the Individuals with Disabilities Education Act (IDEA 2004; 34 CFR 300.610-627).

Lexington Academy utilizes the document published by the US Department of Education regarding IDEA and FERPA Confidentiality Provisions to assure exactitude in maintaining highly confidential procedures. www.2.ed.gov/policy/gen/guid/ptac/pdf

Consent

Lexington Academy obtains parental consent before personally identifiable information is disclosed to parties other than officials of participating agencies unless the information is contained in education records and the disclosure. Parental consent is not required before personally identifiable information is released to officials of participating agencies.

Parental consent, or the consent of an eligible child who has reached the age of majority under State law, is obtained by Lexington Academy before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 34 CFR 300.321(b)(3).

Safeguards

Lexington Academy protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One administrator at Lexington Academy will assume responsibility for ensuring the confidentiality of any personally identifiable information.

Lexington Academy ensures that all persons collecting or using personally identifiable information have received training or instruction regarding the State's policies and procedures pursuant to 34 CFR 300.123 and 34 CFR part 99.

Lexington Academy maintains, for public inspection, a current list of the names and positions of those employees within the program who may have access to personally identifiable information.

Emergency Management

In accordance with NH RSA 189:64, Lexington Academy has a site-specific school emergency response plan based on the Incident Command System and the National Incident Management System. As part of this plan, our school conducts emergency response drills designed to ensure that students and staff are well prepared to respond appropriately to unexpected hazardous events.

The school coordinates with local public safety officials and mental health providers to design and implement age-appropriate training to help students understand possible hazards and how to react in ways that protect health and safety. All required evacuation drills will be conducted during the course of the school year, and will include exercises related to fire, armed assailants, serious adverse weather or other hazards.

Grievance Policies

Bullying Policy

As defined in RSA 193-F:3, "Bullying" means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which: physically harms a pupil or damages the pupil's property; causes emotional distress to a pupil; interferes with a pupil's educational opportunities; creates a hostile educational environment; or substantially disrupts the orderly operation of the school.

Bullying and cyberbullying may occur on, or be delivered to, school property or a school-sponsored activity or event on or off school property. Acts that occur on or off of school property or outside of a school-sponsored activity or event may constitute bullying or cyberbullying if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored event.

Bullying and cyberbullying are strictly prohibited at Lexington Academy, and staff at Lexington Academy are committed to protect all students from possible bullying, cyberbullying or retaliation for reporting suspected acts of this nature. False accusations against an individual who reports bullying constitutes retaliation.

There will be disciplinary consequences for a pupil who commits an act of bullying, falsely accuses another as a means of retaliation, or retaliates against reporters or witnesses in any way.

Any staff member, student or parent that becomes aware of any instance of suspected bullying or cyberbullying must report the alleged incident to the Lexington Academy administration before the end of the day, or at the start of the following school day if the incident becomes known to the individual after school hours. Once a report is received it will be promptly reduced to writing. Parents of the alleged victim and the alleged perpetrator will be notified in writing within 48 hours, and a thorough investigation will be initiated within 5 days.

Once the investigation is complete, the administration at Lexington Academy will take all steps appropriate to remediate confirmed incidents of bullying or cyberbullying including discipline, strategies to prevent future incidents, and/or support to prevent retaliation. The behavioral and mental health needs of both victims and perpetrators of confirmed instances of bullying will be taken into account when discipline and/or supportive steps are determined.

Within ten days of the completion of the investigation, parents/guardians will be notified in writing of the outcome of the investigation within the boundaries of applicable state and federal law. Any parent/guardian who wishes to appeal a decision related to alleged bullying must submit a request for an appeal to the Clinical Director or the Special Education Administrator within ten days of receipt of the written notification of the investigation outcome.

It is important to note that some student misbehaviors that do not constitute bullying or cyberbullying may still warrant disciplinary measures depending upon the situation. The staff at Lexington Academy is committed to providing and nurturing a safe and supportive school environment for each and every student.

Teacher Misconduct Policy

All teachers and professionals at Lexington Academy adhere, and are held to, the highest standards of conduct as outlined in the New Hampshire Educational Regulations (ED 510) which describe the required code of conduct. This [Code of Conduct](#) precisely describes inappropriate activities and due process when rules have not been followed.

Expectations for teachers and other professionals at Lexington Academy include (Reference ED 510.01-510.04), but are not limited to:

Principle 1 — Responsibility and Commitment to the Education Profession and Colleagues.

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment. In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters. In fulfillment of this principle, the educator:

- Values honesty and established commitments
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence one's professional decisions
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle 2 — Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator's obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student. In fulfillment of this principle, the educator:

- Interacts with students within appropriate settings
- Communicates with students in a clear, respectful, and culturally sensitive manner
- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families

Principle 3—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice. In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;

- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences. Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community; Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community; Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle 4 - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology. In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning
- Considers the ramifications and public perception of using social media
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students

Reporting Procedure for Suspected Violation of the Code of Conduct

Any member of the school community (staff, students, parents/guardians or any other person associated with the school in any way) must report suspected violations of the Code of Conduct immediately to the Clinical Director or the Special Education Administrator. The report shall promptly be reduced to writing.

In accordance with NH ED 510.05, any credential holder shall report any suspected violation of the code of conduct - on or off duty - following the school reporting procedures. The reporter shall ensure that the administrator in charge receives the report, so that steps can be taken to fully investigate and additional required reporting can take place. The Clinical Director or the Special Education Administrator must make further reports to the Bureau of Credentialing as follows:

- When the administrator has knowledge that a credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V;
- When the administrator has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.

Additionally, if a credential holder suspects that the head administrator at the school has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential

holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

Credentialed holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to his or her immediate supervisor and the department of health and human services, pursuant to RSA 169-C:29.

Process by which Allegations are Investigated by the School

Allegations of teacher misconduct will be thoroughly investigated in a manner that is timely in the context of the unique situation. Investigations will include, but are not limited to:

- Allegations will be reduced to writing, with as much specificity as possible.
- The individual who alleges the misconduct will be confidentially interviewed; clarification will be sought including other potential witnesses, additional evidence that may help the administration understand the situation, or any other information relevant to the allegations.
- Other potential witnesses will be confidentially interviewed, and any/all relevant evidence or documentation will be reviewed.
- The educator accused of misconduct will be informed of the allegations and relevant evidence, and will be provided the opportunity to present additional evidence along with his or her account of the alleged incident.
- Upon full and careful review of all available information, the administration will make a determination regarding the allegations and the appropriate course of action.
- The administration of Lexington Academy will take any and all steps to ensure the health and safety of all members of the school community during and after the reporting process, the course of the investigation and the decision making process.
- All matters of employee discipline will remain confidential.

Tuition Refund Policy

Lexington Academy accepts students placed by School Districts, under special agreement or the individual program approval process, as well as parent placements. The rates charged for tuition and specific types of supplemental services will be the same for all students. However, some procedures for billing and tuition refunds (if applicable) will vary depending upon the type of placement.

School District Placements

Districts will be billed at the end of each term for IEP-driven tuition and supplementary services as long as the student is enrolled at Lexington Academy. In the event that the IEP team determines that a different special education placement is necessary, billing will conclude after the last date of formal placement at Lexington Academy. There will be no refunds for tuition or services provided in accordance with the Individualized Education Program of a student. If a designated school district representative has reason to believe that a billing error occurred, he

or she should contact the Clinical Director. The inquiry will be fully investigated and, if an error is confirmed, the appropriate amount will be refunded or adjusted in the next billing cycle depending upon the preference of the school district..

Parent Placements

Parents or guardians will be billed prior to the beginning of the school year (or admittance) for all tuition and supplementary services for the school year. This must be paid in advance in order for the student to enroll. If a student is formally withdrawn from the school by the parent/guardian, tuition and supplementary services fees for the remainder of the year will generally not be refunded. If the treatment plan changes during a term, parents will be billed for, or refunded, the difference. Any parent or guardian who has reason to believe that a billing error occurred should contact the Clinical Director or Special Education Administrator. The inquiry will be fully investigated and resolved as quickly as possible; and, if an error is confirmed, the appropriate amount will be refunded.

If extenuating circumstances merit a possible waiver of the Lexington Academy refund policy, the parent should contact the Clinical Director or the Special Education Administrator in writing stating the rationale for an exception. The information shared will be kept confidential.

Child Restraint and Seclusion Practices

As defined in NH RSA 126-U:1: "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs.

Restraint shall not include:

- Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.
- The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
- Physical devices or other physical holding when used to permit a child to participate in activities without the risk of physical harm.
- The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
- The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

Restraint as defined NH RSA 126-U:1 shall only be used at Lexington Academy to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. The determination of whether the use of restraint is justified

may be made with consideration of all relevant circumstances including, but not limited to, whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others and/or the proximity or likelihood of imminent danger. Restraint shall never be used explicitly or implicitly as punishment for the behavior of a child.

As defined in NH RSA 126-U:1: "Seclusion" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier.

Seclusion shall not include:

- The voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave.
- Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.

Seclusion as defined in NH RSA 126-U:1 shall not be used at Lexington Academy.

On an annual basis, all direct service employees or staff at Lexington Academy will receive training regarding the definitions of restraint and seclusion under the law, the prohibition of seclusion at the school, and the limited emergency circumstances under which restraint can be used at Lexington Academy. Such training will include strategies to intervene using safe restraint techniques to be used only to avoid imminent danger or prevent serious bodily harm.

Parents/guardians will be notified in writing of the restraint and seclusion policy at Lexington Academy annually in this Student Handbook and Program of Studies.

Any member of the Lexington Academy educational community who has a question, concern or complaint about restraint and seclusion practices at Lexington Academy should contact the Clinical Director of the Special Education Administrator to discuss/resolve the matter.

The intent of this Grievance Policies section is to provide information and the means to resolve important grievances promptly and at the lowest possible level. Nothing in the Grievance Policies section of this handbook is intended to prevent stakeholders from exercising their rights to lodge complaints or pursue resolution through any other processes.

Required Written Acknowledgement

This Student Handbook and Program of Studies is updated and distributed to parents/guardians annually. Annual written confirmation by the parent or guardian is required. Please see the following, detachable page.

Parental Confirmation of Handbook Receipt & Understanding

My signature below confirms that I have received the 2022/2023 Program of Studies and Student Handbook for Lexington Academy. It furthermore indicates that I understand the contents of this document and that I will review and reinforce it with my child.

Parent Signature

Printed Name

Student Name

Date

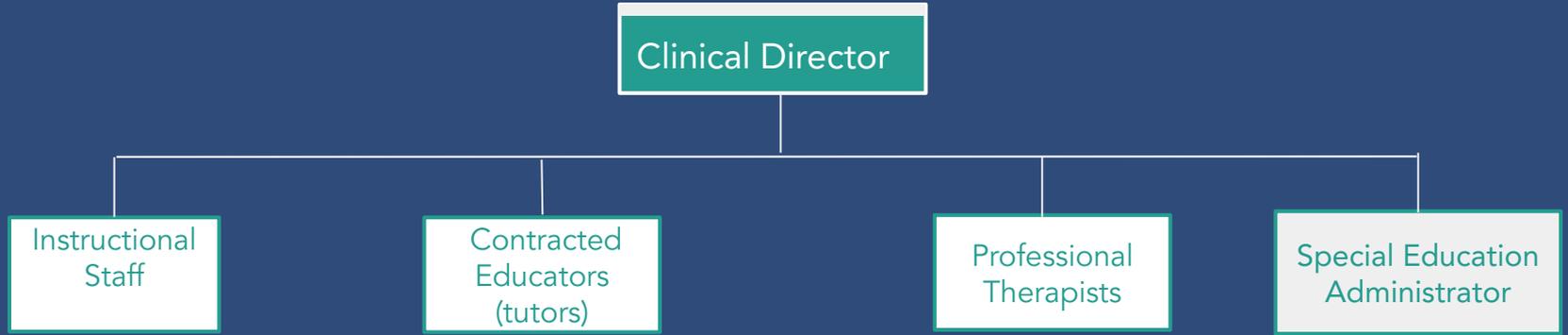
	Lexington Academy				
	Academic Program Time Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:25 AM	Arrival	Arrival	Arrival	Arrival	Arrival
8:30 AM	Recess	Recess	Recess	Recess	Recess
8:45 AM	English &	English &	English &	English &	English &

	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30 AM	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention
10:15 AM	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:30 AM	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Noon	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM	Individualized Therapy or Intervention	Health Education			
1:15 PM	Science	Social Studies	Science	Social Studies	
1:30 PM					Arts Education
2:00 PM	Academic Application	Academic Application	Academic Application	Academic Application	
2:35 PM	Recess	Recess	Recess	Recess	Recess
2:50 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
<i>Note: Academic Application is a time when ICT and Library Media Skills are integrated into academic content areas for practice and maintenance of key skills in context.</i>					

Lexington Academy

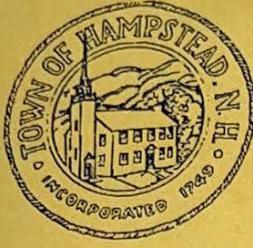
Organizational Chart

Organizational Chart



Lexington Academy

Certificate of Occupancy



TOWN OF HAMPSTEAD

Building and Code Enforcement
11 MAIN STREET • HAMPSTEAD, NEW HAMPSHIRE 03841
603-329-4100 x116
www.hampsteadnh.us

Certificate of Use and Occupancy Town of Hampstead, New Hampshire

This form indicates that the rear building located on 266 East Main Street, on Map 18 Parcel 111 may be occupied as Lexington Academy.

In accordance with the provisions of the Building Code and Town Regulations and any other regulations as may apply.

Certificate issued to: Renee LeCain

Address: 20 Mary Clark Drive Hampstead, NH 03841

Permit Number: A6116-21

Building Inspector

Date

Note: The administrative agency responsible for performing inspections has, to the best of its ability, verified governing code compliance for this project. However, issuance of this Certificate of Occupancy does not relieve the contractor of any obligations as outlined under NH RSA 155-A:2 VII for governing code compliance issues that may be discovered after the issuance date of this document.

WHITE: Building Office Copy Gold: Applicant

Lexington Academy

Zoning

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL ZONING VERIFICATION FORM

(Please Print)

Name of Nonpublic School: Lexington Academy, LLC
School's Physical Address: 266 E. Main St East Hampstead NH 03826
Applicant's Name: Renee Lecain Tel Number: 603-819-9142

Instructions: If zoning action **is not** required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above **DOES CONFORM** to the zoning requirements of

(City/Town) Hampstead

Comments: occupancy is a permitted use in The Commercial Zone.

Name of Official: (please print) Kristopher Emerson Signature: [Signature]

Date: 3/15/2022 Telephone: 603-329-4100x4 Email: kris_emerson@comcast.net

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) _____

Check one.

No restrictions were specified by the zoning authority.

Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) _____ Signature: _____

Date: _____ Telephone: _____ Email: _____

Lexington Academy

Fire Inspection



**NEW HAMPSHIRE DEPARTMENT OF SAFETY
DIVISION OF FIRE SAFETY
OFFICE OF THE STATE FIRE MARSHAL**
Physical address - 110 Smokey Bear Blvd, Concord, NH 03301
Mailing address - 33 Hazen Drive, Concord, NH 03305
Main voice 223-4289 - Main fax 223-4294

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from NFPA 101, 2015 edition and other current applicable codes.

The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).

Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)

NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)

1. **School Name (Type Answer) **Required**
Lexington Academy
(100 character limit; 83 remaining.)

2. **School Address (Type Answer) **Required**
266 East Main St.
(100 character limit; 83 remaining.)
3. **School Phone Number (Type Answer) **Required**
603-819-9142
(25 character limit; 21 remaining.)
4. **Inspected By (Type Answer) **Required**
William Warnock
(50 character limit; 35 remaining.)
5. **Inspection Organization Name (Type Answer) **Required**
Hampstead Fire Department
(50 character limit; 25 remaining.)
6. **Inspector Contact Number (Type Answer) **Required**
603-396-3787
(25 character limit; 13 remaining.)
7. **Date of Inspection (Example: MM/DD/YYYY)**
5/2/2022
8. **Building Name (Type Answer) **Required**
Lexington Academy
(50 character limit; 33 remaining.)
9. **Assembly Occupancies - All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 (Select one)**
 Pass
 Fail
 N/A
10. **Assembly Occupancies - Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1 (Select one)**
 Pass
 Fail
 N/A
11. **Assembly Occupancies - Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3 (Select one)**
 Pass
 Fail
 N/A
12. **Assembly Occupancies - When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1 (Select one)**
 Pass
 Fail
 N/A
13. **Means of Egress - Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2 (Select one)**
 Pass
 Fail
 N/A
14. **Means of Egress - Grade 2 students are restricted from occupying any floor level more than one level above exit**

discharge. NFPA 101 Ch. 15.2.1.3 (Select one)

- Pass
- Fail
- N/A

15. Means of Egress - All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2 (Select one)

- Pass
- Fail
- N/A

16. Means of Egress - Shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1 (Select one)

- Pass
- Fail
- N/A

17. Means of Egress - Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2 (Select one)

- Pass
- Fail
- N/A

18. Means of Egress - All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2 (Select one)

- Pass
- Fail
- N/A

19. Means of Egress - There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5., 13.2.5.1.3, 15.2.5.2 (Select one)

- Pass
- Fail
- N/A

20. Means of Egress - There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3 (Select one)

- Pass
- Fail
- N/A

21. Means of Egress - All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4 (Select one)

- Pass
- Fail
- N/A

22. Means of Egress - There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6 (Select one)

- Pass
- Fail
- N/A

23. Means of Egress - All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1 (Select one)

- Pass
- Fail
- N/A

24. Means of Egress - All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7 (Select one)
- Pass
 Fail
 N/A
25. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2. For assembly occupancies, those distances are 200 feet or 250 feet, respectively. NFPA 101 Ch. 13.2.6.2 (Select one)
- Pass
 Fail
 N/A
26. Means of Egress - All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1 (Select one)
- Pass
 Fail
 N/A
27. Means of Egress - Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1 (Select one)
- Pass
 Fail
 N/A
28. Means of Egress - There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1 (Select one)
- Pass
 Fail
 N/A
29. Means of Egress - Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2 (Select one)
- Pass
 Fail
 N/A
30. Means of Egress - There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3 (Select one)
- Pass
 Fail
 N/A
31. Means of Egress - There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1 (Select one)
- Pass
 Fail
 N/A
32. Protection - All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2 (Select one)
- Pass
 Fail
 N/A
33. Protection - All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1 (Select one)
- Pass
 Fail
 N/A

34. **Protection - All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1 (Select one)**
- Pass
 Fail
 N/A
35. **Protection - Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2 (Select one)**
- Pass
 Fail
 N/A
36. **Protection - The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1 (Select one)**
- Pass
 Fail
 N/A
37. **Protection - There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6 (Select one)**
- Pass
 Fail
 N/A
38. **Protection - The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7 (Select one)**
- Pass
 Fail
 N/A
39. **Protection - Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3 (Select one)**
- Pass
 Fail
 N/A
40. **Protection - The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7 (Select one)**
- Pass
 Fail
 N/A
41. **Protection - The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5 (Select one)**
- Pass
 Fail
 N/A
42. **Protection - All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3 (Select one)**
- Pass
 Fail
 N/A
43. **Protection - Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5 (Select one)**
- Pass
 Fail
 N/A

44. **Protection - All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1 (Select one)**
- Pass
 Fail
 N/A
45. **Protection - All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3 (Select one)**
- Pass
 Fail
 N/A
46. **This item has been removed. Please select N/A below and continue (Select one)**
- N/A
47. **Operating Features - There is an approved emergency plan available. NFPA 101 Ch. 15.7.1 (Select one)**
- Pass
 Fail
 N/A
48. **Operating Features - Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300 (Select one)**
- Pass
 Fail
 N/A
49. **Operating Features - Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1 (Select one)**
- Pass
 Fail
 N/A
50. **Operating Features - There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2 (Select one)**
- Pass
 Fail
 N/A
51. **Operating Features - The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3 (Select one)**
- Pass
 Fail
 N/A
52. **Portable Classrooms - Modular classrooms are labeled with the required certification. Saf-C 3300 (Select one)**
- Pass
 Fail
 N/A
53. **Portable Classrooms - If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300 (Select one)**
- Pass
 Fail
 N/A
54. **Required Building Inspection Documentation - Fire extinguisher monthly visual inspection and annual inspection. (Select one)**
- Pass

- Fail
- N/A

55. **Required Building Inspection Documentation - Emergency lighting testing monthly and annually (Select one)**

- Pass
- Fail
- N/A

56. **Required Building Inspection Documentation - Commercial kitchen hood cleaning and inspection within 6 months (Select one)**

- Pass
- Fail
- N/A

57. **Required Building Inspection Documentation - Daily egress check by school staff (Select one)**

- Pass
- Fail
- N/A

58. **Required Building Inspection Documentation - Annual fire alarm test report any with deficiencies noted. (Select one)**

- Pass
- Fail
- N/A

59. **Required Building Inspection Documentation - All deficiencies in the annual fire alarm report have been addressed. (Select one)**

- Pass
- Fail
- N/A

60. **Required Building Inspection Documentation - Annual sprinkler test report with any deficiencies noted. (Select one)**

- Pass
- Fail
- N/A

61. **Required Building Inspection Documentation - All deficiencies noted in the annual sprinkler inspection report have been addressed. (Select one)**

- Pass
- Fail
- N/A

This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and serves as a list of best practices.

62. **School Security and Emergency Planning - All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter (Select one)**

- Pass
- Fail
- N/A

63. **School Security and Emergency Planning - If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. (Select one)**

- Pass

- Fail
- N/A

64. **School Security and Emergency Planning - The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-FMO 300] (Select one)**

- Pass
- Fail
- N/A

65. **School Security and Emergency Planning - The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans (Select one)**

- Pass
- Fail
- N/A

66. **Comments/Notations (Type Answer)**

(500 character limit; 500 remaining.)

67. **Follow-Up: Based upon the information collected on this form, a corrective action (Check all that apply)**

- Is Required
- Is not Required
- If corrective action is required, when do you anticipate it will be completed? Date: _____

68. **An approved plan of correction (Select one)**

- Will be submitted to the local fire department
- Will not be submitted to the local fire department

69. **A re-inspection of this facility (Check all that apply)**

- Is required
- Is not required
- If a re-inspection is required, it will occur on or before? Date: _____

Submit My Information

Lexington Academy

Health Inspection

New Hampshire Department of Education
 Bureau of School Safety and Facility Management
 101 Pleasant Street, Concord, NH 03301-3852
 Telephone (603) 271-3620

School Health Inspection Form

Last revised: June 22, 2020

SCHOOL INFORMATION		
School Name: <i>Lexington Academy, LLC</i>	Address: <i>266 E. Main St</i>	SAU #:
Town/City: <i>E. Hampstead</i>	State: <i>NH</i>	Zip: <i>03826</i>
School Contact: <i>Kenée LeCain</i>	Title: <i>Owner</i>	Enrollment:
Name of each building used by students:		
Year each building was built: <i>1976 / 1980's</i>		
Water supply (municipal, well, etc.): <i>offsite HAWC</i>	Wastewater system (municipal, septic, etc.): <i>septic</i>	
INSPECTION INFORMATION		
Inspector's name: <i>KRISTOPHER Emerson</i>	Organization: <i>Town of Hampstead</i>	Inspector's phone: <i>603-329-4100x4</i>
Inspector's email: <i>KRIS_emerson@comcast.net</i>	Were all buildings used by students inspected (Y/N)?	Date of Inspection: <i>3/15/2022</i>
INFORMATION/INSTRUCTION		
<p>A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.</p> <p>The health inspection must be performed by a health official, not a school employee. Visit https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf for a list of local health officers.</p> <p>Kitchen inspections are not acceptable substitutes for the health inspection.</p> <p>It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.</p> <p>Attach the following to the health inspection form, if applicable:</p> <ul style="list-style-type: none"> ○ Most recent septic tank pumping service ○ Asbestos inspection reports for buildings built before 1990 ○ Animal vaccination certificates, if applicable ○ Swimming pool testing records, if applicable <p>Please submit the completed form to the NH Department of Education as follows:</p> <ul style="list-style-type: none"> ○ Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Public charter schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Non-public schools – email the form to Shireen Meskoob at: shireen.meskoob@doe.nh.gov 		

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	<input type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> NA	
	Notes: <i>STUDENTS BRING THEIR OWN SNACKS.</i>			
6. Are toxic materials clearly labeled and properly stored away from food?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
8. Are water fountains clean with sufficient water pressure?	<input type="radio"/> YES	<input type="radio"/> NO		
	Notes: <i>NO WATER FOUNTAINS</i>			

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)	CORRECTIVE ACTION	CORRECTIVE DATE
9. Is there a pump schedule for the septic system?	<input checked="" type="radio"/> YES NO NA Notes: <i>Just pumped</i>		
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	YES <input checked="" type="radio"/> NO Notes:		
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	YES NO <input checked="" type="radio"/> NA Notes:		
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please attach findings.	YES NO <input checked="" type="radio"/> NA Notes: <i>New occupancy</i>		
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)	CORRECTIVE ACTION	CORRECTIVE DATE
13. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	YES <input checked="" type="radio"/> NO Notes: <i>no leaks observed</i>		
14. Is there any mildew or mold present? If so, please describe the condition and location.	YES <input checked="" type="radio"/> NO Notes: <i>Does not appear to be any mold or mildew present</i>		
15. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (AHERA, 40 CFR 763, Subpart E and RSA 141-E)	YES <input checked="" type="radio"/> NO NA Notes:		

16. If the building was built before 1978, are you aware of the presence of flaking paint?	YES	<input checked="" type="radio"/> NO	NA		
	Notes:				
17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	<input checked="" type="radio"/> NO	NA		
	Notes:				
18. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES	<input checked="" type="radio"/> NO	NA		
	Notes:				
19. Has the school performed any voluntary air testing for radon?	<input checked="" type="radio"/> YES		NO		
	Notes:				
SMOKING	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
20. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	YES	<input checked="" type="radio"/> NO		✓ with state inspector RE: Regulation	
	Notes: School is private				
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
21. Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	<input checked="" type="radio"/> NA		
	Notes:				
22. Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	<input checked="" type="radio"/> NA		
	Notes:				
23. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	<input checked="" type="radio"/> NA		
	Notes:				
24. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	<input checked="" type="radio"/> NA		
	Notes:				

ADDITIONAL REMARKS

- Facility has recently installed new flooring and everything was painted.

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

Renee Lecain
School contact name and signature

3/15/22
Date

"I acknowledge this form has been completed to the best of my knowledge."

Kristopher Emerson
Inspector name and signature

3/15/22
Date

Lexington Academy

NHED Site Visit Report



New Hampshire

Department of Education

Bureau of School Safety and Facility Management

101 Pleasant Street, Concord, NH 03301-3852

Telephone: (603) 271-3620.

SCHOOL FACILITY INSPECTION FORM

SECTION A - SCHOOL INFORMATION				
Date of inspection: 4/15/22	Time: 10:00 A M	Name of NHDOE inspector: Timothy Carney		
School name: Lexington Academy	Address: 262 East Main Street East Hampstead, NH	SAU#: N/A		
Principal: Renee Lecain	<input checked="" type="checkbox"/> in attendance	Phone number: 603.819.9142		
Facility director: Consultant: Tina McCoy	<input checked="" type="checkbox"/> in attendance	Phone number:		
List name and title of those attendance at the time of the inspection not listed above: N/A				
If multiple building(s) inspected list: N/A				
Number of students: 9	Grades: 3,4,5	Number of portables: None		
Generator: Yes <input type="radio"/> No <input checked="" type="radio"/>	Emergency shelter: Yes <input type="radio"/> No <input checked="" type="radio"/>	Voting location: Yes <input type="radio"/> No <input checked="" type="radio"/>		
SECTION B - DOCUMENT REVIEW - PRIOR TO SITE VISIT				
	YES/NO/NA	DATE	COMMENTS	
Fire inspection complete?	Yes	3/15/22	No issues	
Health inspection complete?	Yes	3/2/22	No issues	
Playground inspection complete?	NA			
IAQ (indoor air quality) survey complete?	NA			
IAQ (indoor air quality) policy	NA			
Emergency Operation Plan uploaded?	NA		will be updated by 9/1/22	
Drinking water sources tested for lead?	Yes	5/13/22	Below actionable levels	
SECTION C - INSPECTION CHECKLIST				
Exterior				
Sewer/Water	YES	NO	NA	COMMENTS
Is water supplied by a municipal system?	<input checked="" type="checkbox"/>			
Is sewer on site? If yes when was it last pumped?		<input checked="" type="checkbox"/>		
Is campus free of sewage odor?	<input checked="" type="checkbox"/>			
Gates/Fencing	YES	NO	NA	COMMENTS
Are gates/fences in good repair? (no holes, vegetation or sharp edges)	<input checked="" type="checkbox"/>			
Are locks and security hardware in good repair?	<input checked="" type="checkbox"/>			
Parking Lots	YES	NO	NA	COMMENTS
Are exits onto public streets free from visibility obstructions?	<input checked="" type="checkbox"/>			
Are parking areas identified (e.g., staff, visitors, students)?	<input checked="" type="checkbox"/>			

Are direction signs and poles in good repair?			✓	
Are paved surfaces in good repair?			✓	
Is ADA parking provided?	✓			
Are all building sides accessible to emergency equipment?	✓			
Are pedestrians protected from traffic flow (e.g., crosswalks, speed bumps)?		✓		
Bus	YES	NO	NA	COMMENTS
Are areas where students congregate while waiting for buses adequate to avoid overcrowding?			✓	
Are "No idling" signs posted?			✓	
Are traffic pattern clearly marked?			✓	
Are parent drop-off and pick-up zones clearly designated and separated from bus traffic?			✓	
Building	YES	NO	NA	COMMENTS
Are signs posted noting the prohibition of smoking inside and outside public school facilities?			✓	
Are exterior walls free from cracks or other damages?	✓			
Are windows free from cracks/broken panes?	✓			
Are stairs, landings and handrails in good repair and fastened securely?	✓			
Is facility generally clean of debris?	✓			
Are dumpsters in enclosed areas and away from intake vents?			✓	No dumpsters
Roofs	YES	NO	NA	COMMENTS
Are roofs in good condition? Free of debris, drainage, physical damage, and structural deformation?			*✓	Not included in non-public review.
Are roofs inspected regularly?			✓	
Are wooden trusses checked?			✓	
Portables	YES	NO	NA	COMMENTS
Are portables connected to main building?			✓	
Is a clear path to main building provided?			✓	
Are bathrooms provided?			✓	
Are portables clean?			✓	
Playgrounds/Fields	YES	NO	NA	COMMENTS
Are play areas separated from vehicle traffic?	✓			
Are kindergarten play areas separated from play areas for older children?			✓	
Is equipment checked for wear and tear?	✓			
Is play area free of tripping hazards (e.g., roots, rocks, uneven pavement and drug paraphernalia)?	✓			
Is 8"-12" of energy absorptive materials provided under/around equipment?	✓			
Do platforms 30" or higher have guardrail/barriers? (20" for preschoolers)	✓			
Are swings less than 18" to ground?			✓	
Do equipment/guardrails have spacing less than 4" or greater than 9"?			✓	

Are outside learning areas free of debris, vegetation and drug paraphernalia?			✓	
Is field house surface free of debris?			✓	
Are benches free of exposed concrete?			✓	
Interior				
Entrances	YES	NO	NA	COMMENTS
Are floor mats provided on the inside of all entrances?	✓			
Are there adequate signs, postings, or window decals to direct visitors to the main office?			✓	
Is there a sign in/out sheet for visitors?			✓	
Are visitor badges provided?			✓	
Are windows/doors in good repair?	✓			
Are exterior frames properly caulked/sealed?	✓			
Is the entrance free of evidence of water intrusion?	✓			
Do doors open easily?	✓			
Is the threshold free of trip hazards?	✓			
Do locks/handles appear to meet ADA requirements?	✓			
Hallways	YES	NO	NA	COMMENTS
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	✓			
Are walls in good repair (no significant cracks, tears, holes or water stains)?	✓			
Are floors in good conditions (no broken tiles, torn up carpet)?	✓			
Are carpets vacuumed with HEPA filters?	✓			
Are hallways well lit?	✓			
Are lockers, cabinets, and display cases mounted to wall or floors?			✓	
Are lockers, cabinets, and display cases clean?			✓	
Are drinking fountains ADA accessible?			✓	
Are drinking fountains clean and in good repair?			✓	
Electrical Room	YES	NO	NA	COMMENTS
Is the room clean and free of clutter?			✓	
Are all electrical panels secured?	✓			
Have all electrical circuits been identified?	✓			
Equipment/Boiler Room	YES	NO	NA	COMMENTS
Is room free of odor?			✓	
Are doors shut and locked when not in use?			✓	
Is a 3' clearance provided around all heating equipment?			✓	
Is there safe storage of flammables such as gasoline, spirit fluid, etc. in the furnace/boiler room?			✓	Not included in non-public school inspection.
Is the furnace boiler room free of surface water?			✓	
Are units serviced regularly?			✓	
Are filters changed regularly?			✓	
Are vents clean?			✓	
Are units in good repair?			✓	

Custodian Closets	YES	NO	NA	COMMENTS
Is custodial room orderly and sanitary?			✓	
Are cleaning products properly labeled and stored?			✓	
Are areas around slop sinks dry?			✓	
Are custodians trained in safe and health hazards?			✓	
Stairwells	YES	NO	NA	COMMENTS
Is lighting in stairwells adequate?	✓			
Are stair treads in good repair and have a non-skid material?	✓			
Are handrails in good repair?	✓			
Are handrails minimum of 36" in height?	✓			
Are handrails enclosed to less than 4"?	✓			
Elevators	YES	NO	NA	COMMENTS
Are elevators ADA compliant?			✓	
Are elevators clean and in good working order?			✓	
Restrooms	YES	NO	NA	COMMENTS
Are there adequate number of restrooms in building?	✓			
Is an ADA bathroom provided?	✓			
Are sink pipes wrapped for ADA compliance?	✓			
Are restrooms in good working order and clean?	✓			
Are restrooms well ventilated?	✓			
Is hot water between 85-125 degrees?				Not tested
Kitchen and Cafeteria	YES	NO	NA	COMMENTS
Is there enough seating provided and in good repair?			✓	
Are staff on hand to respond to a student who is choking?			✓	
Is hood suppression systems inspected/certified by an outside firm?			✓	
Is hood suppression system clean?			✓	
Am Is kitchen floor in good repair?			✓	
Are storage shelves properly secured?			✓	
Are walk in refrigerator in good repair?			✓	
Are refrigerator logs posted and updated daily?			✓	
Is there adequate space to provide lunch?			✓	
Gymnasiums	YES	NO	NA	COMMENTS
Is the gym used for multi-purposes (i.e. lunchroom/art room/music room)? If yes, indicate what other uses it serves.			✓	
Are exit doors and hardware in proper working order?			✓	
Are walls properly covered (e.g., padding)?			✓	
Are showers/changing rooms clean and in good repair?			✓	
Are floors, walls and ceilings in good repair?			✓	
Are seats/bleachers in good repair?			✓	
Is there enough storage space?			✓	
Is storage space orderly?			✓	
Are lights protected from breakage?			✓	

Auditorium	YES	NO	NA	COMMENTS
Are exit doors and hardware in proper working order?			✓	
Are backstage and storage shelves bolted to the floor or wall?			✓	
Are seats fixed and in good repair and fastened securely to the floor?			✓	
Are floors, walls and ceilings in good repair?			✓	
Are stage areas in good repair?			✓	
Is there adequate storage?			✓	
Is the storage orderly?			✓	
Are the stage curtains and riggings inspected by an outside firm? If so, indicate date.			✓	
Health Clinic/Nurse's Office	YES	NO	NA	COMMENTS
Is medication supplies properly locked?			✓	
Is there adequate room for student privacy?			✓	
Other Support Spaces	YES	NO	NA	COMMENTS
Does the guidance office have adequate space?			✓	
Is the teachers' room clean?			✓	
Is the laminator located in a well ventilated area?			✓	
General Classrooms	YES	NO	NA	COMMENTS
Are rooms clean and free of clutter?	✓			
Is furniture clean and in good repair?	✓			
Are classrooms well lit?	✓			
Are windows and screens in good repair?	✓			
Are doors in good repair and open easily?	✓			
Are thresholds free of trip hazards?	✓			
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	✓			
Are walls in good repair (no significant cracks, tears, holes or signs of mildew/mold)?	✓			
Are floors in good conditions (no broken tiles, torn up carpet)?	✓			
Are carpets vacuumed with HEPA filters?	✓			
Are shelves, cabinets, and display cases mounted to wall or floors?			✓	
Are extension cords used for temporary use only and cords not daisy chained?			✓	
Is there adequate space to move around?	✓			
Is classroom temperature well controlled?	✓			
Is there air circulation while room is occupied?	✓			
Is the HVAC system quiet when running?	✓			
Is the ventilation unit clear of objects (i.e., not blocked, top or bottom)?	✓			
Is there a return diffuser?			✓	
Is the room odor free (e.g., no air fresheners)?	✓			
Rooms with Animals	YES	NO	NA	COMMENTS
Are animals kept in secured cages?			✓	

Do all animals have a current certificate of good health from a licensed veterinarian?			✓	
Is fecal material adequately cleaned from the cage on a regular basis?			✓	
Is disinfectant readily available for those students or staff handling the animals or cleaning their cages?			✓	
Are aquariums and stands properly secured and anchored?			✓	
Media Center, Library and Technology Center	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			✓	
Is there appropriate storage space?			✓	
Is space well lit?			✓	
Are shelves, cabinets, and display cases mounted to wall or floors?			✓	
Does space appear to be ADA compliant (e.g., tables and desks are 36" from each other)?			✓	
Are computers away from heat/water source?			✓	
Science Rooms	YES	NO	NA	COMMENTS
Is emergency eyewash and shower equipment readily available and regularly tested?			✓	
Are the MSDS properly managed?			✓	
Is the chemical room clean and well ventilated?			✓	
Are all containers of chemicals properly labeled and stored?			✓	
Are heavy items stored on lower shelves?			✓	
Are shelves, cabinets, and display cases mounted to wall or floors?			✓	
Is a first aid kit available?			✓	
Is the chemical fume hoods in working order?			✓	
Art Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			✓	
Is adequate storage area available?			✓	
Is storage room clean and organized?			✓	
Are fire blankets and/or fire extinguisher available?			✓	
Are kilns and storage room properly ventilated?			✓	
Are shelves, cabinets, and display cases mounted to wall or floors?			✓	
Are heavy items stored on lower shelves?			✓	
Music Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			✓	
Is adequate storage area available?			✓	
Is music room located away from quiet areas of building?			✓	
Life Skills Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			✓	
Is adequate storage area available?			✓	

SECTION D – DEFICIENCIES

List of items to be addressed as well as the deadline for completion. For each item, please email NHDOE a photo of the completed work as well as a short description of the work done to address the item(s) listed below:

- 1. None
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Above items due by: _____

SECTION E – RECOMMENDATIONS

List of items recommended. The items are not required for school approval purposes but you may find them helpful in the operation of your facility.

- Several small appliances were found in the building. Although in some cases having small appliances, readily accessible may provide benefits to teaching and learning, they may also present fire safety issues and increased energy costs. It is recommended the district develop a school wide policy or procedures that ensures proper use, this could include an inventory or the small appliances and approval of the small appliances. You may want to reach out to your local fire chief for guidance as well.
- Due to mild odors or other concerns found during inspection, consider reviewing your Indoor Air Quality (IAQ) policy to ensure improved air quality is provided throughout the building.
- Consider contacting Homeland Security and Emergency Management (HSEM) regarding safety protocol sheets. They can be reached at: schoolreadiness@dos.nh.gov
- Overly cluttered classrooms can be more of a distraction than an aid to learning. In addition, they can provide poor air quality, supply inadequate temperature, and present safety hazards. One or more classrooms were found to be overly cluttered. It is recommended that you consider routine cleaning/organization and/or training on how to provide a clean and healthy classroom.
- Contacting DOE to schedule a safe and healthy schools training Marjorie.schoonmaker@doe.nh.gov

SECTION F – ACKNOWLEDGEMENT/SIGNATURES

Your facility inspection is not intended to be used as a guarantee or warranty, expresses or implied, regarding the future adequacy, performance or condition of any inspected structure, item or system.

By signing below, I acknowledge the receipt of this form. Your signature does not reflect either your agreement or disagreement with the contents, simply the fact that you have received the form on the date indicated. Failing to sign the form will not affect its validity nor will it delay your facility review.

School official's name & title:	Signature:	Date:
---------------------------------	------------	-------

Lexington Academy

Budget

Lexington Academy Proposed Budget - Year One			Fiscal Year 2023
Submitted as part of the Non-Public School Application Process for the State of New Hampshire, Department of Education (March 2022)			
Account No.	General Description	Projected	Notes
Revenues			
1300	Tuition		
	Regular school year tuition based on an estimate of 8 students enrolled at a daily tuition rate of \$301.50.	430,542.00	\$301.50 per day x 178.5 days x 8 students = \$430,542
	Summer school tuition based on an estimate of 8 students enrolled at a rate of \$301.50 per day.	45,828.00	\$301.50 per day x 19 days x 8 students = \$45,828
1900	Other Revenues		
	Regular school year individualized tutoring for students catered to specific academic needs at a rate of \$95 per hour.	82,080.00	\$95 per hr x 6 hrs x 36 weeks x 4 students = \$82,080
	Summer school individualized tutoring for students catered to specific academic needs at a rate of \$95 per hour.	7,220.00	\$95 x 1.5 hr x 19 days x 4 students = \$10,830
	Total Anticipated Revenue	565,670.00	
Expenses			
Operational Costs			
1100	Regular Education		
110	Salary - one full time certified educator	69,262.00	Based on NH average teacher salary of 62,599 standard school year plus per diem rate for 19 days in summer (6,663).
211	Health Insurance	20,000.00	Based on a two person plan.
212	Dental Insurance	800.00	Based on a two person plan.
213	Life Insurance	36.00	
220	Social Security	4,788.00	\$4,788 plus \$509
290	Other Employee Benefits	50.00	W/C
321	Professional Services for Instruction - content area consultants to elementary education teacher	6,000.00	\$1,500 consultation per year per subject area: science, social studies, PE and health.
323	Professional Services for Pupils - direct contracted services to students pertaining to the arts (music and visual art).	83,790.00	Contracted individualized tutoring at \$47,520 regular school year and \$6,270; direct service music and visual arts \$1,500 per month x 10 months each (x2).
519	Student Transportation - Purchased	1,200.00	Field Trip Transportation estimated at \$300 per trip x 4. \$100 per student (8) general supplies and \$100 per month for printer ink. Curriculum based supplies \$50 per student. Art Supplies \$400.
610	Supplies	2,600.00	
630	Food - water cooler and fresh foods for celebrations	2,000.00	Purchased water for students and fresh foods for celebrations.
640	Books and Information Resources	800.00	Curriculum based books for students est. \$100 per student
643	Information Access Fees - to enhance instruction.	2,360.00	News o matic, online dictionaries, Mystery Doug, online photo library, audible kids.
730	Equipment	4,100.00	2 ipads, 1 desktop computer and 1 printer. Also, curriculum-based science equipment (digital microscopes, etc.)
2120	Guidance		
323	Professional Services for Pupils - one day per week	13,300.00	One day per week of contracted service from a qualified mental health professional to support social emotional learning. \$350 per day for 38 days annually.
2130	Health Services		
321	Professional Services of Nurse	4,000.00	\$100 per hour - estimated at 40 hours per year.
610	Supplies	160.00	First Aid and Nursing Supplies; est \$20 per student.
730	Equipment	100.00	Thermometer.
2200	Support Services for Instructional Staff		
322	Professional Services for Instructional Program Improvement	600.00	Professional learning funds/allocation for one teacher/employee. Mileage estimated for professional activities - based on one trip to Concord per month.
580	Mileage	565.00	
610	Supplies	500.00	Supplies for professional learning days.
640	Books and Information Resources	600.00	Professional learning resources for teacher; professional learning podcasts (\$500) and professional books (\$100).
2220	Educational Media Services		
321	Professional Services for Instruction - Library-Media consultation	1,500.00	Contracted consultation for library-media and enhancement of ICT instruction.
323	Professional Services for Instruction - ICT instruction	4,510.00	Direct contracted services 2 hrs per week x 36 x \$55 = \$3,960 standard school year; summer 10 hrs x \$55 = \$550
640	Books and Information Resources	500.00	Library-media resources for student research.
643	Information Access Fees	250.00	Electronic information resources fees for student research.
2300	Support Services - Administration		
110	Salary - Clinical Director	90,000.00	Year round salary.
211	Health Insurance	20,000.00	Based on two person plan.
212	Dental Insurance	800.00	Based on two person plan.
213	Life Insurance	36.00	
220	Social Security	5,580.00	
290	Other Employee Benefits	50.00	W/C
321	Professional Services for Instruction	6,000.00	Sp Ed Admin - Based on 8 hrs per month x 10 months at \$75 per hour.
610	Supplies	1,200.00	General office supplies including paper products, toner, etc.
730	Equipment	1,500.00	Office copier.
810	Dues and Fees	400.00	ASHA and other fees; membership dues.
890	Miscellaneous Expenditures	500.00	Charitable donations.
2500	Support Services - Business		

330	Other Professional Services	12,200.00	Bookkeeper services 7,200 and independent audit est. at 5,000.			
340	Technical Services	4,500.00	Legal services.			
650	Software	1,200.00	Finance software.			
2600	Operations & Maintenance of Plant Services					
340	Technical Services - IT Support	4,800.00	2 hrs. week x 40 weeks at \$60 per hour.			
410	Utility Services - Trash, Heat & Electricity	6,000.00	Trash removal \$1,800; heat and electric \$4,200			
420	Cleaning Services	5,500.00	\$500 per month x 11 months			
430	Repairs and Maintenance Services	8,000.00				
441	Rental of Land/Buildings	60,000.00	Rent - \$5,000 per month			
490	Other Purchased Property Services	6,500.00	Plowing, shoveling and pest control			
520	Insurance	4,986.00	Renter's insurance, liability/professional liability.			
530	Communication - Phone & Internet	8,400.00	Phone service 4,800; internet 3,600			
540	Advertising	5,000.00	To promote enrollment after NPS approval is gained.			
610	Supplies	750.00	Cleaning supplies and other basic supplies for use of the facility.			
710	Land and Improvements	20,000.00	Greenhouse and garden, outdoor storage shed			
730	Equipment	5,000.00	New playground equipment and related materials			
	Total Anticipated Expenses	503,273.00				
	Total Revenue Less Expenses	62,397.00				



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Education Analytics and Resources
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

June 2022
State Board of Education Meeting
Learn Everywhere Program Renewal Application
New Hampshire Academy of Science
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the renewal application for the New Hampshire Academy of Science's Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Peter Faletra, Ph.D.
New Hampshire Academy of Science, Inc.
95 Dartmouth College Highway
Lyme, NH 03768
603.795.9410

C. Rationale for Action

Ed 1403.03 gives the State Board of Education authority to approve the renewal of Learn Everywhere programs.

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

D. Effects of this Action

Approval of this renewal application will allow the applicant to continue to award credit toward high school graduation to students for an additional five years.

E. Possible Motion

I move that the State Board of Education approve the New Hampshire Academy of Science's Learn Everywhere renewal application.

OR:

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



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

May 26, 2022

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

Re: New Hampshire Academy of Science
Learn Everywhere Program Renewal Evaluation Report

Commissioner,

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

Background

The New Hampshire Academy of Science (NHAS) is a not-for-profit 501c organization, established to promote science and scientific research in the state of New Hampshire. It has a mission to support the scientific research of New Hampshire high school and middle school students and sponsor their attendance at the annual symposium of the largest scientific organization in the world, the American Association for the Advancement of Science. The academy was first established in 1919.

The NHAS was the first organization to submit a Learn Everywhere application to the NHED in the winter of 2020. The NHAS received provisional approval by the State Board of Education on December 10, 2020 to offer four courses (Biology Research, Chemistry Research, Physics Research and Advanced Placement (AP) Biology) for credit to be applied toward High School graduation. To date, seven students have been awarded course credit by NHAS under their Learn Everywhere program.

NHAS has submitted an application seeking renewal of their four existing Learn Everywhere courses for an additional 5-year period as described in Ed 1403.04.

NHAS Learn Everywhere Renewal Application Review Process

- The NHAS was notified by NHED of the need to submit a renewal application on March 28, 2022.
- NHAS submitted a renewal application via email to NHED on March 29, 2022. A copy of the application is attached.
- As required by Ed 1403.02, NHED reviewed the renewal application and notified the NHAS that the application was complete on April 14, 2022.
- In accordance with the requirements of Ed 1403.02(a) NHED formed an ad hoc Learn Everywhere program approval committee consisting of the following people.

Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for the NHED. The AEP position has replaced the Administrator of the Office of Academics and Professional Learning (OAPL) which is cited in Ed 1403.02(a)(1)a. Mr. Carney, who will serve as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

Dr. Nathaniel Greene - Nate Greene is the Administrator of the Bureau of Educational Opportunities within the NHED and has extensive experience with public K-12 education. He holds a Doctorate in Educational Leadership and a Master's degree in Curriculum and Instruction. He was a public high school science teacher for 11 years and served as a building principal and a district federal grant director before joining the NHED. Dr. Greene's participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of High School Science.

Joy Gobin, M.Ed. – Ms. Gobin is a 38-year certified New Hampshire public educator. She is certified as a Special Education Administrator, K-12 Reading and Writing Specialist, as well as holding multiple Special Education certifications. She has taught K-16 and has been an adjunct at River Valley Community College. She was a School-to-Work Coordinator for many years as well. Her role as Extended Learning Opportunity (ELO) Coordinator at Lebanon High School includes creating and implementing ELO's and Running Start Liaison for more than 200+ students a year. She is on the Extended Learning Opportunity Network Executive Board as the South West Regional Chair. Ms. Gobin's participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the Extended Learning Opportunity Network.

John Tietjen, M.A. Ed. - Mr. Tietjen is a New Hampshire educator with 18 years of experience teaching secondary science in Washington and New Hampshire. He holds endorsements in New Hampshire in Chemistry, Physical Science, Principal, and Curriculum Administrator. He has a Bachelor of Science in Secondary Education Science Broadfield from Montana State University and a Masters of Arts in Educational Leadership and Administration from The George Washington University. Mr. Tietjen's participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of High School Science.

Mary Wenig – Ms. Wenig is a New Hampshire educator with 36 years of experience teaching secondary science in New Hampshire. She holds endorsements in New Hampshire in Biology with HQT status in Chemistry. She has a Bachelor of Arts in Biology from the University of Maine (Orono); although she has not completed a master’s program, Mary has taken many graduate level science courses to continue her education. Ms. Wenig’s participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of High School Science.

- Each Committee member was provided with a copy of the NHAS Learn Everywhere Application along with a guidance document outlining the review items as specified in Ed 1403.02(d).
- The individual Committee member reviews were submitted back to the AEP on or before May 10, 2022 at which point this evaluation report was initiated by the AEP.

Summary of the Committee Review

The Committee members did not identify any areas of concern with either the NHAS Learn Everywhere program or the application. To the contrary, the Committee members praised both the program itself and the thoroughness of the application. This is illustrated by the quotes below which were copied directly from the individual Committee review documents.

“NH Academy of Science is the gold standard for Learn Everywhere. As an ELO Coord. at Lebanon HS, I have worked directly with NHAS since 2017. The instructors are engaging and have provided wonderful opportunities for students to participate in research that is at a professional level. The depth of knowledge, experiences, and resources the NHAS offers is superior. NHAS collaborates with the Lebanon HS science teachers who oversee this ELO. Dr. Kelly Salmon and Alyson Michael were in our building yesterday to see the students' final presentations. The application meets all of the criteria. I fully endorse this application.”

“The NHAS Learn Everywhere Application is detailed and conforms to all the requirements of the Ed regulations. This is an excellent example of a learn everywhere application and the program is a fantastic opportunity for students to engage in science beyond the classroom in a rigorous, academic environment.”

“The documentation provided by the NHAS is thorough, and explicitly addresses each of the criterion referenced above.”

Statement of Program Changes

Ed 1403.04 requires an applicant for renewal of a Learn Everywhere program to submit to NHED one of the following statements:

- (1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

The NHAS has provided a required statement that aligns with (1) above indicating there have been no changes to the program or documentation required. A copy of the NHAS statement is attached.

Student Course Evaluations

Ed 1403.04((d) requires that the State Board of Education shall not issue a renewal of a one-year provisional approval without reviewing all student course evaluations received pursuant to 1407.01. For convenience, the student course evaluations completed by NHAS Learn Everywhere program participants are attached.

Closing

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

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

Respectfully submitted,



Timothy C. Carney
Administrator of Educational Pathways

Attachments - NHAS Learn Everywhere Renewal Application
NHAS Statement of No Program Changes
NHAS Student Course Evaluations

NHAS Learn Everywhere Renewal Application



New Hampshire

Department of Education

Learn Everywhere Program Initial Application and Related Documentation

Sponsoring Organization Name	 The New Hampshire Academy of Science
Purpose, mission statement, or both	<p>The <i>New Hampshire Academy of Science, Inc.</i> (NHAS) has a mission to support the scientific research of New Hampshire high school and middle school students and to sponsor their attendance at the annual symposium of the largest scientific organization in the world, the American Association for the Advancement of Science (AAAS). The NHAS is a not-for-profit 501(c)(3) organization, Federal Tax ID #46-5758781 and an affiliated organization of the AAAS.</p> <p>Our Broader Mission is to:</p> <ul style="list-style-type: none">• further the work of scientists and future scientists in New Hampshire;• provide a forum for scientific discussion, interaction, and collaboration with the general public;• increase public understanding and appreciation of the importance and promise of science in human welfare and progress;• encourage authentic scientific research by having scientists mentor students in middle and high school.
Name of Primary Contact	Peter Faletra, PhD
Address	49 Mountain Meadow Rd. Warren NH, 03279
Phone Number and website	www.NHAcadSci.org 603-764-5284

1. A description of demonstrated qualifications and a statement assuring that the instructor satisfies those qualifications:

New Hampshire Academy of Science (NHAS) requires all teaching personnel to have undergraduate degrees in science from accredited colleges or universities as well as a demonstrated background in scientific research.

All supervisors have advanced degrees in science as well as teaching experience. The Executive Director of the NHAS, Dr. Peter Faletra, serves as oversight director of all courses. Dr. Faletra was a NH certified teacher of middle school science and high school Biology for 10 years. He is an accomplished research scientist with numerous peer-reviewed publications.

The two other NHAS instructors are Dr. Kelly Salmon and Alyson Michael. Dr. Salmon is a senior scientist with a PhD in molecular biology. She has 3 years' experience administering our programs with middle school and high school students and has experience teaching ethics at the graduate school level. Alyson Michael has an MS in Chemistry from Dartmouth College. She has an undergraduate degree in biochemistry from Ohio Wesleyan University and has taught chemistry labs to undergraduates at Dartmouth College.

More information about our staff and their qualifications may be found [here](#).

2. A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

NHAS Criminal History Records Check Policy.

In accordance with NH RSA189-13a, the NHAS requires all staff, substitutes, volunteers and contracted service providers to complete a criminal history records check through the NH Criminal Records Unit, with results received at the NHAS office, BEFORE they will be approved for hire and/or allowed in the lab or programs, whether in-person or virtually.

Instructional Programs

1. Identification of the education, program, or opportunity from Ed 306.27(t) for which students completing the learn everywhere program shall receive high school credit(s);

We are applying for the following 4 instructional courses for which one high school credit each will be given in recognition of student's achievement:

- 1) Biology Research (Life Science) 1 credit**

- 2) **Chemistry Research** (Physical Science) 1 credit
- 3) **Physics Research** (Physical Science) 1 credit
- 4) **AP Biology** (Life Science) 2 credits

2. An outline of each program for which approval is sought, which includes goals, competencies, and a description of expected student outcomes;

Research in Biology, Chemistry, and Physics

Our research experiences in biology, chemistry, and physics all will share the following general outline and structure.

The **goals** of each NHAS research program include providing the following in accordance with Ed 306.45(e):

- (1) Opportunities for student researchers to learn first-hand the impact, limitations, fundamental principles, and methods of scientific research;
- (2) Opportunities for students to form their own hypotheses, design their own experiments, record their observations, analyze their data, and draw their own conclusions for their own scientific research project;
- (3) Opportunities for students to gain an understanding of the attitudes, ethics, and problem-solving techniques needed for life in a complex technological society;
- (4) Mentoring, fieldwork, and experimentation designed to enable students to:
 - a. Gain experience with the methods of studying natural phenomena;
 - b. Develop an understanding of the interrelationship and interdependence of living organisms and the role of a biological organism in the physical world;
 - c. Advance scientific knowledge through engagement of the scientific method of investigation with an emphasis on the role of observation and experimentation;
 - d. Gather scientific data through laboratory work, field work, and computational research;
 - e. Present their data graphically and interpret graphically-presented data from the scientific literature;
 - f. Use their experimental data to draw conclusions and make inferences;
 - g. Develop scientific problem-solving skills that can be employed to solve problems in everyday situations;
 - h. Communicate quantitative and qualitative data clearly and concisely through the written word, mathematical relationship, and oral presentations.
 - i. Understand and apply the unifying concepts and principles within the natural sciences;
 - j. Develop an awareness of the philosophical, ethical, legal, political, and economic impacts of science and technology;
 - k. Appreciate that science is a human endeavor that builds upon the work of generations of scientists;

- I. Become aware of the concerns around the current and future impacts of science and technology on society and the environment.

Authentic scientific research includes, but is not limited to:

- In-person and online lessons that provide the knowledge base and background concepts required for full engagement with authentic research experiences. See example listing of lessons [here](#).
- Creation of a written research proposal that includes:
 - Background literature search
 - Hypothesis
 - Material
 - Methods
 - Research plan with timeline
- Completion of a research project that includes:
 - Training by the instructors in the experimental techniques needed to conduct the research
 - A research plan
 - Adjustments to the research plan based on preliminary findings
 - Collection of quantitative and qualitative data
 - Statistical analysis of the gathered data, when appropriate
 - Drawing of conclusions based on gathered data
- Writing and revising a summary paper, which shall include:
 - Abstract
 - Introduction
 - Materials
 - Methods
 - Results
 - Discussion
 - Conclusion
 - Bibliography
- Presentation of research to the scientific community, which shall include at least one of the following:
 - Preparation of a scientific conference style poster for presentation to experts in the field, NHAS mentors, and student-peers
 - Oral presentation of results/conclusions to experts in the field, NHAS mentors and student-peers
 - Compilation of a summary video describing the investigation and major results/conclusions
- After completing a revision process, the research may be:
 - Submitted for peer-review by NHAS mentors

- Published in the proceedings of the AAAS meeting or an appropriate peer-reviewed academic journal

The **shared competencies** of the research programs in biology, chemistry, and physics include, but are not limited to:

- (1) Proficiencies in experimental design including:
 - a. Positive and negative controls
 - b. Experimental planning
- (2) Proficiencies in experimental data analysis employing:
 - a. Spreadsheets for data compilation and analysis
 - b. Presenting data in multiple graphical and tabular formats
- (2) Proficiencies in technical writing including:
 - a. Development of an experimental proposal
 - b. Compilation of a summary paper outlining the key findings of the long-term investigation
- (3) Proficiencies in scientific presentation demonstrated by completion of one of the following:
 - a. Preparation of a professional scientific poster for presentation at a scientific conference
 - b. Verbal presentation of the findings of the investigation
 - c. Compilation of a video describing the investigation and its key findings

The **shared outcomes** of the research programs in biology, chemistry, and physics include, but are not limited to:

- Submission of research proposal that includes, but is not limited to:
 - Background of research to be conducted
 - Hypothesis to be investigated
 - Proposed methods to be used
 - List of required materials and instrumentation
 - Research plan with timeline for the long-term multi-experiment investigation
- Maintenance of a detailed laboratory notebook that will contain:
 - Records of observations, data collection, and results of experiments/investigations
 - Summary records of weekly correspondence or meetings between student and respective instructor
 - Records of experimental data
- Submission of a summary paper after several rounds of edits made by the student and instructor. It will, in form and substance, resemble an article

from a peer reviewed scientific journal through the inclusion of the following sections:

- Abstract
 - Introduction
 - Materials
 - Methods
 - Results
 - Discussion
 - Conclusion
 - Bibliography
- Communication of the results of the long-term research investigation via one, or more, of the following:
 - Preparation of a professional scientific conference style poster for presentation to experts in the field, NHAS mentors, and student-peers
 - Oral presentation of results/conclusions to experts in the field, NHAS mentors and student-peers
 - Compilation of a summary video describing the investigation and major results/conclusions
 - Submission for peer-review by NHAS mentors, if appropriate
 - Publication in the proceedings of the AAAS or an appropriate academic journal, if accepted.
 - A total of at least 140 hours is expected to be required for completion any of the three research courses.
 - A minimum of 20 hours of preparation for experimentation is expected to be done outside of the scheduled time in the lab.
 - The research project is expected to be complex enough to require at least 75 hours of experimentation.
 - It is expected that students will participate in at least 15 hours of team meetings and supplemental lectures.
 - It is anticipated that at least 30 hours will be spent by the student in the preparation of the summary paper and presentation(s).
 - In some cases, the research may lead to:
 - Abstract publication
 - Presentation to regional and or national science communities
 - Full paper publication as a pre-print or peer-reviewed paper in appropriate journals
 - Attendance as a NH student delegate to the American Association for the Advancement of Science annual meeting
 - Induction into the American Junior Academy of Science

Goals, competencies, and outcomes specific to each field of research offered are listed below.

1) Biology Research (Life Science)

- The specific **goals** of the **Biology Research course** will include, but are not limited to:
 - Empowering students to comfortably work in a biological research laboratory environment
 - Introducing of students to the variety of careers available in biological research
 - Developing students' skills in biology-specific laboratory techniques
- The **competencies** specific to the **Biology Research course** will include, but are not limited to:
 - Proper application of all safety procedures of a BSL-1 laboratory including the safe use of all instruments that will be used in the students' investigations
 - Ethics training, guided by the National Institutes of Health standards, to enable the ethical design and execution of a scientific investigation
 - With special emphasis on the ethics of model organism use
 - Proficiency in basic instruments including:
 - Scales and balances
 - Pipettes of a variety of sizes
 - Both manual and semi-automated
 - Scientific glassware for:
 - Volume measurements
 - Compound preparation and dispensation
 - Chemical and specimen storage
 - Microscopes appropriate for the investigation, which may include:
 - Stereo zoom microscopes
 - Compound microscopes
 - Fluorescent microscopes
 - Autoclave for sterilization
 - Clean/sterile hood for sterile sample preparation
 - An understanding of differences in precision, accuracy, and resolution in measurements
 - Proficiency in aseptic techniques, depending on area of investigation
 - The ability to design and apply single- and double-blind experiments when appropriate
 - Statistical analysis of large populations of data, when appropriate, including:
 - Discernment of significant differences in data sets via parametric or non-parametric analyses about a mean
 - The most common techniques used are anticipated to be the Student's t-test and ANOVA.

- The **outcomes** specific to the **Biology Research course** will include, but are not limited to:
 - Proficiency in biology specific laboratory techniques
 - An understanding of the ethical requirements of biological research
 - The ability to use statistical methods to analyze large datasets

2) *Chemistry Research (Physical Science)*

- The specific **goals** of the **Chemistry Research** course will include, but are not limited to:
 - Empowering students to work in a chemical research laboratory environment
 - Introducing students to the variety of careers available in chemical research related fields
 - Developing student's skills in chemistry-specific laboratory techniques
- The specific **competencies** of the **Chemistry Research** course will include, but are not limited to:
 - An understanding and appreciation of the chemical and physical hazards presented in a laboratory environment and the measures needed to mitigate those hazards including:
 - Proper use of personal protective equipment
 - Proper use of a chemical fume hood
 - Use of the Global Harmonized System for labeling hazardous materials
 - Ability to read and understand materials and safety data sheets
 - Proper storage and disposal procedures for hazardous materials
 - Ethics training, guided by the standards of the National Institutes of Health, to enable ethical design and execution of a long-term scientific investigation
 - With emphasis on ethical recording and presentation of data
 - Proficiency in basic scientific instruments including:
 - Analytical balances
 - Micropipettes
 - Volumetric pipettes
 - Transfer pipettes
 - Choosing appropriate laboratory glassware for each experiment
 - With emphasis on green chemistry techniques
 - Proficiency in the use and maintenance advanced scientific instruments appropriate to the investigation which may include:
 - Scanning ultra violet/visible spectrophotometer
 - High performance liquid chromatograph
 - Ability to make a standard curve and use the calculated curve to find the concentration of an unknown

- Understanding of significant digits and the difference between random and systematic error including the propagation of error throughout an experiment
- The specific **outcomes** of the **Chemistry Research** course will include, but are not limited to:
 - Proficiency in chemistry-specific laboratory techniques
 - An understanding of chemical laboratory safety
 - Proficiency in reporting data with appropriate statements of error

3) *Physics Research (Physical Science)*

- The specific **goals** of the **Physics Research** course will include, but are not limited to:
 - Empowering students to feel comfortable working in a physics/engineering laboratory environment
 - Introducing students to the variety of physics/engineering research related careers available
 - Developing students' skills in physics/engineering-related laboratory techniques
- The specific **competencies** of the **Physics Research** course will include, but are not limited to:
 - Proper assessment and mitigation of research related physical hazards
 - Proper use of personal protective equipment
 - Rigorous safety instruction on the use of low-powered lasers
 - Ethics training, guided by the standards of the National Institutes of Health, to enable ethical design and execution of a long-term scientific investigation
 - With emphasis on the ethical repercussions of eventual research application
 - Proficiency in basic scientific equipment including:
 - Scales and balances
 - Digital Vernier calipers
 - 3D printers
 - CAD software
 - Basic computer coding
 - Understanding of the iterative process of design
 - When applicable, the proper use of error propagation and statistical analysis
- The specific **outcomes** of the **Physics Research** course will include, but are not limited to:
 - Proficiency in physics-specific laboratory techniques
 - An understanding of the safety procedures needed in a physics laboratory
 - An understanding of the design process from model to prototype to final product

AP Biology

- The **goals** of the **AP Biology** course will include:
 - A level of mastery of the topics of advanced biology sufficient to earn a minimum of a “2” according to the AP Bio Rubric (see attached AP Bio Rubric and Lab Rubric) in the evaluatory metrics of short papers, section tests, research paper, lab reports, and poster.
- The **competencies** of the **AP Biology** course, which coincide with our submitted syllabus and rubrics, will include:
 - Safe laboratory procedures including the proper and safe use of standard laboratory equipment and instruments and BSL-1 laboratory issues
 - Proper use of personal protective equipment
 - Ethics training according to NIH standards
 - An understanding of introductory molecular and cell biology
 - A working knowledge of genetics, both molecular and hereditary
 - Understanding of population biology
 - Comprehension of the systematics of nature and classification systems
 - Proficient understanding of evolution including:
 - The history of the development of the evolutionary principle
 - The mechanisms of evolution
 - Genetic change
 - Natural selection
 - Genetic drift
 - Adaptation, fitness, and specialization
 - Convergent vs. parallel evolution
 - Speciation
 - Introductory ecology including:
 - Ecosystem structure
 - Energy flow through an ecosystem
 - Four major kinds of ecosystems
 - Effect of environmental factors on all living systems
 - Thermodynamics of biological systems including maintenance of dynamic equilibrium
- The **outcomes** of the **AP Biology** course will include:
 - Short papers or poster on readings
 - Section tests composed of:
 - Short answer questions
 - Essay questions requiring drawings, tables and graphs to convey command of the subject matter
 - Laboratory reports and observational evaluation of laboratory techniques
 - Major Research Paper
 - Poster

- AP Biology Exam (optional)

Please see our AP Biology Syllabus in the Appendix section and the related Rubrics

3. Plan for recording student progress in meeting expected student outcomes:

Research in Biology, Chemistry, and Physics

All students will be assigned a mentor scientist who works alongside them, tracks progress, and provides feedback and advice on a weekly basis. The recording/tracking of students' progress will be based on:

- The student exhibiting expertise in their experimental methods as viewed by the instructor
- Entrance and exit evaluations, prepared by an outside expert STEM educational evaluator.
- Weekly review of observations and recorded data
- Monthly review of students' assigned readings or online instructional lessons, found [here](#), to ensure an understanding of concepts that underpin research
- Students' effective use of graphical/visual representation of data and proper application of statistical analysis
- Meeting of timeline for preparation of research paper, poster, and presentation

AP Biology

Over the course of one academic year, students will meet online every week for at least 1.75 hours with the instructor to review assigned lessons, readings, essays, lab experiments/papers. That will require at least 140 hours of work, not including time in the lab conducting experiments. These laboratory experiments will have at least 56 hours of in-the-lab experimental time over the academic year. Section tests will be given over the span of the course. Laboratory experiments will be conducted at our STEM Lab in Lyme NH and be evaluated based on direct instructor observation of safe and proper instrument use as well as written lab experimental papers that adhere to standard format of: Introduction, Methods, Results, and Discussion/Conclusions. During weekly meetings, students' participation in discussions will be evaluated both on demonstration of understanding and effective communication. A final research paper that is a report of at least 8 hours of lab experimentation investigating a specific hypothesis will be submitted and evaluated at the end of the course. This research paper will be evaluated based on the students' proper execution of background literature research, execution of design, safe/ethical bench research, and submission of paper with standard sections of Introduction, Methods, Results and Discussion/Conclusions. Students may take the AP Biology Exam, if desired.

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

- **Instructor observation of problem-based learning, including off-site learning projects;**

- **Competency-based or performance-based assessments;**
- **Instructor observations of student performance;**
- **Evaluation rubrics used to evaluate program proficiencies where a minimum average of a score of “2” is required for credit as shown in the attached rubric; and**
- **Other assessment approaches as determined by the learn everywhere program;**

Research in Biology, Chemistry, and Physics

All students are assessed on a weekly basis, with feedback given in real time verbally at each work session. Students take an entrance evaluation and exit evaluation that was prepared by an outside expert STEM educational evaluator.

Since this course is a problem-based investigation over 140 hours of learning, the timeline of when particular assessments occur will depend, to some extent, on any one student’s individual projects and abilities. In the first third of the course, all students will be assessed, at the appropriate time, through direct observation by their respective instructor(s) as to their progress towards the applicable competencies outlined above.

In the latter two thirds of the course, instructors provide more intense feedback, not only on basic subject material but also as to progress towards the final outcomes of the course including the summary paper and chosen presentation.

Since our problem-based course is centered on the overarching objective that each student will have an authentic experience of the scientific process, the rubric for evaluation is directly based on tracking the students’ progress through this process so that each student will be:

1. Able to use the appropriate published scientific information to come up with their own research idea;
2. Knowledgeable of the background concepts underpinning their field of research;
3. Responsible for the creation of a research proposal that includes the request for materials and instruments that match their research protocol’s/method’s needs;
4. Able to safely and logically execute experiments
5. Capable of recording data and presenting it in a graphic or tabular formats that include statistical analyses
6. Able to effectively communicate their findings in formats and venues typical of scientists such as abstracts, full manuscripts, verbal presentations and posters.

AP Biology

Section tests, similar in style and content to the AP exam but covering only the most recent course material, will be administered throughout the course. Laboratory experiments will be evaluated both by instructor observation and written laboratory reports that follow the standard format of that most commonly seen in research manuscripts. Class involvement in weekly online meetings will be evaluated on comprehension of course material and efficacy of communication. The class will culminate in the execution of an original research experiment

and submission of a respective research paper. We will provide practice and the opportunity to take the AP Biology Exam, when desired.

Admissions

1. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;

NHAS Course Admissions Policy

Admission is non-competitive and students of all backgrounds are selected. The [Summer Program](#) for research in life and physical sciences welcomes a diverse cross-section of learners including racial and ethnic minorities, and people from all socioeconomic backgrounds. All students are required to attend the entire program including training in safety and ethics. Students with minor date conflicts are encouraged to apply despite the minor conflicts; our staff will assist participants to facilitate dealing with minor schedule conflicts to ensure they get the most from the program. Students with significant date conflicts, such as missing key days (first two days of safety and experimental planning), are encouraged to delay their application for another year. Please check with our staff to find if your conflicts are only minor.

Eligibility and Selection for the NHAS Programs giving credit for research in Biology, Chemistry of Physics:

By the fall (start) of any academic year the student must be in grades 8-12. Preference will be given to applicants who:

- show sound academic achievement with no minimum grade achievement
- exhibit personal and academic responsibility
- exhibit curiosity of the natural world
- work well either as an individual or in a team

Non-Discrimination Statement

NHAS is open to all students, on a space-available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. NHAS adheres to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and New Hampshire state laws.

Our admission policy is guided by our purpose, which is to provide an outstanding STEM educational program.

Any rising or current 8th to twelfth grader can apply for admission to NHAS Learn Everywhere program. We seek a diverse student population with students who bring a range of interests, backgrounds, and strengths to our program. We hope to enroll students who have the desire to participate fully in our program.

Admissions decisions are not based on rigid lines of academic performance but on a thoughtful reflection of our available human resources, our ability to provide high quality learning opportunities for all of our students, and the students' and the respective families' support of our program's vision, policies, and standards.

Admission is on a rolling and first-come-first-served basis. Decisions are made without regard to ability to pay. Our policy is to not turn students away for their inability to pay, offering financial aid on a sliding scale.

We actively target rural students from economically depressed regions who have little access to stimulating science research opportunities. One of our missions is to attract and retain students who would otherwise have limited access to the world of inspiring scientific experiences.

Our admissions policy takes in to account:

- 1) Age appropriateness - These Learn Everywhere courses are intended for high-school-aged students with exceptions for advanced 8th graders.
- 2) Grade level/course pre-requisites - These courses require that students have completed some basic science courses or can show evidence of some command of the basic science background to be able to succeed in the curriculum. Admission is not dependent on grades received in any course.

2. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;

When a parent chooses to enroll a student at NHAS, the school district of residency remains responsible for provision of necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), the Americans With Disabilities Act, and New Hampshire Law.

We are committed to ensuring that our programs, services, and activities are accessible to staff, members of the school community, students, and family members. As such, NHAS welcomes collaboration with the student's sending district in the development and implementation of an appropriate 504 plan or any accommodations needed to allow students of all abilities to participate fully in our programs.

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

- Required special education programs
- Support services

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

We recognize that students have unique and distinctive learning styles. We are committed to working with parents, students and school personnel to develop a curricular program to meet the instructional needs of students with different talents, interests, and development.

The nature of our program allows us to personalize the education of each student. Our one-on-one mentorship model is especially effective at personalizing both teaching and assessment of students. The flexibility of our format allows us to provide students with all reasonable accommodations.

Consistent with *child find* and parent consent obligations, the NHAS will contact the student’s school district of residency when a specific learning disability is suspected, and when appropriate, file a special education referral.

Minimum Standards

1. A description of how the program meets the minimum standards for graduation credit for the program as referenced in Ed 306.31 through Ed 306.48;

As an advanced STEM program, all classes taught at NHAS exceed the relevant portions of Ed 306.45(e)(4)f “General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above”, and the entirety of Ed 306.45(e)(5).

2. Number of credits the program will fulfill;

Each of the Research courses that we offer will grant a single high school credit either in life science or physical science. For the AP Biology we will grant 2 life science credits.

We are applying for 4 instructional programs for which one credit each is sought including the match to Ed 306.27(t)

- 1) Biology Research** (Life Science) 1 credit
- 2) Chemistry Research** (Physical Science) 1 credit
- 3) Physics Research** (Physical Science) 1 credit
- 4) AP Biology** (Life Science) 2 credits

3. A competency-based grading description;

All completed courses are assigned a final credit that is generated from both academic performance and laboratory work. As indicated in the Research-Based courses and the credit granting Rubric, the credit to be given is based on achieving a minimum standard in a number of goals and competencies that lead to measurable tangible outcomes. An example outcome is a research paper that is based on a long-term set of experiments that in turn answer an overarching hypothesis tested by modern science empirical standards. These courses are all guided by safe and proper laboratory procedures and the ethical standard set out by the US National Institute of Health

Academic Credit: Each course at NHAS has competencies. All competencies are listed in the respective sections above. NHAS offers both formative and summative assessments throughout each course that are linked to specific course competencies. Students must earn a passing grade in each competency in order to receive credit for a course. (See appendix with rubric for research courses and separate rubrics related to AP Biology)

Facilities

1. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program;

The New Hampshire Academy of Science (NHAS) operates its own STEM Lab. The NHAS Stem Lab is housed in a leased Building at 95 Dartmouth College Highway in Lyme NH. The building has a handicap accessible bathroom and eating area. The STEM Lab has all of the required safety equipment including an eye wash station, acid cabinet, flammable cabinet, biological safety cabinets, and fume hood. The NHAS has a non-terminating lease with the Crossroads Academy. The NHAS has a very positive and close relationship with Crossroad Academy (CA). Having successfully raised over \$1,800,000 in donations from regional STEM companies, the NHAS is partnering with CA to add a ~2500 square ft. "Michael Fanger STEM Center" laboratory by 2021.

The current NHAS 1,200 square foot lab is a Biosafety Level 1 laboratory (BSL-1) outfitted to perform sterile plant and animal tissue culture and bacteriology, and especially to fully take advantage of standard biological model systems without the use of biologically hazardous organism and infectious agents. We also have a 1400 ft² storage space.

We have an extensive array of equipment including but not limited to:

- Microscopic and digital imaging
- Fluorescent compound and fluorescent stereo-microscopes
- Stereo zoom microscopes
- Advanced digital imaging
- 2 biosafety cabinet clean benches for sterile work
- Various advanced spectrophotometric instruments
- HPLC

- Advanced optical engineering pneumatic table
- Advanced 3D printers
- An extensive array of molecular biology instrumentation including, 12 thermocyclers, 12 gel electrophoresis units, an RT-PCR machine, and a Nanodrop machine.
- > 45 micropipettes
- Over 2,000 pieces of specialized scientific glassware
- Autoclave
- 6 incubators
- 3 standard freezers and 1 ultra-cold freezer.

We have a regional community of biotech, industrial, and academic professionals that provide extensive support such as Dr. Erik Griffin at Dartmouth College and Dr. Chery Whipple from Colby Sawyer College for *C. elegans*; Dr. Zi Chen, Ann Lavanway, and Dr. Markus Testorf at Dartmouth for microscopy and imaging support; Dr. Zheng Duan and Ms. Lin Chu from Hypertherm Inc. for engineering and computational guidance. The regional Veterans Administration Hospital has donated extensive amounts of instruments in excess of \$100,000.

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

The NHAS facilities comply with all state and local fire safety; Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008; and Participation in the Learn Everywhere program shall not require facility requirements not otherwise required by state or federal law.

Insurance

1. Proof of insurance for protection of children in care and in amounts as recommended by the program’s insurance provider, which provider shall be licensed to do business in the state of New Hampshire and which the department shall be an additional named insured so as to receive notice of policy changes or cancellations;

Please see attached Proof of Insurance in submittal package:

2. A policy for signature of parents or legal guardians of students, or emancipated minors, referred by an LEA to an approved Learn Everywhere program.

The following is a policy that parents or legal guardians of students, or emancipated minors must sign prior to participating in the Learn Everywhere courses we administer.

“I (the parent/legal guardian of, or the emancipated student, _____/_____) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards,

officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys’ fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.”

Appendix

AP Biology Syllabus
&
Relevant Rubrics



THE NEW HAMPSHIRE ACADEMY OF SCIENCE
www.NHAcadSci.org

NHAS AP BIOLOGY SYLLABUS

Duration: At least 140 hours of study and experimental work during an academic year

Students are expected to participate in weekly ~ 2-hour meetings, usually held virtually.

Some short experiments will be conducted remotely.

An all-day of laboratory experiments held at our lab will be scheduled about once every month.

Study Materials: Although most standard biology texts will work well, as most of our learning is not text-based, we recommend the following:

Hard copy text: *Campbell Biology* (the most recent edition is the 10th edition with an ISBN-13: 978-0321775658). The used edition costs about \$30.00.

On-line free text: <https://openstax.org/details/books/biology-2e>

In addition to the content of whatever text you use to cover the following subjects, we include links to enrich the subject matter and place the information in a broader context than the text or online venue you are using provides. Many of the links are found at our [NHAS website instructional lessons](#).

Pacing and Evaluation: This course content is detailed in the AP Syllabus (see appendix). The syllabus content sequence will take at least 140 hours to cover. During the first week of class, students should set up a pace chart, which is especially important for those wishing to take the AP exam. There are suggested due dates for some readings.

Students will be evaluated in the following ways:

1. Essays and poster on readings 20%
2. Section-tests composed of short answer and long answers requiring drawings, tables and graphs to convey command of the subject matter 20%
3. Labs and lab reports (all labs are to be followed by a lab report due within 7 days after lab). Labs will include observational evaluation of technique by instructor 40%
4. Research paper on problem-based experiment that entails at least 8 hours of experimentation/observation/data gathering 20%

Enrichment Readings:

Lucretius, *De Rerum Natura*, books 1, 2, and 3. (two page summary due October 30th)

Aldous Huxley; *Brave New World*. (two-page summary due November 30th)

Your choice of any biography of Madam Curie (a short video you create as a summary of her life; due January 30th)

I. Introduction

A. Characteristics of Living Things (like energy, life is difficult to define)

B. Science Compared to Non-Science (Karl Popper) <https://fs.blog/2016/01/karl-popper-on-science-pseudoscience/>

C. Scientific Method (if there is “one”) <https://www.youtube.com/watch?v=EYPapE-3FRw>

D. Homework exercise:

Experiments define modern science (the empirical world) Lab: Consider an investigation on a psychotropic drug that is being tested to treat depression. The drug will be evaluated in its effectiveness through a personal evaluation by a physician. To avoid bias you need to design an experiment that would avoid both physician and patient biases. In your design be clear about all the names of the groups of patients you will use and any other groups or variables you should consider. **Oral presentation required**

II. Chemistry

- A. Atomic Structure: Subatomic Particles, Electron Shells
- B. Chemical Bonding: Covalent, Ionic, Hydrogen Bonds
- C. Biologically Important Compounds and Molecules

Lab on Milk chemistry

1. Properties of Water

<https://static1.squarespace.com/static/580d5051cd0f68322963dc55/t/5ec56a60be4c4531fd48ffa1/1589996130821/Milk+Experiment+Background+and+Procedure.pdf>

This home lab activity will require you to record your results by video and explain why the motions of the fluids behave as they do.

- 2. Acids, Bases, Buffers
- 3. Macromolecules: Carbohydrates, Lipids, Proteins & Nucleic Acids (lab, analyzing the nutritional content of one week of your diet)

Lab on measurements

This lab will introduce you to the safe and appropriate use of a variety of liquid and solid measurement instruments in our lab. These include

- Serological pipets
- Micropipettes
- TD and TC glassware
- Digital and non-digital scales
- Calipers
- Digital and non-digital thermometers

You will use a wide variety of the above instruments to make a variety of liquid and solid measurements.

At the end of this lab you should be able to:

- Know what instruments to use when and how to safely measure a variety of substances in different states of matter.

- Understand accuracy, precision, and resolution
- Where these instruments are located in our lab for future use.

III. Cell Biology

A. Comparison of Prokaryotic and Eukaryotic Cell Structures

B. Eukaryotic Cell Structure

1. Functions of Organelles (you will use the histology website <http://histologyguide.org/EM-atlas/01-introduction.html>)

<https://blogs.scientificamerican.com/lab-rat/bacteria-with-bodies-multicellular-prokaryotes/>

Nucleus

Ribosome

Endoplasmic Reticulum (ER), RER, SER

Mitochondrion

Chloroplast

Lysosome

Golgi Complex

Peroxisome (Microbody)

Centriole

Cilium/Flagellum

Cytoskeleton (Homework/lab on recognizing ultrastructure with TEM and SEM and drawing a plant and animal cell)

Lab on Histology of Plant and animal cells

At the end of this lab you will be:

- Able to safely and correctly use both a compound and stereo zoom microscope
- Be able to recognize basic animal tissues including
 1. Connective
 2. Epithelial
 3. Muscle
 4. Nervous
- Be able to recognize plant tissues. Plants tissues are sometimes categorized as:
 1. dermal
 2. ground
 3. vascular
- They are also sometimes categorized as:
 1. Meristematic (undifferentiated)
 2. Parenchyma (differentiated)
 3. Collenchyma (differentiated)
 4. Sclerenchyma (differentiated)

2. Membrane Structure and Function

<https://www.youtube.com/watch?v=y31DIJ6uGgE>

Scientific drawing of an animal and plant cell and flow chart of intracellular mechanism of protein production and exocytosis

3. Movement Across Membranes and activation of receptors

Diffusion/Osmosis (Lab on osmosis)

Your lab on osmosis is to first review your information regarding osmosis. Before you begin designing, be sure to have a thorough understanding of the following Terms:

- Osmosis
- Plasma membrane
- Semipermeable
- Tonicity
- Hypotonic
- Isotonic
- Hypertonic
- Equilibrium
- Diffusion
- Dialysis tubing
- Starch
- Glucose
- Starch indicator

Using this information, design and perform an experiment on osmosis using potato cores immersed in various solutions. Make sure to have a means to determine what concentration of solutions would be considered isotonic.

Watch this video only AFTER the lab has been performed and you have written your experimental report including its discussion section.

<https://www.youtube.com/watch?v=LeS2-6zHn6M>

Facilitated Diffusion
Active Transport
Endocytosis and Exocytosis
Insulin receptor binding

TEST on previous all previous Sections to this point

C. Energy Conversion in Eukaryotic Cells

1. Laws of Thermodynamics

<https://static1.squarespace.com/static/580d5051cd0f68322963dc55/t/5cf0848f10e8be000127770f/1559266451505/Overview-of-Energy-and-Thermodynamics.pdf>

2. Energy Flow: Photosynthesis, Cell Respiration

<http://www.bozemanscience.com/013-photosynthesis-and-respiration>

<http://www.bozemanscience.com/photosynthesis>

2a. Photosynthesis- Overall Equation of photosynthesis

1. Structure of the Chloroplast

2. Light Reaction of Photosynthesis

- Location
- Photosystems and Their Pigments
- The Role of H₂O
- The Role of NADP
- The Role of Electron Transport
- Chemiosmotic Phosphorylation

3. Light Independent Reaction - Calvin Cycle

- The Role of RuBP
- The Role of CO₂
- The Role of NADPH₂
- The Role of Rubisco Enzyme
- The Role of ATP

4. How light and dark reactions work together

5. C₃ and C₄ Photosynthesis CAM plants

2b. Cellular Oxidation of Glucose

1. Mitochondrion Structure

2. Glycolysis

- Where is ATP Required (why?)
- Where is ATP Produced (how?)
- Why is there a split in the pathway and how does nature deal with the uneven split in the 6-carbon structure?
- What is Net Gain in ATP and how is this determined?
- Compare Aerobic and Anaerobic Glycolysis
- What is the Role of NAD and how do NAD⁺ and NADH act in REDOX reactions?
- What are the roles of Anaerobic Glycolysis in various life forms and cells?

3. Conversion of Pyruvate to AcCoA and why is this a central way point in metabolism?

4. Krebs Cycle and the Role of AcCoA

- Role of NAD
- Role of FAD

- Net Gain of ATP
- Where is CO₂ released and how does the human body deal with this?

5. Electron Transport System

- What are the roles of FADH₂ and NADH
- What is the Role of diatomic oxygen
- How Much ATP is Produced per NADH, FADH₂ and why is there a difference
- Do plants utilize this system as well as animals?
-

Test on all sections since the last test Section III parts 1 and 2

IV. Genetics: Molecular

- Chromosome Structure and Replication of DNA
<https://learngendev.azurewebsites.net/content/basics/readchromosomes/>
- DNA as the genetic material
- <https://www.youtube.com/watch?v=vQOdDGM5vSg>

<https://www.youtube.com/watch?v=OcPKbdiuUi0>
- Mitosis and cell division
<https://static1.squarespace.com/static/580d5051cd0f68322963dc55/t/5e29d9967dcf0907bd998a71/1579800986824/Mitosis+and+cell+division.pdf>

<https://www.youtube.com/watch?v=C6hn3sA0ip0>
- Meiosis <https://www.youtube.com/watch?v=16enC385R0w>

Lab on Mitosis

(lab on make a karyotype <https://learngendev.azurewebsites.net/content/basics/karyotype/>)

- Structure of RNA
- Transcription and Translation
- Control of Expression
- Techniques of Molecular Genetics
- PCR
- Genetic Engineering

Lab on PCR (see [instructional lessons](#) on NHAS website)

V. Genetics: Heredity

A. Mendel's Laws and Modern Genetic Terminology (Homework give a short essay on the life of Mendel and what impact his work had on Darwin.)

B. Monohybrid Crosses and Dihybrid Crosses

Home work: explain Mendel's laws of inheritance. In what phase of meiosis would independent assortment occur? What impact does this have on genetic diversity? What might cause an "exception" to this "second law"?

https://en.wikipedia.org/wiki/Mendelian_inheritance#Mendel's_laws

C. Patterns of Inheritance

1. Dominant/Recessive
2. Sex-linked
3. Incomplete Dominance
4. Co-dominance
5. Polygenic Inheritance
6. Multiple Alleles.

Lab on dominant vs recessive traits and how difficult it is for a population to eliminate a recessive lethal gene from its gene pool.

D. The Genetics of ABO and Rh Blood Groups

Test on Section IV. And V: Genetics: Molecular and Genetics: Heredity

VI. Origin of Life

- Spontaneous Generation and early investigators: Reti, Spallanzani, Pasteur

VII. Evolution (Origin of Species)

A. History of Development of Evolutionary Principle

- Lamarck
- Malthus
- Darwin

B. Mechanisms of Evolution

- Genetic change (mutations, Genetic Load)
- Natural selection

- Genetic drift

C. Other Evolutionary Topics

- Adaptation
- Fitness
- Co-evolution/Co-adaptation
- Convergent vs. Parallel Evolution

D. Speciation (what is a species and how do new species arise?)

F. Human Evolution

Lab on local endangered species (*Cypripedium reginae*)
(see [instructional lesson](#) on Axenic seed culture on NHAS website)

VIII. Systematics of Nature, Classification Systems

A. Kingdom Survey of Monera, Protista, Fungi, Plantae

https://www.youtube.com/watch?v=0UEpq1W9C_E

B. Kingdom Survey Animalia

IX. Population Dynamics

A. General Population Characteristics

- Linear Growth and Exponential Growth (lag, log, stationary, decline phases of bacterial growth in. attest tube with limited food) <https://www.thoughtco.com/bacterial-growth-curve-phases-4172692>
- Populations from cells to planets: Erythropoiesis as a starting example
- Carrying Capacity and Limiting Factors

B. Population Dynamics of humans

- Birth Rate, Death Rate, & Annual Percentage Growth Rate
- Ethics of Human Population Control

Ethics Lab guest speaker on NIH ethics guidelines

X. Ecology

Reading due April 15th Silent Spring by Rachael Carson with Poster Presentation

A. Ecosystem Structure

1. Abiotic (non-living) Factors
2. Biotic (living) Factors

B. The Flow of Energy in Ecosystems

1. Food Chains
2. Food Webs
3. Energy Pyramids
4. Symbiotic Relationships
 - Communalism
 - Mutualism
 - Parasitism

C. Major Ecosystems

1. Marine
2. Aquatic
3. Estuarine
4. Terrestrial

D. Biogeochemical Cycles

1. Nitrogen
2. Phosphorus
3. Carbon/Oxygen
4. Soil
5. Water

E. Succession

1. Primary
2. Secondary

F. Others Topic in Ecology

The tragedy of the Commons with **Short essay paper due April 30th**

G. Current issues Ecology (are humans destined to repeat the Tragedy of the Commons?)

- Global Climate Change **Short Essay Paper**

Water Quality Lab

Final Exam and optional AP biology Standardized Test

RUBRICS

FOR AP BIOLOGY

Name: _____

Title of Lab or Project: _____

Lab Report Rubric

	Excellent (4 pts)	Good (3 pts)	Adequate (2 pts)	Needs Work (1 pt)	Not attempted (0)
Introduction	1. Includes the question to be answered by the lab. 2. states hypothesis that is based on research and/or sound reasoning 3. title is relevant.	One of the "excellent" conditions is not met, two conditions met	Two of the "excellent" conditions is not met, one is met	Introduction present, no exemplary conditions met	
Methods	Description or step-by-step process is included, could be repeated by another scientist	Description included, some steps are vague or unclear	The description gives generalities, enough for reader to understand how the experiment was conducted	Would be difficult to repeat, reader must guess at how the data was gathered or experiment conducted	
Data and Analysis	Results and data are clearly recorded, organized so it is easy for the reader to see trends. All appropriate labels are included	Results are clear and labeled, trends are not obvious or there are minor errors in organization	Results are unclear, missing labels, trends are not obvious, disorganized, there is enough data to show the experiment was conducted	Results are disorganized or poorly recorded, do not make sense, not enough data was taken to justify results	
Conclusions	1. Summarizes data used to draw conclusions 2. Conclusions follow data (not wild guesses or leaps of logic). 3. Discusses applications or real world connections 4. Hypothesis is rejected or accepted based on the data.	3 of 4 of the "excellent" ^{Typ} _{met} conditions is met	2 of the 4 excellent conditions met	1 of the 4 excellent conditions met	
Format and Lab Protocols	Lab report submitted as directed, and on time. Directions were followed, stations were cleaned. All safety protocols followed.	Most of the excellent conditions were met; possible minor errors in format or procedures	Some of the excellent conditions met, directions were not explicitly followed, lab stations may have been left unclear or group not practicing good safety (such as not wearing goggles)	Student did not follow directions, practiced unsafe procedures, goofed around in the lab, left a mess or equipment lost	
	Total (out of 20)				

AP Biology Rubrics for Short papers, Section Tests, Final Research Paper, and Poster

	3	2	1	Student Score
Short papers	<p>Paper is well written with a clear story line connecting past research to the student's arguments/perspectives. Includes appropriate analysis of subject matter, social, and ethical implications when applicable.</p>	<p>The proposal contains a thorough analysis but misinterprets or misses some of the key points or not fully explained. Does not fully address or execute an appropriate analysis of subject matter, social, and ethical implications when applicable.</p>	<p>The story line is unclear and major implications in the analysis are missing or incorrect.</p> <p>Minimally addresses or executes an appropriate analysis of subject matter, social, and ethical implications when applicable.</p>	
Section Tests	<p>Correctly answering over 90% of the test material that illustrates a thorough understanding of the subject matter.</p>	<p>Correctly answering at least 80% of the test material that illustrates a thorough understanding of the subject matter.</p>	<p>Correctly answering at least 70% of the test material that illustrates a thorough understanding of the subject matter.</p>	
Final Research Paper	<p>Paper is well written with a command of the supporting science concepts.</p> <p>Paper includes the following sections:</p> <ul style="list-style-type: none"> • Abstract • Introduction • Materials • Methods • Results • Discussion • Conclusion • Bibliography 	<p>There are some spelling and grammar errors, but they do not hinder communication.</p> <p>The paper contains all of the required sections, but some information may be missing or miscategorized.</p> <p>The data is presented in figures and tables,</p>	<p>Spelling and grammar errors make the paper difficult to understand.</p> <p>Sections are missing from the paper.</p> <p>The data is not reported graphically, or not reported at all. There are no legends or captions.</p>	

	<p>The data is organized well into figures and tables with legends and captions. Appropriate statistical analysis has been conducted and is correctly displayed.</p> <p>The paper effectively communicates the research conducted and demonstrates an understanding of the project and how it fits into the body of scientific knowledge.</p>	<p>but some legends or captions are missing. There are some errors in the statistical analysis or it is incorrectly displayed.</p> <p>The paper adequately communicates the research conducted. There are some gaps in the understanding of the project and how it fits into the body of scientific knowledge.</p>	<p>No attempt at statistical analysis has been made.</p> <p>The paper does not communicate the research conducted. The experimenter clearly did not understand the project. There is no context given for how the project fits into the body of scientific knowledge.</p>	
<p>Poster Presentation</p>	<p>All information was conveyed clearly and logically. There were no factual errors in the presentation.</p> <p>The research was presented within a narrative that had a clear beginning, middle, and end.</p> <p>The key findings from were communicated, and the general structure of standard format was followed</p> <p>The student showed a comfort with and confidence in the scientific concepts of research presented.</p>	<p>There were some deficiencies in the clear and logical organization of the presentation.</p> <p>The presentation included a few factual errors.</p> <p>The narrative of the research was at times difficult to follow.</p> <p>Some key findings from the summary paper were omitted. The presentation did not consistently follow the standard format.</p> <p>Some discomfort was evident in lack of confidence in the scientific concepts of research.</p>	<p>The information presented did not at all follow a clear or logical path.</p> <p>The presentation included many factual errors.</p> <p>There was minimal clear narrative to the research presented.</p> <p>The presentation did not follow the standard format. Many key findings were not presented.</p> <p>The student demonstrated modest understanding of or comfort with the scientific concepts in the research.</p>	

RUBRIC FOR RESEARCH COURSES

Assessment	3	2	1	Student Score
Experimental Proposal	<p>Proposal is well written with proper spelling and grammar.</p> <p>Proposal contains the following sections:</p> <ul style="list-style-type: none"> • Rationale • Hypothesis/Engineering Objective • Materials and Methods • Risks and Safety • Data Analysis Plan • Research Plan and Timeline • Bibliography <p>It is clear that extensive background research has been done and expert level familiarity has been gained with existing scientific knowledge and the concepts underlying the investigation.</p>	<p>There are some grammatical and spelling errors.</p> <p>The proposal contains all sections required for a 3, but some information is missing, miscategorized, or not fully explained.</p> <p>Some background research has been done, but is not at the expert level demonstrated by a 3.</p>	<p>There are spelling and grammatical errors throughout the proposal to the extent that the readability of the proposal is impacted.</p> <p>One or more of the required sections are missing.</p> <p>It is clear that minimal to no background research has been done, and there is only limited understanding of the scientific concepts underlying the investigation</p>	
Experimental Technique	<p>A mastery of the experimental techniques required for the research investigation is shown when conducting work in the lab.</p> <p>The instructor can be confident that research is being done accurately and safely without constant correction.</p>	<p>An adequate proficiency in the experimental techniques required for the research investigation is exhibited in the laboratory.</p> <p>There are occasional lapses in accuracy or</p>	<p>Poor laboratory technique is demonstrated.</p> <p>Regularly violates lab safety procedures.</p> <p>Technique is so poor that experimental results cannot be trusted.</p>	

		correct risk mitigation.		
Summary Paper	<p>Paper is well written with correct spelling and grammar.</p> <p>Paper includes the following sections:</p> <ul style="list-style-type: none"> • Abstract • Introduction • Materials • Methods • Results • Discussion • Conclusion • Bibliography <p>The data is organized well into figures and tables with legends and captions. Appropriate statistical analysis has been conducted and is correctly displayed.</p> <p>The paper effectively communicates the research conducted and demonstrates an understanding of the project and how it fits into the body of scientific knowledge.</p>	<p>There are some spelling and grammatical errors, but they do not hinder communication.</p> <p>The paper contains all of the required sections, but some information may be missing or miscategorized.</p> <p>The data is presented in figures and tables, but some legends or captions are missing. There are some errors in the statistical analysis or it is incorrectly displayed.</p> <p>The paper adequately communicates the research conducted. There are some gaps in the understanding of the project and how it fits into the body of scientific knowledge.</p>	<p>Spelling and grammatical errors make the paper difficult to understand.</p> <p>Sections are missing from the paper.</p> <p>The data is not reported graphically, or not reported at all.</p> <p>There are no legends or captions. No attempt at statistical analysis has been made.</p> <p>The paper does not communicate the research conducted. The experimenter clearly did not understand the project. There is no context given for how the project fits into the body of scientific knowledge.</p>	
Final Research Presentation	<p>The student chose among the following options for final research presentation:</p> <ul style="list-style-type: none"> • Professional conference style poster • Oral presentation to expert audience 	<p>The student chose from among the options given for a final research presentation.</p> <p>There were some deficiencies in the</p>	<p>An appropriate medium for the presentation was not chosen.</p> <p>The information presented did not</p>	

	<ul style="list-style-type: none"> • Summary video <p>All information was conveyed clearly and logically.</p> <p>There were no factual errors in the presentation.</p> <p>The research was presented within a narrative that had a clear beginning, middle, and end.</p> <p>The key findings from the summary paper were communicated, and the general structure of the summary paper was followed.</p> <p>The student showed a comfort with and confidence in the research presented.</p>	<p>clear and logical organization of the presentation.</p> <p>The presentation included a few factual errors.</p> <p>The narrative of the research was, at times, difficult to follow.</p> <p>Some key findings from the summary paper were omitted. The presentation did not always follow the general structure of the summary paper.</p> <p>Some discomfort with or lack of confidence in the research was evident.</p>	<p>at all follow a clear or logical path.</p> <p>The presentation included many factual errors.</p> <p>There was no narrative to the research presented.</p> <p>The presentation did not follow the general format of the summary paper. Many key findings were not presented.</p> <p>The student demonstrated no clear understanding of or comfort with the research.</p>	
--	---	--	--	--

NHAS Statement of No Program Changes



THE NEW HAMPSHIRE ACADEMY OF SCIENCE
P.O. Box 378, LYME, NH 03768
501(c)(3) FEDERAL TAX ID #46-5758781
NHACADSCI.ORG

March 29, 2022

Dear Mr. Timothy Carney,

At the New Hampshire Academy of Science, there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period.

Best,

A handwritten signature in black ink that reads "Peter Faletra".

Peter Faletra
Executive Director
New Hampshire Academy of Science

NHAS Student Course Evaluations



THE NEW HAMPSHIRE ACADEMY OF SCIENCE
P.O. Box 378, LYME, NH 03768
501(C)(3) FEDERAL TAX ID #46-5758781
NHACADSCI.ORG

Learn Everywhere Course Evaluation

Please rate the follow on a scale from 1-5. 1 being strongly disagree and 5 being strongly agree.

1. The NHAS Learn Everywhere program goals were clearly stated.

1 2 3 4 **5**

2. I was provided guidance and mentorship throughout the program.

1 2 3 4 **5**

3. The program met my expectations.

1 2 3 **4** 5

4. The instructor(s) were knowledgeable.

1 2 3 4 **5**

5. The instructor(s) were responsive.

1 2 3 4 **5**

6. The outcome of the program met or exceeded what I expected I would have received in the traditional classroom experience.

1 2 3 **4** 5

Additional comments:

_____A better overview and discussion of the general textbook work would have been beneficial.



THE NEW HAMPSHIRE ACADEMY OF SCIENCE
P.O. Box 378, LYME, NH 03768
501(c)(3) FEDERAL TAX ID #46-5758781
NHACADSCI.ORG

Learn Everywhere Course Evaluation

Please rate the follow on a scale from 1-5. 1 being strongly disagree and 5 being strongly agree.

1. The NHAS Learn Everywhere program goals were clearly stated.

1 2 3 4 5

2. I was provided guidance and mentorship throughout the program.

1 2 3 4 5

3. The program met my expectations.

1 2 3 4 5

4. The instructor(s) were knowledgeable.

1 2 3 4 5

5. The instructor(s) were responsive.

1 2 3 4 5

6. The outcome of the program met or exceeded what I expected I would have received in the traditional classroom experience.

1 2 3 4 5

Additional comments:



THE NEW HAMPSHIRE ACADEMY OF SCIENCE
P.O. Box 378, LYME, NH 03768
501(c)(3) FEDERAL TAX ID #46-5758781
NHACADSCI.ORG

Learn Everywhere Course Evaluation

Please rate the follow on a scale from 1-5. 1 being strongly disagree and 5 being strongly agree.

1. The NHAS Learn Everywhere program goals were clearly stated.

1 2 3 4 5

2. I was provided guidance and mentorship throughout the program.

1 2 3 4 5

3. The program met my expectations.

1 2 3 4 5

4. The instructor(s) were knowledgeable.

1 2 3 4 5

5. The instructor(s) were responsive.

1 2 3 4 5

6. The outcome of the program met or exceeded what I expected I would have received in the traditional classroom experience.

1 2 3 4 5

Additional comments:



THE NEW HAMPSHIRE ACADEMY OF SCIENCE
P.O. Box 378, LYME, NH 03768
501(c)(3) FEDERAL TAX ID #46-5758781
NHACADSCI.ORG

Learn Everywhere Course Evaluation

Please rate the follow on a scale from 1-5. 1 being strongly disagree and 5 being strongly agree.

1. The NHAS Learn Everywhere program goals were clearly stated.

1 2 3 4 **5**

2. I was provided guidance and mentorship throughout the program.

1 2 3 4 **5**

3. The program met my expectations.

1 2 3 4 **5**

4. The instructor(s) were knowledgeable.

1 2 3 4 **5**

5. The instructor(s) were responsive.

1 2 3 4 **5**

6. The outcome of the program met or exceeded what I expected I would have received in the traditional classroom experience.

1 2 3 4 **5**

Additional comments:

I enjoyed the chance to do real research on a topic that interested me and to work with the NHAS scientists to create a presentation, write a research paper, and present my findings later at the meeting of the AJAS.



THE NEW HAMPSHIRE ACADEMY OF SCIENCE
P.O. Box 378, LYME, NH 03768
501(c)(3) FEDERAL TAX ID #46-5758781
NHACADSCI.ORG

Learn Everywhere Course Evaluation

Please rate the follow on a scale from 1-5. 1 being strongly disagree and 5 being strongly agree.

1. The NHAS Learn Everywhere program goals were clearly stated.

1 2 3 4 **5**

2. I was provided guidance and mentorship throughout the program.

1 2 3 4 **5**

3. The program met my expectations.

1 2 3 4 **5**

4. The instructor(s) were knowledgeable.

1 2 3 4 **5**

5. The instructor(s) were responsive.

1 2 3 4 **5**

6. The outcome of the program met or exceeded what I expected I would have received in the traditional classroom experience.

1 2 3 4 **5**

Additional comments:



THE NEW HAMPSHIRE ACADEMY OF SCIENCE
P.O. Box 378, LYME, NH 03768
501(c)(3) FEDERAL TAX ID #46-5758781
NHACADSCI.ORG

Learn Everywhere Course Evaluation

Please rate the follow on a scale from 1-5. 1 being strongly disagree and 5 being strongly agree.

1. The NHAS Learn Everywhere program goals were clearly stated.

1 2 3 4 5

2. I was provided guidance and mentorship throughout the program.

1 2 3 4 5

3. The program met my expectations.

1 2 3 4 5

4. The instructor(s) were knowledgeable.

1 2 3 4 5

5. The instructor(s) were responsive.

1 2 3 4 5

6. The outcome of the program met or exceeded what I expected I would have received in the traditional classroom experience.

1 2 3 4 5

Additional comments:

I thought this class was better for learners comfortable with the Socratic Method and not afraid to ask questions to clarify understanding. It required independence and discipline to manage the workload but I felt very supported and well-prepared for the exam when it came time to take it.



Learn Everywhere Course Evaluation

Please rate the follow on a scale from 1-5. 1 being strongly disagree and 5 being strongly agree.

1. The NHAS Learn Everywhere program goals were clearly stated.

1 2 3 4 5

2. I was provided guidance and mentorship throughout the program.

1 2 3 4 5

3. The program met my expectations.

1 2 3 4 5

4. The instructor(s) were knowledgeable.

1 2 3 4 5

5. The instructor(s) were responsive.

1 2 3 4 5

6. The outcome of the program met or exceeded what I expected I would have received in the traditional classroom experience.

1 2 3 4 5

Additional comments:

It was an amazing program and I really enjoyed the hands-on aspect of the program that I wouldn't have experienced in a traditional classroom setting.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Education Analytics and Resources
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

June 2022
State Board of Education Meeting
Learn Everywhere Program Application
Friends Forever International
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the application for the Friends Forever International Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Steve Martineau, Chief Operations Officer
Friends Forever International
1 Morgan Way
Durham, NH 03824
603.397.5301

C. Rationale for Action

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

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

D. Effects of this Action

Approval of this renewal application will allow the applicant to award credit toward high school graduation to students for the for a period of one year.

E. Possible Motion

I move that the State Board of Education approve the Friends Forever International Learn Everywhere application.

OR:

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



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

May 25, 2022

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

Re: Friends Forever International
Learn Everywhere Program Application Evaluation Report

Commissioner,

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

Background

Friends Forever International (FFI), is a not-for-profit 501c organization with its global headquarters in Durham, New Hampshire having a stated mission of "helping youth become the best versions of themselves so they can help their community become the best version of itself." FFI's vision is that every individual is supported to change their lives, their communities, and the world. FFI's goal is that every person who desires, regardless of ethnicity, religion, and socio-economic status will have the opportunity to build their leadership skills beyond what they imagined possible before participating in the program. These leaders will transform the way that they see the world and realize that they can change the world for the better. It is in working toward fulfilling its mission, vision, and goals that FFI has chosen to participate in the NHED Learn Everywhere program.

FFI had submitted a prior Learn Everywhere application to NHED in the Spring of 2021 which was approved by the State Board of Education on July 8, 2021. That prior application included a total of 17 half-credit courses. However, due to the impact of the COVID-19 pandemic, none of the courses were offered to students during FFI's one-year provisional approval period.

In the Spring of 2022, FFI notified NHED that they intended to add additional courses to their Learn Everywhere program offerings. Given the approval process required for these new courses, and the fact that they did not offer any of their prior courses to students during the year, FFI and NHED agreed that the most efficient path forward was to combine all the proposed courses (even those with prior approval) into a single new application. By treating FFI's entire portfolio of Learn Everywhere offerings in this manner, it was anticipated that both the initial application process and the future 5-year renewal application process would be streamlined.

FFI submitted a new Learn Everywhere application, seeking approval of 74 courses totaling 37 credits, to NHED as described in Ed 1403.01.

FFI Learn Everywhere Application Review Process

- FFI submitted its Learn Everywhere program application via email to NHED on March 28, 2022.
- As required by Ed 1403.02, NHED reviewed the renewal application and notified FFI that the application was complete on April 4, 2022.
- In accordance with the requirements of Ed 1403.02(a) NHED formed an ad hoc Learn Everywhere program approval committee consisting of the following people.

Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for NHED. The AEP position has replaced the Administrator of the Office of Academics and Professional Learning (OAPL) which is cited in Ed 1403.02(a)(1)a. Mr. Carney, who will serve as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

Scott Currier – Mr. Currier is the Administrator of Public School Approval at NHED. Before joining the NHDOE, he was first a public school classroom teacher and then a building principal in New Hampshire for over 14 years, with a particular interest in developing multiple pathways for students to engage and grow within their educational experience. Mr. Currier's participation on the committee fulfills the intent of Ed 1403.02(a)(1)b.

Dr. Nathaniel Greene – Dr. Greene is the Administrator of the Bureau of Educational Opportunities within NHED and has extensive experience with public K-12 education. He holds a Doctorate in Educational Leadership and a Master's degree in Curriculum and Instruction. He was a public high school science teacher for 11 years and served as a building principal and a district federal grant director before joining NHED. Dr. Greene's participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of High School Science.

Karen Thompson – Ms. Thompson has been in education for 35 years and holds a Bachelor's of Arts in Education from Norwich University. She has focused her studies on career and college readiness while she has also served in various roles that have included vocational coordinator, internship coordinator, career counselor, Extended Learning Opportunities (ELO) Coordinator and Director of Personalized Learning. In 2018, Ms. Thompson was recognized as the New Hampshire ELO coordinator of the year

at the New Hampshire Edies. Ms. Thompson is currently completing a Master's of Education at Southern New Hampshire University and works as the Director Of Curriculum, Instruction and Assessment for the Hinsdale School District. Ms. Thompson's participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the extended learning opportunity (ELO) network.

Ben Zink – Mr. Zink is a certified English Teacher in the state of New Hampshire. He graduated from the University of New Hampshire with a Master's Degree in Education. As an educator, he has worked as a paraprofessional and a substitute teacher. He has been working as a classroom teacher for the last eleven years in an alternative high school program. Mr. Zink's participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of High School English.

Alisabeth Eaton – Ms. Eaton is a certified Social Studies Teacher in the State of New Hampshire. Ms. Eaton's participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of High School Social Studies.

- Each Committee member was provided with a copy of the FFI Learn Everywhere Application along with a guidance document outlining the review items as specified in Ed 1403.02(d).
- The individual Committee member reviews of the FFI Learn Everywhere application were submitted back to the AEP on or before April 18, 2022.

Summary of the Committee Review and FFI Response

Listed below in italics are the comments and concerns provided by the individual Committee member's reviews. The individual comments are preceded by the guiding review questions which was developed in accordance with Ed 1403.02(d). Below each reviewer concern is the response from FFI and/or NHED in bold text.

- The purpose or mission statements express a clear and focused purpose for the program that supports student learning. [Ed 1403.02(d)(1)]

"While the applicant has supplied an Organizational History as well as Program Description they have not provided a clear Mission or Purpose Statement. I believe they have somewhat touched on their mission and purpose, but it would only benefit the application for it to be provided in a more specific manner. Once that is added in or stated more clearly they would then be meeting this criterion."

FFI expanded its mission statement in Section I.A (page 1) of its revised application to provide additional clarity. FFI's revised application is attached.

- An adequate description is provided for staff member qualifications. [Ed 1403.02(d)(5)]

"I selected yes as I do think the qualifications provided meet the definition of adequate. However, there may need to be a little more specificity regarding qualifications. I think the program has done a phenomenal job explaining the ways in which they will build instructors skills and ensure they are

supported, but I am not seeing a description of demonstrated qualifications that the program looks for in those who are applying to be instructors.”

“This is an area of concern. Instructor qualifications seem to be lacking. The instructors will be delivering rich content with what appears to be a DOK 3 Or 4. They are only required to have 40 hours of training. I am concerned that is not enough instructor training to be able to deliver effective content that is steeped in rigor. Instructors need to have more training in the content area.”

FFI revised its instructor qualification requirements to include not only the original stated minimum standards in Section III.A (page 2) but also added a detailed list of Community Resources in Section V.E on (pages 98 to 102) of its revised application to address this concern.

- The program outline being proposed identifies the subject of the course in which credit would be granted. [Ed 1403.02(d)(3)]

Each program is well documented with the competencies that are associated with the credit. However, the number of competencies per 0.5 credit are low. Generally a 0.5 credit is associated with 4-5 competencies at a minimum with 1.0 credit being associated with 8-12 competencies. A large majority of these courses only include 2 competencies. In order to better translate to credits that are awarded in the state public education system, I would recommend either adding additional competencies to each course, or combine 2 courses together to award 0.5 credit.

FFI reorganized their competency format to reflect a minimum of four competencies per course. This reorganization is reflected in its revised application in Section V.D (pages 19 – 97)

- A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)(b) (anti-discrimination). [Ed 1403.02(d)(6)]

Although the application speaks to who will be the contact person will be for Special Education students and does also describe the courses they may take, I did not see enough evidence of how the program will focus in on the very specific needs of students with accommodations in IEP’s.

FFI was directed by the AEP not to address this comment. In the AEP’s opinion, the comment could not be reasonably addressed. It would not be possible for FFI to describe specific student requirements given the wide variability of both the prospective student specific IEP and the demands of the various courses.

There were also positive comments provided by the individual reviewers which are summarized below.

“I believe this is a strong application that has a few areas that need a little more detail. It is clear that Friends Forever International has worked diligently to build and provide scholars with a program that tailored to building up students in a positive manner. I was definitely impressed by the Educational Program and overall saw a lot of promise with the various courses FFI provides. As a Social Studies Educator the Social Studies Courses, Descriptions, Competencies, and Methods of Assessment are strong and well rounded. I think once the additional detail is provided FFI will be meeting all relevant criteria is laid out in ED 1403.02.”

“Although a few areas of this application seem to lack the necessary criteria, I do feel that this program is a viable and effective program for NH students to earn credit.”

“The program provides a detailed outline of what courses would be accessible and how individual courses fit into the total curriculum that is being proposed.”

Closing

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

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

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'T.C. Carney', is written over a light blue circular stamp.

Timothy C. Carney
Administrator of Educational Pathways

**FFI Learn Everywhere Application
- Revised -**

Friends Forever International

Learn Everywhere Application

I. Organizational Details

A. Our Organization and History

Our mission: To help youth become the best version of themselves, so that they can help their community become the best version of itself.

An independent 501(c)3 nonprofit, Friends Forever International (FFI) works with communities around the globe to help leaders from diverse backgrounds develop the skills to tackle local and global issues. The first FFI group was composed of Catholic and Protestant young people from Northern Ireland who traveled to New Hampshire in 1986. For many years, FFI was engaged primarily in the practice of intergroup contact theory. More recently, our definition of conflict transformation has evolved beyond traditional conflict resolution programs focused on large scale geopolitical issues, personalities, and themes, into one that emphasizes individual leadership and community level action. We have grown from a grassroots group of volunteers to a global organization with campuses and leadership programs on three continents.

B. Contact Details

Friends Forever International
1 Morgan Way, Durham NH 03824
603.397.5301
Steve Martineau/CEO
steve@ff.international

II. Program Description

Educational Program

FFI offers a comprehensive selection of educational courses*, each offering students* the opportunity to develop their motivation, knowledge, skills through experiential learning and application while gaining high school credit. Courses* consist of 3 modules*; each module* contains three to five synchronous 90-minute sessions. Students* who successfully complete all requirements are eligible for a certificate in the course*. Students* can enroll in individual modules* or designed courses* based on their individual educational needs and goals.

Partner Organizations may apply for a group to participate in Experiential Leadership Weekends*. During these individualized weekend experiences, participants* will complete the listed modules* for one of the courses* offered. As FFI continues to extend its reach, we hope to offer these programs with opportunities for individual student* enrollment, remote programming, and further connections with local schools.

About Friends Forever International Programs

Three factors separate FFI from the majority of leadership and educational programs:

1. We connect diverse youth and alumni* from around the world.
2. Our copyrighted curriculum is rigorous, comprehensive, and can be adapted for any community.
3. Program alumni* are encouraged to return as co-facilitators of future sessions to supplement the curriculum with real life accomplishments and challenges.

Our Global Reach

FFI Global Headquarters is located in Durham, NH on two adjacent properties, the Office and the Raiche Farmhouse. The nearby Leonard Seagren Home in New Castle, NH offers residential space for FFI programs. The FFI Center at Annalong in Northern Ireland is a 70-bed campus located between Belfast and Dublin, at the base of the Mourne Mountains on the Irish Sea. The FFI Diane M. Seagren Rainforest Academy is a 30 acre campus in the heart of the rainforest in Boom Creek, Belize.

We use these locations for most of our workshops; we also do “road” workshops in the community. Many workshops can also be adapted to remote facilitation in Zoom.

III. Policies

A. Instructor Qualifications

All Instructors receive forty hours of instruction, training, and facilitation practice. Instructors must apply annually, interview, and receive training prior to each session delivered. Instructors submit a report after each session is delivered which is reviewed within 24 hours by FFI staff. Instructors meet the above qualifications.

B. Criminal History Records Check

FFI utilizes Good Hire for instructor background checks. This background check is done annually after applicants have been offered an instructor position.. FFI will not allow instruction or student* contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11

C. Admissions

FFI programs accepting individual applicants require participants* to apply to the program via the FFI website; the application process consists of completing an online application and interview.

For FFI Programs organized with Partner Organizations, the Partnering Organization submits the application via the FFI website and participants* complete Enrollment Forms only.

FFI follows all federal and state mandates and does not discriminate against any applicant based on gender, ethnic, religious, or political identity.

D. Liaison with the Local Educational Agency

Alexandra DesRuisseaux, FFI Program and Community Engagement Coordinator is the point of contact and liaison with any school referring a student who has disabilities and learning differences. We understand that we have responsibilities to provide students with disabilities equal access and equal opportunities to participate in the Learn Everywhere Program, including by providing the student with accommodations outlined in their 504 or IEP plan.

E. Indemnification statement

If a school refers a student to FFI, that student will be required to sign the following statement: "I (the parent/legal guardian of, or the emancipated student, ____/____) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

IV. Facilities and Insurance

A. Educational Facilities

FFI operates a 3 acre campus off Route 4 in Durham, NH. Facilities include several classroom areas which include seating, desks/tables, smart screens for virtual learning, as well as numerous outdoor meeting and instruction spaces.

These facilities allow students to learn together safely and comfortably in small and large groups.

B. Affirmation of Compliance

FFI facilities comply with all federal and state safety laws. FFI complies with "Sat-C 6000" (the fire-safety code) and "barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

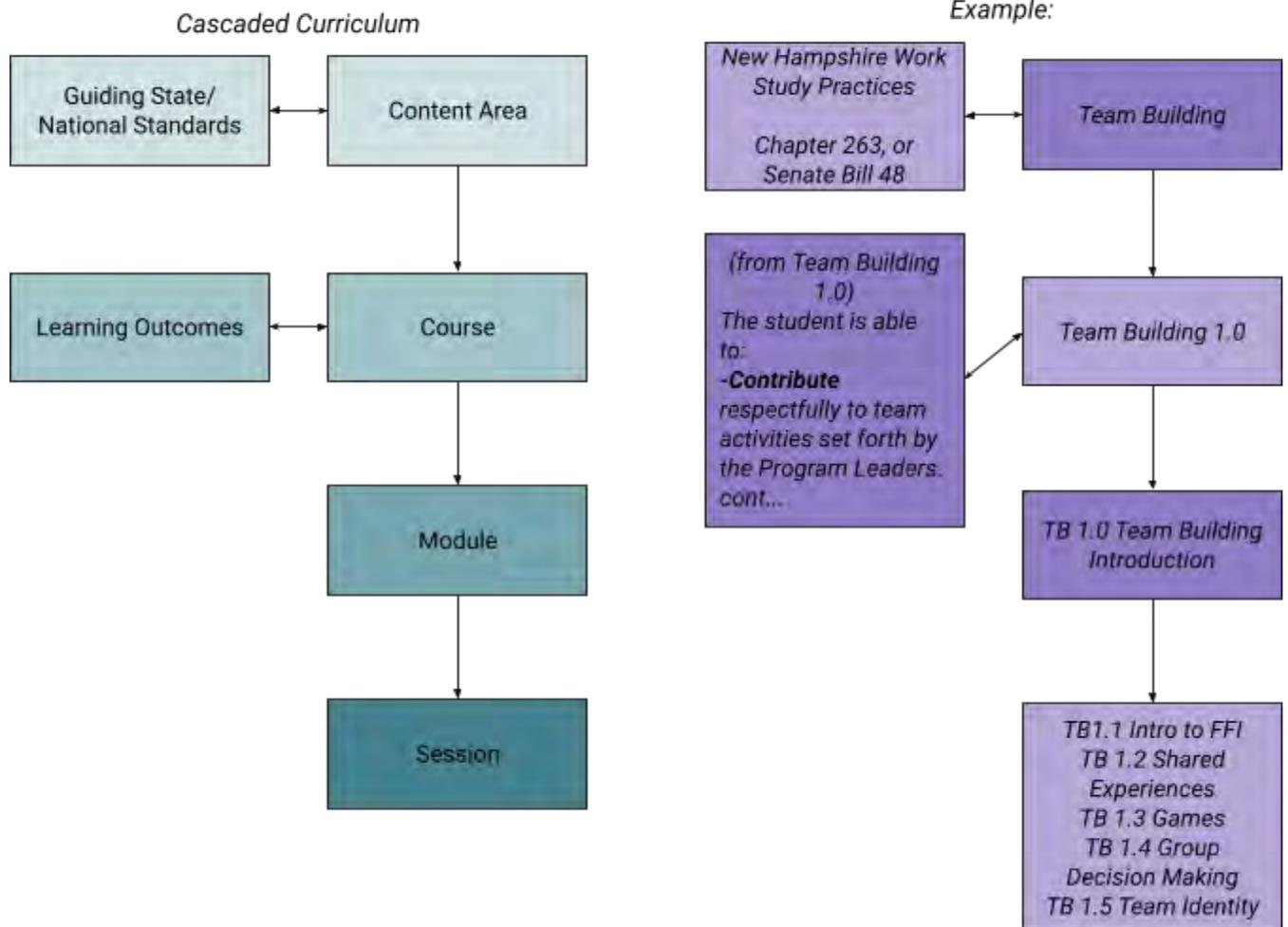
C. Proof of Insurance

FFI has comprehensive insurance in all aspects: General Liability with umbrella, Workers Compensation, Directors and Officers, Property, and more. FFI's insurance broker is based in Rochester, New Hampshire (Bernier Insurance). Attached is the document that names the Department of Education as covered.

V. Educational Program

The following chart displays how content areas* (topics) are broken down into sessions* (individual activities).

Curriculum Design Overview



A. Proposed Content Areas* Learn Everywhere

Below are brief content area* descriptions for current courses.

- **Leadership:** courses focus on teaching communication, creativity, collaboration, and self-direction through rigorous practice. Leadership requires both a passion to build a better world and specific knowledge and skills to make it a reality.
- **Social Studies:** courses provide students with the opportunity to foster intercultural relationships, understand the global impact of conflicts and their resolutions, and how to apply this knowledge to their future as an informed citizen. These courses are inquiry and experience based in their approach to Social Studies topics.
- **Creativity & Arts:** courses are rooted in recognizing the positive impact creativity has on the human brain, and introduces students to different types of artistic mediums, such as ceramics, visual arts, jewelry making, or photography. This curriculum includes how to use these means for expression and community activism.
- **Science:** courses provide students with the opportunity to examine human connectedness to the planet. In this content area, students explore new ways of understanding the interdependence of species, our impact on our environment, and how we relate to the natural world.
- **Healthy Living:** courses focus on whole-body approaches to nutrition, exercise and healthy living as a more holistic way of life. Activities are designed to provide a deeper knowledge of how individuals and communities can work to attain their optimal health on all levels.
- **Adventure Education:** courses focus on integrating the five senses with a variety of challenging programs in different environments to create a unique active learning experience through sailing, hiking, climbing, ballroom dancing, etc.
- **English:** courses provide students the opportunity to engage with reading, writing, speaking, and listening with an emphasis on creativity and telling personal stories. These courses push personal comforts with the written language as a form of expression and encourage students to utilize writing in novel ways.
- **Special Education Electives:** courses focus on the knowledge and skills for youth who have identified mental, behavioral, or emotional disabilities that are looking to connect to their communities through a service lens and recognize their positive impact.

B. Guiding State/ National Standards*

Each of these eight content areas* comfortably satisfy the minimum standards for graduation credit, as shown in the following table:

Friends Forever International: Minimum Standards for Graduation Credit		
FFI Content Area*	Subject Area and Code	Guiding Curriculum Standards*
Leadership	New Hampshire Work Study Practices Chapter 263, or Senate Bill 48	<ul style="list-style-type: none"> • Communication: I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding. • Creativity: I can use original and flexible thinking to communicate my ideas or construct a unique product or solution. • Collaboration: I can work in diverse groups to achieve a common goal. • Self-Direction: I can initiate and manage my learning, and demonstrate a “growth” mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
Social Studies	New Hampshire Curriculum Framework Social Studies Ed 306.461	<ul style="list-style-type: none"> • SS.CV.1: The Nature and Purpose of Government- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of the government of the United States. • SS.CV.3: The World and the United States Place In It- Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs. • SS.CV.4: Rights and Responsibilities- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and be able to apply their knowledge of local, state, and national government through the political process and citizen involvement. • SS:EC:1: Economics and the Individual- Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them. • SS:GE.2: Places and Regions- Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions. • SS:GE:5: Environment and Society- Students will

		<p>demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p> <ul style="list-style-type: none"> ● SS.WH.1: Political Foundations and Development- Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance. ● SS.WH.5: Social/ Cultural- Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.
<p>Creativity & Arts</p>	<p>New Hampshire Art Education Ed 306.311</p>	<p>(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theater, where students will:</p> <ul style="list-style-type: none"> ● 1a. Create, perform, and respond with understanding. ● 1b. Participate actively in at least one of the art forms of dance, music, theater or visual art. ● 1c. Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines. ● 1d. Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines. ● 1e. Relate various types of arts knowledge and skills within and across the arts and other disciplines. ● 1f. Use technology as ways to create, perform, or respond in various arts disciplines. ● 1g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life.
<p>Science</p>	<p>Next Generation Science Standards (NGSS) HS-LS2-2 Ecosystem: Interactions, Energy, Dynamics</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> ● Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. ● Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. ● Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. ● Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. ● Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown. 8

<p>Healthy Living</p>	<p>National Health Education Center Standards-Centers for Disease Control and Prevention</p>	<ul style="list-style-type: none"> ● 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. ● 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. ● 3. Students will demonstrate the ability to access valid information, products, and services to enhance health. ● 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ● 5. Students will demonstrate the ability to use decision-making skills to enhance health. ● 6. Students will demonstrate the ability to use goal-setting skills to enhance health. ● 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ● 8. Students will demonstrate the ability to advocate for personal, family, and community health.
<p>Adventure Education</p>	<p>New Hampshire k-12 Physical Education Curriculum Guidelines Grades 9-12</p>	<ul style="list-style-type: none"> ● C.G.1: The student will be able to: <ul style="list-style-type: none"> ○ a. Participate in daily health-enhancing and personally rewarding physical activities. ● C.G.3: The student will be able to: <ul style="list-style-type: none"> ○ a. Demonstrate competency in many and proficiency in a few complex motor skills. ○ c. Demonstrate use of strategies and tactics within a variety of physical activities. ● C.G.4: The student will be able to: <ul style="list-style-type: none"> ○ a. Use a movement vocabulary when describing motor skill performance. ○ b. Describe critical elements of complex motor skills. ● C.G. 5: The student will be able to: <ul style="list-style-type: none"> ○ a. Identify the value of personally participating in physical activities. ○ b. Analyze the contributions of group members. ○ c. Reflect on personal contribution(s) within a group. ● C.G. 6: The student will be able to: <ul style="list-style-type: none"> ○ a. Initiate independent responsible behaviors in order to be a positive influence on others in physical activity settings. ○ b. Recognize the role of the leader and follower within a group in order to achieve physical activity goals. ○ c. Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.

		<ul style="list-style-type: none"> ○ d. Analyze the difference between ethical and unethical behavior in physical activity settings. ○ e. Demonstrate ethical behavior in physical activity settings. ○ f. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors. ○ g. Develop strategies for including others in physical activity settings. ○ h. Advocate for including all people in physical activity settings. ○ i. Resolve conflicts and accept decisions of judgment in socially acceptable ways.
<p>English</p>	<p>Common Core State Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects 9-12</p>	<p>Writing 9-10</p> <ul style="list-style-type: none"> ● Text Type and Purposes: 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> ○ a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ○ b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ○ c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ○ d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ○ e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>Speaking and Listening 9-10</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> ○ a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown. 10

		<ul style="list-style-type: none"> ○ b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. ○ c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ○ d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. ● Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ○ 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. ○ 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ○ 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<p>Special Education Electives</p>	<p>Indiana HBMSSC Standards Based Life Skills Curriculum Level: Grades 9-12</p>	<p>Writing:</p> <ul style="list-style-type: none"> ● 1.5.1 Write brief narratives describing an experience. ● 2.5.3 Write a friendly letter complete with the date, salutation (greeting such as Dear Mrs. Smith), body, closing, and signature. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> ● 2.7.4 Give and follow three-and four-step oral directions. ● 3.7.1 Retell, paraphrase, and explain what a speaker has said. ● 3.7.3 Answer questions completely and appropriately. <p>Social Skills:</p> <ul style="list-style-type: none"> ● Health 1.5.2 Describe characteristics needed to be a responsible friend and family member. ● Health 5.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

C. Proposed Course Offerings

Each proposed course offering beneath its corresponding content area is listed below with its credit equivalency.

Friends Forever International: Course Offerings	
Leadership	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Compassionate Communication 1.0	0.5 credit Elective (Work Study Practices)
Compassionate Communication 2.0	0.5 credit Elective (Extended Learning Opportunity)*
Goal Setting 1.0	0.5 credit Elective (Work Study Practices)
Goal Setting 2.0	0.5 credit Elective (Extended Learning Opportunity)*
Identity 1.0	0.5 credit Elective (Work Study Practices)
Identity 2.0	0.5 credit Elective (Extended Learning Opportunity)*
Team Building 1.0	0.5 credit Elective (Work Study Practices)
Team Building 2.0	0.5 credit Elective (Extended Learning Opportunity)*
<i>Leadership Total Credits</i>	<i>4.0 credits</i>
Social Studies	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Economics 1.0	0.5 credit Economics (Social Studies Elective)
Economics 2.0	0.5 credit Elective (Extended Learning Opportunity)
Empathetic Debate 1.0	0.5 credit Social Studies (Social Studies Elective)
Empathetic Debate 2.0	0.5 credit Elective (Extended Learning Opportunity)
Food, Environment, & Society 1.0	0.5 credit Social Studies (Social Studies Elective)
Food, Environment, & Society 2.0	0.5 credit Elective (Extended Learning Opportunity)
Genealogy 1.0	0.5 credit Social Studies (Social Studies Elective)
Genealogy 2.0	0.5 credit Elective (Extended Learning Opportunity)
Jewish/Israeli/ Palestinian Cultural Exchange 1.0	0.5 credit Social Studies (Social Studies Elective)

Jewish/Israeli/ Palestinian Cultural Exchange 2.0	0.5 credit Elective (Extended Learning Opportunity)
Jewish/Israeli/ Palestinian Cultural Exchange 3.0	0.5 credit Elective (Extended Learning Opportunity)
My Town 1.0	0.5 credit Social Studies (Social Studies Elective)
My Town 2.0	0.5 credit Elective (Extended Learning Opportunity)
My Town 3.0	0.5 credit Elective (Extended Learning Opportunity)
Northern Ireland Cultural Exchange 1.0	0.5 credit Social Studies (Social Studies Elective)
Northern Ireland Cultural Exchange 2.0	0.5 credit Elective (Extended Learning Opportunity)
Northern Ireland Cultural Exchange 3.0	0.5 credit Elective (Extended Learning Opportunity)
U.S. City Cultural Experience 1.0	0.5 credit Social Studies (Social Studies Elective)
U.S. City Cultural Experience 2.0	0.5 credit Elective (Extended Learning Opportunity)
U.S. City Cultural Experience 3.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Social Studies Total Credits</i>	<i>10.0 credits</i>
Creativity and Arts	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Ceramics 1.0	0.5 credit Art (Arts Elective)
Ceramics 2.0	0.5 credit Elective (Extended Learning Opportunity)
Hands On Art 1.0	0.5 credit Art (Arts Elective)
Hands on Art 2.0	0.5 credit Elective (Extended Learning Opportunity)
Jewelry Making 1.0	0.5 credit Art (Arts Elective)
Jewelry Making 2.0	0.5 credit Elective (Extended Learning Opportunity)
Photography 1.0	0.5 credit Art (Arts Elective)
Photography 2.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Creativity and Arts Total Credits</i>	<i>4.0 credits</i>

Science	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Astronomy 1.0	0.5 credit Physical Science (Science Elective)
Astronomy 2.0	0.5 credit Elective (Extended Learning Opportunity)
Flora & Fauna 1.0	0.5 credit Biological Science (Science Elective)
Flora & Fauna 2.0	0.5 credit Elective (Extended Learning Opportunity)
New Hampshire Coastal Biome 1.0	0.5 credit Biological Science (Science Elective)
New Hampshire Coastal Biome 2.0	0.5 credit Elective (Extended Learning Opportunity)
Sustainable Agriculture 1.0	0.5 credit Biological Science (Science Elective)
Sustainable Agriculture 2.0	0.5 credit Elective (Extended Learning Opportunity)
Sea Perch 1.0	0.5 credit Biological Science (Science Elective)
Sea Perch 2.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Science Total Credits</i>	<i>5.0 credits</i>
Healthy Living	
<i>FFI Course</i>	<i>Credit Equivalent</i>
International Foods: Eastern Hemisphere 1.0	0.5 credit Health (Health Elective)
International Foods: Eastern Hemisphere 2.0	0.5 credit Elective (Extended Learning Opportunity)
International Foods: Western Hemisphere 1.0	0.5 credit Health (Health Elective)
International Foods: Western Hemisphere 1.0	0.5 credit Elective (Extended Learning Opportunity)
Nutrition 1.0	0.5 credit Health (Health Elective)
Nutrition 2.0	0.5 credit Elective (Extended Learning Opportunity)
Mindfulness 1.0	0.5 credit Health (Health Elective)
Mindfulness 2.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Mindfulness Total Credits</i>	<i>4.0 credits</i>

Adventure Education	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Dance 1.0	0.5 credit Physical Education (Physical Education Elective)
Dance 2.0	0.5 credit Elective (Extended Learning Opportunity)
Climbing & Bouldering 1.0	0.5 credit Physical Education (Physical Education Elective)
Climbing & Bouldering 2.0	0.5 credit Elective (Extended Learning Opportunity)
Hiking 1.0	0.5 credit Physical Education (Physical Education Elective)
Hiking 2.0	0.5 credit Elective (Extended Learning Opportunity)
New Hampshire Winter Activities 1.0	0.5 credit Physical Education (Physical Education Elective)
New Hampshire Winter Activities 2.0	0.5 credit Elective (Extended Learning Opportunity)
Sailing 1.0	0.5 credit Physical Education (Physical Education Elective)
Sailing 2.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Adventure Education Total Credits</i>	<i>5.0 credits</i>
English	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Art of Storytelling 1.0	0.5 credit English (English Elective)
Art of Storytelling 2.0	0.5 credit Elective (Extended Learning Opportunity)
In Tune with Nature 1.0	0.5 credit English (English Elective)
In Tune with Nature 2.0	0.5 credit Elective (Extended Learning Opportunity)
Creative Writing 1.0	0.5 credit English (English Elective)
Creative Writing 2.0	0.5 credit Elective (Extended Learning Opportunity)
Public Speaking 1.0	0.5 credit English (English Elective)
Public Speaking 2.0	0.5 credit Elective (Extended Learning Opportunity)

<i>English Total Credits</i>	<i>4.0 credits</i>
Special Education Electives	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Community Oriented Life Skills 1.0	0.5 credit Elective
Community Oriented Life Skills 2.0	0.5 credit Elective
Special Education Electives Total Credits	1.0 credit
Total Credits Offered	37.0 credits

D. Learning Outcomes*

The program leader and staff provide continuous feedback to students about their progress throughout the program. After assignments for the course are complete, students receive a Final Report with feedback from the program leader. All scores are calculated based on qualitative feedback from the program leader and staff as well as quantitative data relating to assignment completion.

Students progress is assessed using the following rating scale:

- **Not Yet Competent (NYC):** The student has not yet completed the requirements of the Learning Outcome*.
- **Competent (C):** The student has demonstrated competence in all requirements/outcomes.
- **Beyond Competent (BC):** The student has shown proficiency beyond the requirements of the learning outcomes*.
- **Advanced (A):** The student has demonstrated mastery of all requirements/outcomes in this course.

Timmy Student's Final Report			
Course	Competency Attained	Achieved Skills and Knowledge	Recommendations to Integrate Achieved Skills and Knowledge Daily
Team Building 1.0	A	-Acted as an integral part of their assigned team. -Created spaces and opportunities to encourage all team members to participate.	-Value your own ideas and communicate them to others when in a group. -Use new skills and knowledge for a Social Action Project at one of the volunteer sites.
Team Building 2.0	A	-Social Action Project was organized and presented. -Community public speaking with confidence.	-Continue to participate in FFI as an alumni*
Creative Writing	BC	-Clearly and concisely established setting and details in a short story writing project.	-Practice giving and receiving feedback from peers.
Sailing	BC	-Demonstrated enthusiasm and ability in supplemental skills (Knot Tying).	-Practice interpreting and using charts to follow a course.

The Team Leader prepares a Final Report for all program participants* seeking academic credit, evaluating each of the relevant Outcomes and assigning the student a rating based on the course rubric. A Final Report will be provided upon completion of all modules and courses. Students who receive a C or above in an outcome have met the standard for demonstrating competence in that outcome. When a student achieves this competence in a course, they are granted a certificate which will equate to credit towards graduation at their New Hampshire High School.

Evaluation of the relevant competencies are based on the assessment rubrics that follow. Assessment criteria were developed using Bloom's Taxonomy* levels 3-6. This encourages students to use higher level cognitive processes to demonstrate depth of knowledge and skill.

Leadership 1.0 Learning Outcomes* Assessment Rubric

Course: Compassionate Communication 1.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Building on current communication abilities, students are introduced to the knowledge and skills required to use Compassionate Communication in both 1:1 and group settings. Teaching methods include small and large group discussions, personal reflection, and simulation.

Modules:	1. Emotions and Communication	2. The Essential Why	3. Open The Conversation
	Re-framing how we communicate	Starting with me	Building a bridge

Competency 1: Students will understand the basic concept of compassionate communication and emotional response.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify and describe specific emotions.	I can identify and describe specific emotions and I can define compassionate communication.	Through discussion, I can develop a plan to correctly express specific emotions.	I can anticipate the role emotions may play in communication.

Competency 2: Students will explain and utilize language associated with compassionate communication.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely define empathy and compassionate communication.	I can define empathy and demonstrate compassionate communication both in how I express the words I choose to say and how others hear me.	I can compare and contrast empathy and sympathy and display the ability to use each appropriately.	I can evaluate the effectiveness of empathy and sympathy.

Competency 3: Students will understand the role of the mediator.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define what the mediator is and practice the mediator role through simulated activity.	I can define what the mediator is and practice the mediator role through simulated activity.	I can demonstrate mediator best practices during a simulated activity.	I can assess a power struggle in a group situation and recommend which mediator best practices will be most effective in returning the group to compassionate communication.

Competency 4: Students will understand and demonstrate how effective mediation can move a group beyond a power struggle towards more compassionate communication.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot identify power struggles in a group setting and do not know the process used to resolve them.	Using my “Essential Why”, I can develop and implement the first step in the process of resolving a power struggle in a group setting.	I can evaluate how my “Essential Why” plays an important role in power struggles.	I can demonstrate reflection and application of my “Essential Why” and link it to mediation, the second step in the process of resolving power struggles.

Course: Goal Setting 1.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Students learn how to set goals using the **OKR** process and how to both achieve their personal goals and apply them to the broader community. Teaching methods include small and large group discussions, personal reflection, and individual and group goal writing for use in subsequent curriculum

Modules:	1. What Are Goals?	2. Organizing Your Vision	3. Habits and Goals
	Why set goals?	What do you want to achieve?	How do habits shape your environment and how can they help you accomplish your goals?

Competency 1: Students will understand the components of successful goal setting.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot state the importance of goal-setting and don't know what the components of the OKR process of goal setting are.	I can state the importance of goal setting and know what the components of OKRs. I can set short-term goals using the The OKR* methodology in a simulated activity.	I can actively participate in the development of group goals using the OKR* method for group based community work.	I can explain and outline the goal setting process.

Competency 2: Students will establish their own desires, preferences, and priorities and discuss the relevance of these to goal setting.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify my own personal desires, preferences, and priorities.	I can identify my own personal desires, preferences, and priorities and apply them to setting goals	I can actively participate in discussion around the establishment of a common goal.	I can explain the different ways people may attempt to attain their objective.

Competency 3: Students will understand the relationship between habits and goals.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and describe the similarities and differences between habits and goals and verbalize my own.	I can identify and describe the similarities and differences between habits and goals and verbalize my own.	I can explain how my habits help me achieve my goals.	I can analyze and discuss how the group's habits contribute to us achieving our group goals.

Competency 4: Students will understand how to set goals for their future using OKR and relying on expanding helpful habits through independent reflection.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely set individualized long-term goals using the OKR methodology and don't know how to rely on expanding helpful habits through independent reflection.	I can set individualized long-term goals using the OKR methodology and can rely on expanding helpful habits through independent reflection.	I can present my long term goals to the group and answer others'; clarifying questions.	I can evaluate how the achievement of my identified long-term goals will positively impact my own future and that of my community.

Course: Identity 1.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Students learn about the components that comprise an individual's identity and understand how it shapes life's experiences. Teaching methods include small and large group discussions, presentation with visuals, completing the Myers Briggs Personality Test, and personal reflection.

Modules:	1. Who Am I?	2. Learning About You	3. Identity & Society
	What is identity and why it matters	"16 personalities"	How your identity can impact society

Competency 1: Students will explore their personal relationships between individual experiences and identity.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely outline components of my own identity and individual story.	I can outline components of my own identity and individual story, and discuss it using my life experiences..	I can explain components of my identity and individual story using visuals and noting how my life experiences impacted these.	I can explain the relationship between my identity and my future goals and can envision how I can impact my community through them.

Competency 2: Students will demonstrate a greater understanding of others through sharing individual experiences and life stories.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss how others' life experiences comprise their identity.	I can discuss how others' life experiences impact their identities empathically.	I can compare and contrast life experiences with others, respectfully, with the goal of finding commonalities.	I can participate in creating a poem with other members of the group highlighting new learnings about our combined identities.

Competency 3: Students will understand their impact and value as a team member through reflection of their Myers Briggs Personality Test type.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe how my Myers Briggs Personality Test type can strengthen the collective group.	I can describe and discuss how my Myers Briggs Personality Test type can strengthen the collective group.	After evaluating my Myers Briggs Personality Test type may need support from the collective group.	Predict my future behaviors based on my Myers Briggs Personality Test type description.

Competency 4: Students will understand how the values and beliefs of collective identity may build connections or isolate groups.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define the values and belief systems of a group through discussion.	I can define the values and belief systems of a group through discussion and identify those that connect and those that isolate..	I can examine ways in which these values and belief systems may connect or isolate in other groups.	I can defend values and belief systems that encourage representation and inclusion for people from various backgrounds.

Course: Team Building 1.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Students build a safe environment to improve team cohesion, lay a foundation for future work, and demonstrate the impact that a team can have when working together. Teaching methods include brainstorming, small and large group discussion, and learning games.

Modules:	1. Team Building Intro	2. Team Foundations	3. Team Impact
	Improve team cohesion and bonds	Building team trust	Choose and plan a team project

Competency 1: Students will contribute respectfully to activities outlined by program leaders.

<i>Not Yet Competent</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely follow the remote and/or in-person communication agreements as defined by my group.	I can follow the remote and/or in-person communication agreements as defined by my group.	I can assist in the development of group communication agreements.	I can advocate for communication agreements as they relate to team building.

Competency 2: Students will practice team building through games, brief exercises, and debriefs.

<i>Not Yet Competent</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and follow instruction for games and brief group exercises.	I can participate and follow instruction for games and brief group exercises.	I can assist in the facilitation of a game, brief exercise, or debrief.	I can teach my group a game, brief exercise, or debrief with them.

Competency 3: Students will explore how team decision making impacts their group and aid in the team decision making process.

<i>Not Yet Competent</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage in the team decision making process.	I can participate and engage in the team decision making process.	I can evaluate my role as an individual in the team decision making process.	I can assess how team decision making impacted our group cohesiveness.

Competency 4: Students will brainstorm a plan for a team project.

<i>Not Yet Competent</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage in the process of planning a team project.	I can participate and engage in the process of planning a team project.	I can evaluate how the team has grown as a group since beginning the course.	I can assist other team members in the planning and implementation of our team project.

Leadership 2.0 Learning Outcomes* Assessment Rubric

Courses: Compassionate Communication 2.0

Goal Setting 2.0

Identity 2.0

Team Building 2.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	----------	------------	---------	--------------

Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Social Studies 1.0 Learning Outcomes* Assessment Rubric

Course: Economics 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students study basic economic principles and apply these to economic situations, the local economy, their own lives, and national and global economies. Teaching methods: small and large group discussion , individual reflection, and simulation.

Modules:	1. Microeconomics	2. Personal Choices	3. Macroeconomics
	Exploring small business decisions	My personal finance choices	National and global economies

Competency 1: Students will explore concepts related to economic setbacks.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely define and distinguish the characteristics of recession and depression.	I can define and distinguish the characteristics of recession and depression.	I can summarize the overall impact of depression and recession in the US using resources gathered through research.	I can analyze and explain current US economic information and identify indicators that point to change.

Competency 2: Students will develop a business plan and identify the “economics” of starting a small business in a simulation.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely develop a business plan and apply key economic principles when outlining the steps in starting a food truck business.	I can develop a business plan and apply key economic principles when outlining the steps in starting a food truck business.	I can develop an effective presentation from my food truck business plan and deliver it to a group	I can compare my food truck business plan to the plan of another food truck and predict how my food truck will succeed in a local economy.

Competency 3: Using knowledge gained earlier in the course, Students will connect their learning to globalization and international trade markets.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely differentiate between globalization and international trade using their definitions and compare and contrast the positive and negative effects of each.	I can differentiate between globalization and international trade using their definitions and compare and contrast the positive and negative effects of each.	I can share insights on the impact of international trade.	I can connect the concept of globalization to international trade.

Competency 4: Students will apply concepts in basic personal finance to the creation of a budget and planning for monthly expenses based on a specific income.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely create a budget based on income and select options within each budget category that enable me to stay within budget.	I can create a budget based on income and select options within each budget category that enable me to stay within budget.	I can provide feedback to others as they look for options within their budget.	I can reflect on the process and importance of budgeting and teach others how to stay within budget.

Competency 5: Students will define and describe various options for saving, investing, and financial planning.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe various options for saving, investing, and financial planning.	I can define and describe various options for saving, investing, and financial planning.	I can identify and use local resources to supplement my knowledge of saving, investing, and financial planning.	I can evaluate outcomes and create a saving/ investment plan within my theoretical budget parameters.

Course: Empathetic Debate 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students study basic rules of debate and apply these to the practice of debate with a focus in empathy and applying perspective. Teaching methods include small and large group discussion, individual reflection, and simulation.

Modules:	1. Introduction to Debate	2. Applying Perspective and Experience	3. Practicing Debate
	Structure, rules, and practice of debate	Exploring how these pieces of individuals shape their approach to debate	Practicing debate through the lens of empathy

Competency 1: Students will understand the basic foundations and rules for structured debate.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot currently or completely list and describe rules for structured debate.	I can list and describe rules for structured debate.	I can explain why rules are critical to structured debate.	I can teach someone else about the rules of structured debate.

Competency 2: Students will follow basic rules for structured debate through class activities and simulations.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely follow rules for structured debate through class activities and simulations.	I can follow rules for structured debate through class activities and simulations.	I can suggest rules or structure that contribute to a successful debate.	I can develop a plan with a team that follows basic rules for structured debate through class activities and simulations.

Competency 3: Students will explore approaches to debate with a focus on how personal experience is tied to perspective.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify personal experiences and parts of my own identity that link to the creation of my perspective on a given topic.	I can identify personal experiences and parts of my own identity that link to the creation of my perspective on a given topic.	I can discuss and share how personal identity connects to perspective.	I can evaluate how perspective may carry itself into a debate.

Competency 4: Students will recognize the value of empathy as it relates to debate.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe empathy. I can practice empathy through my approach to debate.	I can define and describe empathy. I can practice empathy through my approach to debate.	I can discuss ideas for approaching debate with empathy.	I can explain the value of approaching debate through the lens of empathy.

Course: Food, Environment, & Society 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: This course provides an overview of how specific foods are produced and consumed locally and globally, with a special focus on impact to the environment. Teaching methods include food preparation and sampling, field trip (visit local community and engage with local food market), and reflection.

Mini unit topics may include:	<ul style="list-style-type: none"> - Coffee - Maple Syrup - Pickles - Eggs - Chocolate 	<ul style="list-style-type: none"> - Bread - Seafood - Meats - Strawberries 	<ul style="list-style-type: none"> - Apples - Milk - Icecream - Cheese
--------------------------------------	---	---	--

Competency 1: Students will understand steps of production for assigned food goods.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and describe steps in the production process for specific foods.	I can identify and describe steps in the production process for specific foods.	I can compare and contrast steps in the production process for specific foods.	I can analyze efficiency and reasoning of steps in the production process for specific foods.

Competency 2: Students will understand how different markets are able to reach consumers.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely research and identify businesses that sell assigned foods to my community.	I can research and identify businesses that sell assigned foods to my community.	I can compare and contrast markets and how they are able to access their consumers.	I can assess the choices businesses make in my community in order to reach their target market.

Competency 3: Students will participate in discussion around the environmental impact of food production.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely acknowledge and identify ways in which the production of foods are harmful to the environment.	I can acknowledge and identify ways in which the production of foods are harmful to the environment.	I can make predictions on the future environmental health of specific areas as it connects to the production of foods.	I can use my knowledge of environmental health and food production to recommend informed decisions on foods to consume.

Competency 4: Students will explain how to ensure food sustainability.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and recognize the importance of sustainability as it relates to food production.	I can describe and recognize the importance of sustainability as it relates to food production.	I can suggest means of promoting sustainability as it relates to food production.	I can evaluate the long term impact of specific agricultural practices.

Course: Genealogy 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students explore the many “whys” behind immigration, and the meaning of cultural diversity; they then research their own genealogy, consolidating what they find into a virtual research portfolio, to understand the impact of diversity and immigration on our current and future world. Teaching methods: individual and group research, presentation, small and large group discussion.

Modules:	1. Immigration and Diversity	2. Research and Reference	3. Research Portfolio
	Why do people immigrate to other countries? What are the components of cultural diversity?	Researching using the Ancestry database and learning about types of Ancestry records	Consolidate into a virtual portfolio

Competency 1: Students will exhibit knowledge of a variety of cultures and backgrounds.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely define and describe ethnic and cultural diversity and list examples from varying cultures.	I can define and describe ethnic and cultural diversity and list examples from varying cultures.	I can examine how ethnic and cultural diversity relate to my own identity.	I can explore the overall impact of ethnic and cultural diversity on the present day U.S.

Competency 2: Students will understand how immigration and immigrants have shaped American culture.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify push and pull factors that have encouraged immigration to the U.S. using specific examples of large scale examples of immigration.	I can identify push and pull factors that have encouraged immigration to the U.S. using specific examples of large scale examples of immigration.	I can compare and contrast the experiences of individuals immigrating to the U.S. using specific examples.	I can predict future changes in population based on immigration patterns.

Competency 3: Students will understand the different types of records used in genealogy research.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and describe different types of genealogy sources and information they contain while identifying these as primary or secondary sources.	I can list and describe different types of genealogy sources and information they contain while identifying these as primary or secondary sources.	I can compare and contrast the overall effectiveness of different types of records on genealogy research.	I can draw conclusions based on findings in genealogy records.

Competency 4: Students will apply research and reference skills in identifying information, evaluating sources, and consolidating effective artifacts.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely use the given database(s) to gather and sort relevant artifacts using scenarios and examples.	I can use the given database(s) to gather and sort relevant artifacts using scenarios and examples.	I can sort and collect relevant artifacts into a digital research portfolio.	I can summarize my Ancestry database research findings into an oral and visual presentation.

Course: Jewish Israeli/ Palestinian Israeli Cultural Exchange 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students explore Palestinian Israeli and Jewish Israeli culture and traditions historically and today, including the “why” behind these traditions and experience conflict resolution within their group’s assigned activities. Teaching methods include small and large group discussion, reflection, and experiential learning of cooperative living.

Modules:	1. Intro to Jewish Israeli/ Palestinian Israeli Cultures	2. Culture and Tradition	3. Jewish Israeli/ Palestinian Israeli Conflict
	Learn about Jewish Israeli/ Palestinian Israeli cultures	Dig deeper into Jewish Israeli/ Palestinian Israeli cultures	Learn about the Jewish Israeli/ Palestinian Israeli conflict history and perspectives

Competency 1: Students will explore and understand components of Israel’s culture and traditions.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss and review components of Jewish Israeli/ Palestinian Israeli culture and traditions.	I can discuss and review components of Jewish Israeli/ Palestinian Israeli culture and traditions.	I can identify key components of Israel’s culture including the actual experiences of Jewish Israelis and Palestinian Israelis.	I can discuss the culture and traditions of Jewish Israel and Palestinian Israel with people who didn’t participate in this program.

Competency 2: Students will explore and understand the political and physical geography of Israel.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely describe and map the current political and physical geography of Israel.	I can describe and map the current political and physical geography of Israel and discuss the “why” behind it.	I can create a map that highlights key political and physical features of Israel.	I can present my map and provide insights collected from the program pointing suggestions for positive change.

Competency 3: Students will research and identify the causes of conflict in Israel from varying perspectives.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and review provided resources relating to conflict in Israel	I can discuss and review provided resources relating to conflict in Israel.	I can actively participate in discussion with individuals who have different perspectives on the conflict in Israel.	I can synthesize information through provided resources in order to summarize the experiences of groups living in Israel during times of conflict.

Competency 4: Students will consider the potential for successful conflict resolution using provided examples.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and review provided examples of conflict resolution.	I can discuss and review provided examples of conflict resolution.	I can recommend conflict resolution examples for a specific community.	I can assess the overall impact of varying conflict resolution approaches.

Course: My Town 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students gain a deeper understanding of their own family history and how it relates to their community's history. Teaching methods include 1:1 interviews, reflection, and small and large group discussion.

Modules:	1. Who Made Me?	2. What's Our Story?	3. Where's My Story?
	Understanding family-centric history	Learn your family story	How does the environment affect your story?

Competency 1: Students will gain a greater understanding of their personal history.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely develop and share a family tree with other participants.	I can develop and share a family tree with other participants.	I can identify commonalities with and between other participants as it relates to our family trees.	I can describe and summarize how my family history has impacted me.

Competency 2: Students will complete community based research with the goal of creating connections.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely pose questions about my family tree and about the history of my community.	I can pose questions about my family tree and about the history of my community.	I can effectively research using family and online resources to seek out answers to questions.	I can connect findings to my family tree by updating it with new findings.

Competency 3: Students will tell the story of their community through conducted interviews and research.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely interview individuals and record their responses to questions.	I can interview individuals and record their responses to questions.	I can share interview responses and takeaways through group discussion .	I can examine how communication and story can encourage stronger connections across a population.

Competency 4: Students will research locations within their communities.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely visit assigned locations in my local community and research to learn more about them.	I can visit assigned locations in my local community and research to learn more about them.	I can converse with community members from assigned locations.	I can examine the impact of these locations to the overall community.

Course: Northern Ireland Cultural Exchange 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students explore Northern Ireland culture and traditions historically and today, including the “why” behind these traditions and experience conflict resolution within their group’s assigned activities. Teaching methods include small and large group discussion, reflection, and experiential learning of cooperative living.

Modules:	1. Intro to Northern Ireland’s Cultures	2. Culture and Tradition	3. Northern Ireland Conflict
	Learn about Protestant/ Catholic Northern Ireland cultures	Dig deeper into Protestant/ Catholic Northern Ireland cultures	Learn about the Protestant/ Catholic Northern Ireland conflict history and perspectives

Competency 1: Students will explore and understand components of Northern Ireland’s culture and traditions.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss and review components of Protestant and Catholic Northern Irish culture and traditions.	I can discuss and review components of Protestant and Catholic Northern Irish culture and traditions.	I can identify key components of Northern Ireland’s culture including the actual experiences of Protestant/ Catholic Northern Irish.	I can discuss the culture and traditions of Protestant and Catholic Northern Irish with people who didn’t participate in this program.

Competency 2: Students will explore and understand the political and physical geography of Israel.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely describe and map the current political and physical geography of Northern Ireland.	I can describe and map the current political and physical geography of Northern Ireland and discuss the “why” behind it.	I can create a map that highlights key political and physical features of Northern Ireland.	I can present my map and provide insights collected from the program pointing suggestions for positive change.

Competency 3: Students will research and identify the causes of conflict in Northern Ireland from varying perspectives.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and review provided resources relating to conflict in Northern Ireland.	I can discuss and review provided resources relating to conflict in Northern Ireland.	I can actively participate in discussion with individuals who have different perspectives on the conflict in Northern Ireland.	I can synthesize information through provided resources in order to summarize the experiences of groups living in Northern Ireland during times of conflict.

Competency 4: Students will consider the potential for successful conflict resolution using provided examples.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and review provided examples of conflict resolution.	I can discuss and review provided examples of conflict resolution.	I can recommend conflict resolution examples for a specific community.	I can assess the overall impact of varying conflict resolution approaches.

Course: U.S. City Cultural Experience 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students will engage in an in depth cultural experience through the exploration of a U.S. city's geography, community, culture, and traditions. Teaching methods include 1:1 interviews, reflection, immersive city experiences, and small and large group discussion.

Modules:	1. Introduction to U.S. City	2. Culture & Tradition	3. Experiences of Others
	The city's history, geography, and community	Exploring culture and traditions	Speaking to community members and reflecting with the group

Competency 1: Students will develop basic knowledge of the city's history, geography, and community.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss the history and geography of the city or identify community resources to address community specific needs.	I can discuss the history and geography of the city. I can identify community resources to address community specific needs.	I can summarize how the city's geography has changed over time.	I can teach someone else about the city's history, geography, and/or community resources.

Competency 2: Students will explore the city's culture and traditions.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss the city's culture and tradition from the perspective of multiple groups within the community.	I can discuss the city's culture and tradition from the perspective of multiple groups within the community.	I can explore a location in the city with a different culture and tradition from my own.	I can teach someone else about the city's culture and tradition.

Competency 3: Students will engage with community members within the community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss components of the community and needs of it with members living in that community.	I can discuss components of the community and needs of it with members living in that community.	I can compare and contrast the needs of this community from the one I live in.	I can evaluate similar community needs between this one and my own.

Competency 4: Students will reflect and debrief with their team.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and reflect upon the experience with my group.	I can discuss and reflect upon the experience with my group.	I can connect FFI values to my reflection.	I can relate to how this experience will affect my future plans for community involvement.

Social Studies 2.0 Learning Outcomes Assessment Rubric

Courses: Economics 2.0

Empathetic Debate 2.0

Food, Environment, & Society 2.0

Genealogy 2.0

Jewish Israeli/ Palestinian Israeli Cultural Exchange 2.0

My Town 2.0

Northern Irish Cultural Exchange 2.0

U.S. City Cultural Exchange 2.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	----------	------------	---------	--------------

Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Social Studies 3.0 Learning Outcomes Assessment Rubric

Courses:

Jewish Israeli/ Palestinian Israeli Cultural Exchange 3.0

My Town 3.0

Northern Irish Cultural Exchange 3.0

U.S. City Cultural Exchange 3.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 and 2.0 course before beginning the 3.0 course. Demonstrating competency in any 3.0 course requires the knowledge and skills learned in the 2.0 course and 1.0 course. Student(s) apply what they have gained in order to create an in-depth and continued study of their chosen topic.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	----------	------------	---------	--------------

Students must:

- Through **continued study** the student develops a complex, tangible product that **demonstrates** application of their knowledge and skill in the focus areas on language, culture, conflict, or other agreed-upon topic.
- They are able to apply **Research** to their complex tangible **Product**. They are able to deliver a **Presentation** that includes an experiential **Reflection**.
- The student is able to **connect** their experiences from course prerequisites to their finalized product.
- The student is able to further **support** their complex tangible product by **presenting** to invested community members, FFI staff, and/or FFI alumni.

Creativity and Arts 1.0 Learning Outcomes Assessment Rubric

Course: Ceramics 1.0

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students explore basic techniques, create pieces of art, and explore the history of the ceramics. Teaching methods include guidance through artistic process and independent art creation.

Modules:	1. History of Ceramics	2. Exploring Ceramics	3. Practicing Ceramics
	Exploring the history of ceramics throughout the world	An introduction to ceramics and techniques	A deeper dive into ceramics and creating a piece of art

Competency 1: Students will be able to determine how ceramics has developed from a practical art form to a creative art form.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and discuss provided historical examples of ceramics. I can recount the history of ceramics and identify specific uses in world cultures.	I can describe and discuss provided historical examples of ceramics. I can recount the history of ceramics and identify specific uses in world cultures.	I can compare and contrast provided historical examples of ceramics. I can identify specific styles of ceramic design and connect them to the history of ceramics.	I can differentiate between ceramic objects created for practical use and those created as art and the “why” behind each.

Competency 2: Students will explore how ceramics is presently integrated into my local community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify resources within my community that offer space to create, sell, or display ceramic art.	I can identify resources within my community that offer space to create, sell, or display ceramic art and/ or artists that create it.	I can visit and explore resources within my community that offer space to create or display ceramic art.	I can evaluate the impact of art and these resources to the overall community.

Competency 3: Students will follow a step oriented process in creating an artistic product.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and follow steps in creating an artistic product.	I can identify and follow steps in creating an artistic product.	I can create a plan in order to make a specific artistic product.	I can describe the steps followed and best practices in creating an artistic product.

Competency 4: Students will explore and practice a variety of artistic techniques.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe key terms and techniques in relation to ceramics.	I can define and describe key terms and techniques in relation to ceramics.	I can discuss artists' intent in specific work examples that show different techniques.	I can compare and contrast the work of different artists and different artistic techniques.

Course: Hands-On Art 1.0

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students select an artistic medium and research or refresh learning if they have studied how to create art in this medium before, and document their plan; then following their plan, they create a piece of art and describe the process to their group. Teaching methods include small and large group discussion, learning and applying new processes, motivation in developing an original piece of art.

Modules:	1. Exploring Hands-On Art	2. Practicing Hands-On Art	3. Creative Activism
	Getting started on your artistic journey	Diving deeper into art mediums	How art and creativity support one another

Competency 1: Students will select an art medium, and identify the steps in the process to create a piece of art using that medium.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot yet correctly or completely identify and follow steps in creating an artistic product.	I can identify and follow steps in creating an artistic product.	I can create a plan in order to make a specific artistic product.	I can describe the steps followed and best practices in creating an artistic product.

Competency 2: Students will connect the value of playfulness to the creation of art.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot yet correctly or completely explain how playfulness connects to creating an artistic product.	I can explain how playfulness connects to creating an artistic product.	I can practice playfulness while creating an artistic product.	I can reflect and discuss with peers about how playfulness connected to our artistic products.

Competency 3: Students will use a number of examples in recognizing that art can be an expression of the artist's world view.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot yet correctly or completely explain how art represents the artist's world view in a variety of examples.	I can explain how art represents the artist's world view in a variety of examples.	I can compare and contrast ways different artists have used artistic products to convey a personal message.	Using an art object I created, I can explain convincingly to others how my object reflects my world view.

Competency 4: Students will determine how art can be used as activism.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot yet correctly or completely identify examples of art, both historical and current, and describe how they portray activism.	I can identify examples of art, both historical and current, and describe how they portray activism.	I can compile a list of current or historical examples of art in my community and discuss how they demonstrate activism	I can identify and advocate for the best course of action to use art as activism to solve a specific community problem.

Course: Jewelry Making 1.0

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students explore basic techniques, create pieces of art, and explore the history of jewelry making. Teaching methods include guidance through artistic process and independent art creation. Teaching methods include small and large group discussion, learning and applying new processes, and motivation in developing an original piece of art.

Modules:	1. History of Jewelry Making	2. Exploring Jewelry Making	3. Practicing Jewelry Making
	Exploring the history of ceramics throughout the world	An introduction to jewelry making and techniques	A deeper dive into jewelry making and creating a piece of art

Competency 1: Students will discover cultural history in jewelry making and how these have evolved.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely describe and discuss provided historical examples of ceramics. I can recount the history of ceramics and identify specific uses in world cultures.	I can describe and discuss provided historical examples of jewelry making. I can recount the history of jewelry making and identify specific uses in world cultures.	I can compare and contrast provided historical examples of jewelry making. I can identify specific styles of jewelry design and connect them to the history of jewelry making.	I can explain how jewelry is viewed in some cultures throughout history and provide insights on how jewelry is viewed currently in different cultures and generations.

Competency 2: Students will explore how jewelry making is presently integrated into my local community.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify resources within my community that offer space to create, sell, or display jewelry.	I can identify resources within my community that offer space to create, sell, or display jewelry.	I can visit and explore resources within my community that offer space to create or display jewelry making.	I can evaluate the impact of art and these resources to the overall community.

Competency 3: Students will follow a step oriented process in creating an artistic product.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and follow steps in creating an artistic product.	I can identify and follow steps in creating an artistic product.	I can create a plan in order to make a specific artistic product.	I can describe the steps followed and best practices in creating an artistic product.

Competency 4: Students will explore and practice a variety of artistic techniques.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe key terms and techniques in relation to jewelry making.	I can define and describe key terms and techniques in relation to jewelry making.	I can discuss artists' intent in specific work examples that show different techniques.	I can compare and contrast the work of different artists and different artistic techniques.

Course: Photography 1.0

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students explore basic techniques, create pieces of art, and explore how photography has changed over time. Teaching methods include small and large group discussion, learning and applying new processes, motivation in developing an original piece of art.

Modules:	1. History of Photography	2. Exploring Photography	3. Practicing Photography
	Exploring how photography has changed over time	An introduction to photography and techniques	A deeper dive into photography and creating a piece of art

Competency 1: Students will explore and discover history in photography and how photography has evolved.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and discuss provided historical examples of photography. I can recount the history of photography and identify ways in which it has changed.	I can describe and discuss provided historical examples of photography. I can recount the history of photography and identify ways in which it has changed.	I can compare and contrast provided historical examples of photography. I can identify specific styles of photography approaches and connect them to the history of photography.	I can evaluate the quality of photos using what I know about photography and artistic approaches.

Competency 2: Students will explore how photography is presently integrated into my local community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify resources within my community that offer space to display photography.	I can identify resources within my community that offer space to display photography and/ or artists that create it.	I can visit and explore resources within my community that offer space to display photography.	I can evaluate the impact of art and these resources to the overall community.

Competency 3: Students will follow a step oriented process in creating an artistic product.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and follow steps in creating an artistic product.	I can identify and follow steps in creating an artistic product.	I can create a plan in order to make a specific artistic product.	I can describe the steps followed and best practices in creating an artistic product.

Competency 4: Students will explore and practice a variety of artistic techniques.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe key terms and techniques in relation to jewelry making.	I can define and describe key terms and techniques in relation to jewelry making.	I can discuss artists' intent in specific work examples that show different techniques.	I can compare and contrast the work of different artists and different artistic techniques.

Creativity and Arts 2.0 Learning Outcomes Assessment Rubric

Courses: Ceramics 2.0

Hands on Art 2.0

Jewelry Making 2.0

Photography 2.0

Content Area: Creativity and Arts

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	----------	------------	---------	--------------

Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Science 1.0 Learning Outcomes Assessment Rubric

Course: Astronomy 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Physical Science, Science Elective

Course Description: Students use print and digital resources to determine what comprises the universe and “what” “where” and “why” this is important; they study the telescope’s history and then use it to map and reflect on what they can find in their night sky. Teaching methods include individual research, small and large group discussion, hands-on experience with a telescope, and reflection.

Modules:	1. Identifying What is in the Sky	2. History of Astronomy and the Telescope	3. Observing the Night Sky
	What might I see?	How am I able to see it and who’s observed it before?	What can I identify?

Competency 1: Students will research and discuss constellations.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and discuss major constellations and other components of the universe.	I can properly identify and discuss major constellations.	I can explain the process for finding major constellations in the night sky.	I can assist others in properly identifying and discussing major constellations in the night sky.

Competency 2: Students will research and discuss planets in our Solar System and other components of the universe.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and discuss planets of the solar system and other components of the universe and categorize them based on distinctive qualities.	I can properly identify and discuss planets of the solar system and other components of the universe and categorize them based on distinctive qualities.	I can connect how the proximity of planets to the sun creates their properties.	I can describe the order of the planets, their varying characteristics, and their proximity to the sun.

Competency 3: Students will understand the components of telescopes and how telescopes have changed over time.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify features of telescope models and the history of this astronomy tool.	I can identify features of telescope models and the history of this astronomy tool.	I can compare and contrast various telescope models.	I can describe how technological advancements have impacted telescopes and the science of astronomy..

Competency 4: Students will understand how to use a telescope.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe how to set up and use a telescope.	I can describe how to set up and use a telescope.	I can explain and demonstrate how a modern telescope works.	I can teach others how to set up and use a telescope to identify constellations in the night sky.

Course: Flora and Fauna 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Biological Science, Science Elective

Course Description: Students use the world around them and provided resources to analyze the inner workings of the natural world around them. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. New Hampshire Flora Identification	2. New Hampshire Fauna Identification	3. Working together to create a balanced ecosystem
	Identifying animal life in the state of New Hampshire	Identifying plant life in the state of New Hampshire	Exploring the balance of the overall ecosystems and threats to the balance

Competency 1: Students will explore the fauna of the state of New Hampshire.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe species of fauna within the state of New Hampshire.	I can define and describe species of fauna within the state of New Hampshire.	I can categorize species of fauna within the state of New Hampshire based on where their population does best.	I can evaluate how the geography and climate of New Hampshire connects to the overall success of various species of fauna.

Competency 2: Students will explore the flora of the state of New Hampshire.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe species of flora within the state of New Hampshire.	I can define and describe species of flora within the state of New Hampshire.	I can categorize species of fauna within the state of New Hampshire based on their preferred climate.	I can evaluate how the geography and climate of New Hampshire connects to the overall success of various species of flora.

Competency 3: Students will understand how the ecosystem of New Hampshire provides natural balance.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and describe ways the ecosystem of New Hampshire provides natural and long term balance.	I can identify and describe ways the ecosystem of New Hampshire provides natural and long term balance.	I can discuss the balance of the New Hampshire ecosystem with peers and local experts in the field.	I can teach someone else about the balance of the New Hampshire ecosystem.

Competency 4: Students will explore threats to the sustainability and balance of the New Hampshire ecosystem.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and describe natural and human made threats to the balance of the New Hampshire ecosystem.	I can identify and describe natural and human made threats to the balance of the New Hampshire ecosystem.	I can recommend best practices to either slow or improve the natural and human made threats to the balance of the New Hampshire ecosystem.	I can teach someone else about natural and human made threats to the balance of the New Hampshire ecosystem.

Course: New Hampshire Coastal Biome 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Biological Science, Science Elective

Course Description: Students research and discuss species and their habitats native to New Hampshire and how humans have impacted the New Hampshire coastal biome. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. Introduction to the NH Coastal Biome	2. Interconnectedness of Land and Sea	3. Human Influences
	Mapping features and identifying species	Deepening knowledge of estuaries and habitats	Exploring how humans have impacted and will continue to impact the environment

Competency 1: Students will study the diverse species of flora and fauna that live within the New Hampshire Coastal Biome.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and categorize species of flora and fauna within the NH Coastal Biome.	I can identify and categorize species of flora and fauna within the NH Coastal Biome.	I can differentiate between various similar species of flora and fauna and discuss their habitat. .	I can assess the connectedness of various species of flora and fauna to one another in creating a balanced ecosystem.

Competency 2: Students will understand the geographical features of coastal NH.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and locate key geographical features and locations of the NH coast using a map.	Using a map, I can describe and locate key geographical features and locations of the NH coast.	I can determine and discuss where specific points are using my map of the NH coast.	I can connect geographical features to the establishment of different habitats within the NH coast.

Competency 3: Students will explore estuaries and the connections between land and sea.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely explain what an estuary is and describe the habitat it provides.	I can explain what an estuary is and describe the habitat it provides.	I can discuss how an estuary differs from other habitats.	I can teach others about estuaries and their importance in the NH coastal biome

Competency 4: Students will study species introduced within the NH Coastal Biome that have become invasive.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely cite examples of how humans have introduced invasive species of flora and fauna to the NH Coastal Biome and the consequences of this action	I can cite examples of how humans have introduced invasive species of flora and fauna to the NH Coastal Biome and the consequences of this action	I can share insights about how these invasive species impact other species that they cohabitate with.	I can predict the future impact of these invasive species on the overall environment.

Competency 5: Students will explore changes in the NH Coastal Biome that are due to human involvement.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and discuss examples of human impact on the NH Coastal Biome both positively and negatively.	I can identify and discuss examples of human impact on the NH Coastal Biome both positively and negatively.	I can list and evaluate examples of negative environmental impact.	I can recommend future human action to protect and conserve the NH Coastal Biome.

Course: Sustainable Agriculture 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Biological Science, Science Elective

Course Description: Students engage with an in depth analysis of sustainable agriculture practices through successful examples and an analysis of their own communities. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. What is sustainable agriculture?	2. How are communities practicing it?	3. What is the best future course of action?
	Understanding the basic components and overall importance of sustainable agriculture	Exploring community based examples of sustainable agriculture	Evaluating sustainable agriculture practices and planning for the future

Competency 1: Students will utilize basic sustainable agriculture terms and examples.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe vocabulary necessary for sustainable agriculture.	I can define and describe vocabulary necessary for sustainable agriculture.	I can discuss sustainable agriculture practices with peers using vocabulary words.	I can teach others about basic sustainable agriculture.

Competency 2: Students will explore community based examples of sustainable agriculture practices.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely visit and engage with examples of sustainable agriculture practices.	I can visit and engage with examples of sustainable agriculture practices.	I can compare and contrast the short and long term successes of sustainable agriculture practices through given examples.	I can evaluate the most effective short and long term sustainable agriculture practices through given examples.

Competency 3: Students will develop an improvement plan for sustainable agriculture within a given community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely collaborate on and prepare an improvement plan for sustainable agriculture within a given community with a group of	I can collaborate on and prepare an improvement plan for sustainable agriculture within a given community with a group of peers.	I can participate in the sharing and presentation of our group improvement plan for sustainable agriculture within a given community with a group of peers.	I can teach others about our improvement plan for sustainable agriculture within a given community with a group of peers.

Competency 4: Students will make future predictions based on sustainable agriculture.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely predict future environmental outcomes based on the supplementing of sustainable agriculture practices.	I can predict future environmental outcomes based on the supplementing of sustainable agriculture practices.	I can make a case for or against supplementing sustainable agriculture practices.	I can explain my position for or against supplementing sustainable agriculture practices to others.

Course: Sea Perch 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Biological Science, Science Elective

Course Description: Students build Sea Perch Remotely Operated Vehicles (ROV's) through a partnership with the Portsmouth Naval Shipyard. Through this experience, they engage in a career exploratory experience and learn about the engineering design process while participating in a hands-on Sea Perch build. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. Sea Perch Build	2. Engineering Design Process	3. Portsmouth Naval Shipyard
	Building an underwater Sea Perch Remotely Operated Vehicle (ROV)	Understanding the steps and value of the engineering design process	Connecting the Sea Perch build to future opportunities at the Portsmouth Naval Shipyard

Competency 1: Students will identify and discuss how the tools needed for a Sea Perch build are used.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and discuss tools necessary for the Sea Perch build using course materials.	Using course materials, I can identify and discuss tools necessary for the Sea Perch build.	I can identify and use tools necessary for the Sea Perch build and explain this information to others.	I can recommend best practices when using tools in the Sea Perch build.

Competency 2: Students will follow a step by step process in construction of their Sea Perch.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely build a Sea Perch and follow the steps in order using course materials.	Using course materials, I can build a Sea Perch and follow the steps in order.	I can cross off steps in my course materials as they are completed to keep track of the step by step process.	I can assist others in following steps in their Sea Perch build.

Competency 3: Students will explore the steps followed in the Engineering Design process.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and define necessary steps that are a part of the Engineering Design process.	I can describe and define necessary steps that are a part of the Engineering Design process.	I can explain the rationale in the order of the steps that are a part of the Engineering Design process.	I can follow the Engineering Design Process through discussion and simulated activity.

Competency 4: Students will analyze a major global challenge and how the Engineering Design process can be used to solve it.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify a major global challenge and how the Sea Perch build connects to it.	I can identify a major global challenge and how the Sea Perch build connects to it.	I can propose evidence based solutions for a major global challenge.	I can present my solution to a major global challenge and discuss it with peers.

Competency 5: Students will research job opportunities at the Portsmouth Naval Shipyard.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify job opportunities at the Portsmouth Naval Shipyard and connect the Engineering Design Process and the Sea Perch build to those jobs.	I can identify job opportunities at the Portsmouth Naval Shipyard and connect the Engineering Design Process and the Sea Perch build to those jobs.	I can compare and contrast multiple job opportunities at the Portsmouth Naval Shipyard.	I can evaluate how my skills and strengths in the Sea Perch build may lend themselves to a job at the Portsmouth Naval Shipyard,

Science 2.0 Learning Outcomes Assessment Rubric

Courses: Astronomy 2.0
Flora and Fauna 2.0
New Hampshire Coastal Biome 2.0
Sustainable Agriculture 2.0
Sea Perch 2.0

Content Area: Science

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	----------	------------	---------	--------------

Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Healthy Living 1.0 Learning Outcomes Assessment Rubric

Course: International Foods: Eastern Hemisphere 1.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will research and discuss nutrition in the Eastern Hemisphere from a historical perspective, focusing on ancient times; they will then select and prepare recipes that conform to good nutrition principles from one of the countries in the Eastern Hemisphere noting nutrition content. Teaching methods include small and large group discussion, research, small group skills practice, and reflection on good nutrition principles.

Modules:	1. The Ancient World	2. Exploration of Foods and Dishes	3. Food as Expression of Culture
	Looking at the nutrition and food in early settlements	Tasting and cooking foods and dishes relevant to this hemisphere	Exploring how food connects to our individual and group culture

Competency 1: Students will explore early settlements and food of indigenous people with a focus on nutrition.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and describe the nutritional content of food consumed by early settlements and indigenous people.	I can list and describe the nutritional content of food consumed by early settlements and indigenous people.	I can compare and contrast the nutritional content of food that I eat with the nutritional content of food consumed by early settlements and indigenous people.	Using resources, I can draw conclusions about food consumed by early settlements and indigenous people and discuss the nutritional content; I can explain how we can adopt best practices used then to increase the nutritional value of food we consume today.

Competency 2: Students will sample and prepare food and dishes from the Eastern Hemisphere.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely contribute to the preparation of foods and dishes from the Eastern hemisphere while following kitchen rules.	I can contribute to the preparation of foods and dishes from the Eastern hemisphere while following kitchen rules.	I can discuss the preparation process and taste of various foods and dishes from the Eastern hemisphere with my peers.	I can teach others about preparation of food and dishes from the Eastern hemisphere.

Competency 3: Students will study and practice components of food etiquette using examples from various countries in the Eastern Hemisphere.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and practice food etiquette techniques from various countries in the Eastern Hemisphere.	I can list and practice food etiquette techniques from various countries in the Eastern Hemisphere.	I can compare and contrast various food etiquette techniques from countries in the Eastern Hemisphere.	I can reflect on how food etiquette practices relate to a county's and communities culture.

Competency 4: Students will connect food and dishes as an expression of culture.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and define ways that food represents a culture or belief system.	I can describe and define ways that food represents a culture or belief system.	I can share and discuss examples of food that relate to either my country's or family's culture.	I can reflect on how culture and food are connected.

Course: International Foods: Western Hemisphere 1.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will research and discuss nutrition in the Western Hemisphere from a historical perspective, focusing on ancient times; they will then select and prepare recipes that conform to good nutrition principles from one of the countries in the Western Hemisphere noting nutrition content. Teaching methods include small and large group discussion, research, small group skills practice, and reflection on good nutrition principles.

Modules:	1. The Ancient World	2. Exploration of Foods and Dishes	3. Food as Expression of Culture
	Looking at the nutrition and food in early settlements	Tasting and cooking foods and dishes relevant to this hemisphere	Exploring how food connects to our individual and group culture

Competency 1: Students will explore early settlements and food of indigenous people with a focus on nutrition.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and describe the nutritional content of food consumed by early settlements and indigenous people.	I can list and describe the nutritional content of food consumed by early settlements and indigenous people.	I can compare and contrast the nutritional content of food that I eat with the nutritional content of food consumed by early settlements and indigenous people.	Using resources, I can draw conclusions about food consumed by early settlements and indigenous people and discuss the nutritional content; I can explain how we can adopt best practices used then to increase the nutritional value of food we consume today.

Competency 2: Students will sample and prepare food and dishes from the Western Hemisphere.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely contribute to the preparation of foods and dishes from the Western hemisphere while following kitchen rules.	I can contribute to the preparation of foods and dishes from the Western hemisphere while following kitchen rules.	I can discuss the preparation process and taste of various foods and dishes from the Western hemisphere with my peers.	I can teach others about preparation of food and dishes from the Western hemisphere.

Competency 3: Students will study and practice components of food etiquette using examples from various countries in the Western Hemisphere.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and practice food etiquette techniques from various countries in the Western Hemisphere.	I can list and practice food etiquette techniques from various countries in the Western Hemisphere.	I can compare and contrast various food etiquette techniques from countries in the Western Hemisphere.	I can reflect on how food etiquette practices relate to a county's and communities culture.

Competency 4: Students will connect food and dishes as an expression of culture.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and define ways that food represents a culture or belief system.	I can describe and define ways that food represents a culture or belief system.	I can share and discuss examples of food that relate to either my country's or family's culture.	I can reflect on how culture and food are connected.

Course: Mindfulness 1.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will engage in the practice of mindfulness and connect it to their own future. Teaching methods include small and large group instruction, mindfulness practices, community immersion, and reflection.

Modules:	1. Introduction to Mindfulness Practice	2. Practicing Mindfulness in Every Day	3. Reflection and Future Implementation
	Paying attention, recognizing worry, and practicing presence	Integrating mindfulness into your daily routine	Exploring how mindfulness practices have benefitted and may continue to benefit you

Competency 1: Students will explore and attempt examples of mindfulness practices.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and explain mindfulness practices. I can attempt a variety of these practices.	I can list and explain mindfulness practices. I can attempt a variety of these practices.	I can compare and contrast mindful practices based on what works best for me.	I can teach others about mindfulness practices.

Competency 2: Students will identify opportunities for mindfulness practices within their daily schedule.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely add mindfulness into my daily routine and follow that routine for a determined amount of time.	I can add mindfulness into my daily routine and follow that routine for a determined amount of time.	I can reflect on how integrating mindfulness practices into my routine impacted me.	I can lead others in an implementation of mindfulness into their daily routine.

Competency 3: Students will explore the health effects of short term mindfulness practices integrated into daily routine.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely track data regarding mood and reflect on how mindfulness impacts my mood.	I can track data regarding mood and reflect on how mindfulness impacts my mood.	I can consolidate my data in a presentable format to search for trends.	I can present my data and conclude how mindfulness practices impacted my overall health in the short term.

Competency 4: Students will explore the health effects of long term mindfulness practices integrated into daily routine.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely	I can use resources to list impacts of integrating long term mindfulness into a routine.	I can discuss mindfulness impacts with peers and share experiences.	I can teach others about the long-term positive benefits of mindfulness.

Course: Nutrition 1.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will explore healthy food options and put these options into practice. Teaching methods include small and large group instruction, preparation of foods, community immersion, and reflection.

Modules:	1. What are my options?	2. Practicing Nutrition	3. Implementing Nutrition into Your Life
	Exploring components of plant based nutrition	Preparing and eating plant based meals	Making nutritious plans for the future

Competency 1: Students will categorize food types and identify nutritious options within these types.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely categorize fruits, vegetables, proteins, and grains and compare nutritious options within those categories.	I can categorize fruits, vegetables, proteins, and grains and compare nutritious options within those categories.	I can suggest nutritious options within various food categories.	I can teach others about nutritious options within different food categories.

Competency 2: Students will directly connect nutrition to the body.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely explain how nutrition directly connects to the body.	I can explain how nutrition directly connects to the body.	I can compare and contrast various food options by weighing how they will impact the body.	I can present my findings in weighing various food options to others and explain my reasoning.

Competency 3: Students will track data related to plant based eating and mood in order to search for connections between the two.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely track data on plant based eating and mood over a given period of time.	I can track data on plant based eating and mood over a given period of time.	I can consolidate my data in a presentable format to search for trends.	I can present my data and conclude how plant based eating impacted my overall health in the short term.

Competency 4: Students will make suggestions for future implementation of plant based eating into their diets.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and identify ways that plant based eating can become a part of my daily routine.	I can describe and identify ways that plant based eating can become a part of my daily routine.	I can establish a written plan to implement plant based eating into my future diet.	I can discuss and share my plan to implement plant based eating into my future diet.

Healthy Living 2.0 Learning Outcomes Assessment Rubric

Courses: Astronomy 2.0
Flora and Fauna 2.0
New Hampshire Coastal Biome 2.0
Sustainable Agriculture 2.0
Sea Perch 2.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	-----------------	-------------------	----------------	---------------------

Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Adventure Education 1.0 Learning Outcomes Assessment Rubric

Course: **Dance 1.0**

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore the foundations of dance and practice the application of it. They are able to apply the concepts of communication and cooperation to the act of dancing. Teaching methods include small and large group instruction, dance practice, reflection, and community engagement.

Modules:	1. Introduction to Dance	2. Practicing Dance	3. Dance in the World
	Basic techniques and terminology	Applying techniques to the practice of dancing	Connecting to how the impact goes beyond one dance

Competency 1: Students will engage in basic dance instruction.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely participate and engage with basic dance instruction.	I can participate and engage with basic dance instruction.	I can receive feedback on my dance progress and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating dance instruction into my routine.

Competency 2: Students will understand basic dance terminology.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely define and describe basic dance terminology.	I can define and describe basic dance terminology.	I can compare and contrast types of dance.	I can use dance terminology in summarizing different types of dance.

Competency 3: Students will evaluate the value of communication as it relates to dance.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to dance both verbally and non verbally.	I can connect the value of communication to dance both verbally and non verbally.	I can evaluate my impact as an individual communicator in dance both verbally and non verbally.	I can recommend best practice as an individual communicator in dance both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to dance.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to dance both verbally and non verbally.	I can connect the value of cooperation to dance both verbally and non verbally.	I can evaluate my impact as an individual cooperater in dance both verbally and non verbally.	I can recommend best practice as an individual cooperater in dance both verbally and non verbally.

Course: Climbing and Bouldering 1.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore the foundations of climbing and bouldering and practice the application of it. They are able to apply the concepts of communication and cooperation to the acts of climbing and bouldering. Teaching methods include small and large group instruction, climbing and bouldering practice, reflection, and community engagement.

Modules:	1. Introduction to Climbing and Bouldering	2. Practicing Climbing and Bouldering	3. Climbing and Bouldering in the World
	Basic techniques and terminology	Applying techniques to the practices of climbing and bouldering	Connecting to how the impact goes beyond one experience

Competency 1: Students will engage in basic climbing and bouldering instruction.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage with basic climbing and bouldering instruction.	I can participate and engage with basic climbing and bouldering instruction.	I can receive feedback on my climbing and bouldering progress and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating climbing and bouldering instruction into my routine.

Competency 2: Students will understand basic climbing and bouldering terminology.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe basic climbing and bouldering terminology.	I can define and describe basic climbing and bouldering terminology.	I can compare and contrast climbing and bouldering.	I can use climbing and bouldering terminology in summarizing their differences.

Competency 3: Students will evaluate the value of communication as it relates to climbing and bouldering.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to climbing and bouldering both verbally and non verbally.	I can connect the value of communication to climbing and bouldering both verbally and non verbally.	I can evaluate my impact as an individual communicator in climbing and bouldering both verbally and non verbally.	I can recommend best practice as an individual communicator in climbing and bouldering both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to climbing and bouldering.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to climbing and bouldering both verbally and non verbally.	I can connect the value of cooperation to climbing and bouldering both verbally and non verbally.	I can evaluate my impact as an individual cooperater in climbing and bouldering both verbally and non verbally.	I can recommend best practice as an individual cooperater in climbing and bouldering both verbally and non verbally.

Course: Hiking 1.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore the foundations of hiking and practice preparing for a trip. They are able to apply the concepts of communication and cooperation to the act of hiking. Teaching methods include small and large group instruction, guided hike experience, reflection, and community engagement.

Modules:	1. Introduction to Hiking	2. Practicing Hiking	3. Hiking in the World
	Basic techniques, preparedness, and terminology	Applying techniques to the practice of hiking	Connecting to how the impact goes beyond one experience

Competency 1: Students will engage in basic hiking safety instruction.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage with basic hiking safety instruction. I can describe hiking safety instructions.	I can participate and engage with basic hiking safety instruction. I can describe hiking safety instructions.	I can receive feedback on my hiking safety instruction and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating hiking into my routine.

Competency 2: Students will understand basic hiking terminology.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe basic hiking terminology.	I can define and describe basic hiking terminology.	I can apply basic hiking terminology to my own hiking plan.	I can use hiking terminology in verbally presenting my hiking plan.

Competency 3: Students will evaluate the value of communication as it relates to hiking.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to hiking both verbally and non verbally.	I can connect the value of communication to hiking both verbally and non verbally.	I can evaluate my impact as an individual communicator in hiking both verbally and non verbally.	I can recommend best practice as an individual communicator in hiking both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to hiking.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to hiking both verbally and non verbally.	I can connect the value of cooperation to hiking both verbally and non verbally.	I can evaluate my impact as an individual cooperater in hiking both verbally and non verbally.	I can recommend best practice as an individual cooperater in hiking both verbally and non verbally.

Course: New Hampshire Winter Activities 1.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore various New Hampshire winter activities which may include skiing, snowboarding, tubing, sledding, snowshoeing, and more based on student interests and experience. They are able to apply the concepts of communication and cooperation to these New Hampshire winter activities. Teaching methods include small and large group instruction, guidance through winter activities, reflection, and community engagement.

Modules:	1. Introduction to New Hampshire Winter Activities	2. Practicing New Hampshire Winter Activities	3. New Hampshire Winter Activities in the World
	Activities, techniques and terminology	Applying techniques to the practices of climbing and bouldering	Connecting to how the impact goes beyond one experience

Competency 1: Students will engage in basic safety instruction.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage with basic safety instruction. I can describe New Hampshire winter activities safety instructions.	I can participate and engage with basic safety instruction. I can describe New Hampshire winter activities safety instructions.	I can receive feedback on my safety instruction and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating New Hampshire winter activities into my routine.

Competency 2: Students will understand basic terminology in various New Hampshire winter activities.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe basic terminology in various New Hampshire winter activities.	I can define and describe basic terminology in various New Hampshire winter activities.	I can compare and contrast various New Hampshire winter activities.	I can use New Hampshire winter activity terminology in summarizing their differences.

Competency 3: Students will evaluate the value of communication as it relates to New Hampshire winter activities.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to New Hampshire winter activities both verbally and non verbally.	I can connect the value of communication to New Hampshire winter activities both verbally and non verbally.	I can evaluate my impact as an individual communicator in New Hampshire winter activities both verbally and non verbally.	I can recommend best practice as an individual communicator in New Hampshire winter activities both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to New Hampshire winter activities.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to New Hampshire winter activities both verbally and non verbally.	I can connect the value of cooperation to New Hampshire winter activities both verbally and non verbally.	I can evaluate my impact as an individual cooperater in New Hampshire winter activities both verbally and non verbally.	I can recommend best practice as an individual cooperater in New Hampshire winter activities both verbally and non verbally.

Course: Sailing 1.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore the basics of sailing including navigation, terminology, and safety. They are able to apply the concepts of communication and cooperation to sailing practices. Teaching methods include small and large group instruction, sailing practice, reflection, and community engagement.

Modules:	1. Charts and Safety	2. Sailing Basics	3. Charting a Course
	Basic interpretation of charts and safety rules	Covering the basics of sailing	How to get from where you are to where you need to be

Competency 1: Students will engage in basic safety instruction.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage with basic safety instruction. I can describe basic sailing safety instructions.	I can participate and engage with basic safety instruction. I can describe basic sailing safety instructions.	I can receive feedback on my safety instruction and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating sailing into my routine.

Competency 2: Students will understand basic terminology of sailing and navigation.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe basic terminology in sailing and navigation.	I can define and describe basic terminology in sailing and navigation.	I can interpret information using charts.	I can use sailing and navigation terminology in summarizing chart information.

Competency 3: Students will evaluate the value of communication as it relates to sailing.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to sailing both verbally and non verbally.	I can connect the value of communication to sailing both verbally and non verbally.	I can evaluate my impact as an individual communicator in sailing both verbally and non verbally.	I can recommend best practice as an individual communicator in sailing both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to sailing.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to sailing both verbally and non verbally.	I can connect the value of cooperation to sailing both verbally and non verbally.	I can evaluate my impact as an individual cooperater in sailing both verbally and non verbally.	I can recommend best practice as an individual cooperater in sailing both verbally and non verbally.

Adventure Education 2.0 Learning Outcomes Assessment Rubric

Courses: Dance 2.0
Climbing and Bouldering 2.0
Hiking 2.0
New Hampshire Winter Activities 2.0
Sailing 2.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	-----------------	-------------------	----------------	---------------------

Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

English 1.0 Learning Outcomes Assessment Rubric

Course: Art of Storytelling 1.0

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Students will practice the art of storytelling by reviewing and discussing several examples. They will also develop a finalized story to share with their group. Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, and immersive experiences.

Modules:	1. Exploring Stories of Others	2. Practicing Storytelling	3. Mastering Your Storytelling
	An introduction to stories and looking at literary examples	Diving deeper into creating your own stories	Creating a more polished writing piece

Competency 1: Students will explore literary examples of storytelling.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss and analyze components of provided storytelling examples.	I can discuss and analyze components of provided storytelling examples.	I can compare and contrast various provided storytelling examples.	I can share a self selected example of storytelling with others and lead a discussion regarding its components.

Competency 2: Students will establish an understanding of themes and goals within stories.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify themes and goals of stories.	I can identify themes and goals of stories.	I can discuss and determine what makes the theme and goals in stories stronger.	I can teach others about themes and goals within stories.

Competency 3: Students will create examples of original storytelling and draw from personal experience.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely create story examples based on personal experience.	I can create story examples based on personal experience.	I can share aloud and discuss at least one example of my story telling work with peers.	I can reflect on how personal experiences impact our ability to tell stories.

Competency 4: Students will practice the process of drafting and revision.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list the steps in the drafting process and practice the implementation of these steps.	I can list the steps in the drafting process and practice the implementation of these steps.	I can make revisions to my original work as a part of the drafting process.	I can assist others by revising their work as a part of the drafting process.

Course: In Tune With Nature 1.0

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Students explore published scientific and literary works on the importance of preserving the natural world and then draft and revise an essay using persuasive writing to advocate for environmental activism. Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, and immersive experiences.

Modules:	1. Literature and Preserving the Natural World	2. Writing to Influence	3. Becoming Agents of Change
	Exploring literary examples and resources	Defining and Practicing Persuasive Writing	Using writing for environmental activism

Competency 1: Students will discuss examples of literature espousing the importance of preserving the natural world.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and discuss assigned examples of literature espousing the importance of preserving the natural world, noting how the author convinces readers of her/his viewpoint.	I can describe and discuss assigned examples of literature espousing the importance of preserving the natural world, noting how the author convinces readers of her/his viewpoint.	I can compare and contrast literary resources surrounding the natural world.	I can evaluate theme and perspective through examples of literature surrounding the natural world.

Competency 2: Students will practice the idea of presence in the creation of unique written work.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely develop a first draft of an expository paper designed to convince readers of my point of view.	I can develop a first draft of an expository paper designed to convince readers of my point of view.	I can share and discuss my point of view and how I described it in writing.	I can reflect on the impact of writing to influence and its importance and apply this knowledge and skill to other concerns.

Competency 3: Students will review peer and leader feedback and implement as appropriate.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly and completely list the steps in drafting and revising an essay or implement the feedback I received from my peers and group leader.	I can list the steps in drafting and revising an essay and implement feedback provided to improve my ability to engage and convince readers.	I can make further revisions to my original work based on additional feedback I've received and ensure my essay conveys my message clearly.	I can edit and make suggestions to others to help them increase their ability to write a persuasive essay.

Competency 4: Students will promote environmental activism through a literary product.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely create a finalized literary product centered around the idea of environmental activism.	I can create a finalized literary product centered around the idea of environmental activism.	I can present the finalized literary product to my peers explaining my thinking.	I can demonstrate how a literary product can be used to gain support for an idea such as environmental activism.

Course: Creative Writing 1.0

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Students will develop a definition of creative writing by reviewing and discussing several examples. They will also develop a finalized creative writing piece to share with their group. Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, and immersive experiences.

Modules:	1. What is Creative Writing?	2. Practicing Creative Writing	3. Improving Your Creative Writing
	An introduction to creative writing and looking at examples	Diving deeper into creative writing	Creating a more polished piece

Competency 1: Students will explore examples of creative writing.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss how to define creative writing with the group using the examples provided.	I can discuss and define creative writing with the group using the examples provided.	I can compare and contrast the examples of creative writing provided and explain how each aligns with the group definition.	I can teach others about one of the examples of creative writing shared with the group and demonstrate how to develop a similar piece regarding its components.

Competency 2: Students will identify components of a creative writing piece in preparation for writing one themselves.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify the components of a creative writing piece. .	I can identify the components of a creative writing piece and reflect on how I would include that component in my creative writing piece.	I can develop a list of best practices for each of the components of a creative writing piece and share it with my group.	I can teach others about best practices for each of the components of a creative writing piece between different pieces of literature in the same category of creative writing.

Competency 3: Students will draft two types of creative writing pieces.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely draft two types of creative writing including all the components instruction.	I can draft two types of creative writing including all the components instruction.	I can complete more than two drafts during the time allotted.	I can teach others how to draft two different types of creative writing including all of the necessary components.

Competency 4: Students will revise their pieces of creative writing using peer and leader feedback.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely implement the peer and leader feedback provided for each of my drafts of different types of creative writing.	I can implement the peer and leader feedback provided for each of my drafts of different types of creative writing.	Using the feedback provided on two of my pieces of creative writing, I can revise the third piece myself.	I can develop and distribute a list of creative writing best practices for each type of creative writing.

Course: Public Speaking 1.0

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Students will explore public speaking through an immersive and challenging experience of self exploration and story presentation. Finalized speeches will be delivered publicly during an FFI experience with community members. Teaching methods include independent reading, small and large group discussion, public speaking, community member engagement, and immersive experiences.

Modules:	1. What's your Story?	2. Transitioning from "Telling Your Story" to "Presenting Your Story"	3. Delivering Your Presentation
	We're all nervous	Developing your story	Sharing your story

Competency 1: Students will apply basic writing concepts to their own written works.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss basic writing concepts and apply these concepts to my own written works.	I can discuss basic writing concepts and apply these concepts to my own written works.	I can self revise and seek out peer revisions to improve my own written works.	I can revise the written works of peers.

Competency 2: Students will create a speech that is expressive of a belief system or experience of their own.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely create an original speech that is expressive of a belief system or experience of my own.	I can create an original speech that is expressive of a belief system or experience of my own.	I can self revise and seek out peer revisions to improve my speech that is expressive of a belief system or experience of my own.	I can revise the written speeches of peers.

Competency 3: Students will present their finalized speech while following proper pace and fitting within time parameters.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely deliver my speech publicly within specific time guidelines.	I can deliver my speech publicly within specific time guidelines.	I can deliver my speech publicly with specific care for tone and pace .	I can reflect on the delivery of my speech.

Competency 4: Students will define what they want their audience to feel and know after their presentation.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely deliver a speech that has an intended goal or purpose for the listener.	I can deliver a speech that has an intended goal or purpose for the listener.	I can reflect on my ability to deliver the intended goal or purpose of my speech and recommend areas for future improvement.	I can assist others in the persuasive and goal based elements of their own personal speeches.

English 2.0 Learning Outcomes Assessment Rubric

Courses: Art of Storytelling 2.0

In Tune With Nature 2.0

Creative Writing 2.0

Public Speaking 2.0

Content Area: English

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	----------	------------	---------	--------------

Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Special Education 1.0 Learning Outcomes Assessment Rubric

Course: Community Oriented Life Skills 1.0

Content Area: Special Education

Credit Equivalent: 0.5 credit- Elective, General Elective

Course Description: Students will identify community resources and engage in a community based project to recognize their impact as a community member and the benefit of volunteering. Teaching methods include small and large group instruction and community involvement.

Modules:	1. Ways to Help your Community	2. Volunteering Within the Community	3. Reflecting on the Experience
	What locations could use your help?	Applying your help to these resources	What does helping the community mean to you?

Competency 1: Students will explore opportunities for community involvement.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list options for volunteering.	I can list options for volunteering.	I can engage in discussion about volunteering opportunities.	I can work as a group to help select an opportunity for volunteering.

Competency 2: Students will follow step by step instructions.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely follow 3-4 step written instructions.	I can follow 3-4 step written instructions and complete assigned tasks successfully. .	I can follow 3-4 step oral instructions and exceed established expectations.	I can suggest revisions to instructions for a specific task to increase efficiency and effectiveness. .

Competency 3: Students will reflect on how their experience volunteering impacted them.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely write a brief narrative reflecting on my volunteering experience.	I can write a brief narrative reflecting on my volunteering experience stating clearly how it impacted me and the community (organization I volunteered at)..	I can connect my volunteering experience to what I will do when I return to my home.	I can share my reflections with others and discuss their experience to deepen motivation for continued volunteering.

Competency 4: Students will reflect on how their experience volunteering impacted the community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect my volunteering to future positive outcomes for the organization.	I can connect my volunteering to future positive effects for the community and will encourage other FFI students to pursue volunteering at this organization. .	I can identify community groups who may benefit from my volunteering.	I can share the importance of volunteering for personal growth and for community benefit.

Special Education 2.0 Learning Outcomes Assessment Rubric

Courses: Community Oriented Life Skills 2.0

Content Area: Special Education

Credit Equivalent: 0.5 credit- Elective, General Elective

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
--------------------------------	----------	------------	---------	--------------

Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

E. Community Resources

Friends Forever International relies heavily on the community in order to create the most meaningful leadership programming possible. With that, instructors will have access and overlap with content experts, certified educators, and those with relevant experience to utilize as resources. Some of our identified community resources for each content area are listed below.

Leadership	
Individual, Organization Name & Location	Resource Information
Bryan Ames, Bar Manager The Merchant Boston, MA	Can help as a guest speaker about topics of travel, resiliency, aphasia, brain injury, and learning new skills.
Jameson French, CEO Northland Forest Products and Nationwide Leader in Progressive Forestry and Forest Conservation Portsmouth, NH	Forest Society resource and knowledge.
Jeff Johnston, Principal Cahartes Development Moultonborough, NH	Experience leading others through a business lens. Can act as a resource in storytelling and providing insight into leadership approaches
Jim Jalbert, CEO C&J Trailways Portsmouth, NH	Experience leading others through a business lens. Can act as a resource in storytelling and providing insight into leadership approaches
Jo Lamprey, Former Owner Lamprey Energy & Creator of InterQual Criteria North Hampton, New Hampshire	Experience leading others through a business lens. Can act as a resource in storytelling and providing insight into leadership approaches
Renee Plummer, Vice President- Two International Group Portsmouth, NH	Experience leading others through a business lens. Can act as a resource in storytelling and providing insight into leadership approaches

Social Studies	
Individual, Organization Name & Location	Resource Information
Alex DesRuisseaux, Certified to Teach Secondary Social in New Hampshire Friends Forever International Durham, NH	Curriculum design and overseeing academic rigor. Can ensure alignment between school standards and FFI standards.

Aya Magharbeh, Researcher & Graduate Student Technion University Haifa, Israel	Resources regarding Israel/ Palestine history, conflict, and culture.
Evanna Ratnere, Head of Media Literacy & Lecturer Ministry of Education Musrara, Jerusalem	Resources regarding Israel/ Palestine history, conflict, and culture.
Funso Afolayan, Professor of World Religions University of New Hampshire Durham, New Hampshire	Can provide resources and assistance in the areas of social studies and various religions.
Josh Hall, Educator of History and Theology Aquinas Diocesan Grammar School in Belfast Belfast, Ireland	Resource in Northern Ireland culture and history.
Padraig O'Malley, John Joseph Moakley Distinguished Professor of Peace and Reconciliation University of Massachusetts Boston Boston, MA	Extensive background in conflict and divided societies. Would aid in curriculum design or a guest speaker.
Tomasz Herzog, Professor of Social Foundations of Education and Social Studies Education University of Maine at Presque Isle Presque Isle, ME	Background in genealogy research, social studies teaching, immigration, and experiences as an immigrant from Poland.

Creativity & Arts	
Individual, Organization Name & Location	Resource Information
Alastair Dacey, Artist Alastair Dacey Art Portsmouth, NH	Specializes in oils, charcoal, and drawing. Can host classes and workshops for teams.
Darlene Furbush, Artist Button Factory Portsmouth, NH	Knowledge in painting, drawing, and printmaking.
Kathleen King, Owner Kats Ketch Pottery Lebanon, ME	Knowledge is various styles of ceramics and pottery including Raku technique.
Megan Sampson, Owner Mud City Clay	Knowledge in ceramics and kiln operation/repair.

Rochester, NH	
Sydney Bilodeau, Owner Sydney Bilodeau Photography Durham, NH	Knowledge in photography.

Science	
Individual, Organization Name & Location	Resource Information
Ben Jankowski, Grounds Supervisor Mt. Agamenticus York, ME	Focus on environmental action, species identification, and interconnectedness of ecosystems.
Bob Dale, Marketing and Outreach Coordinator Maine Center for Wildlife York, ME	Knowledge of native species, animal rehabilitation, and interconnectedness of ecosystems.
Jeffrey Campbell, Industrial Engineer Portsmouth Naval Shipyard Kittery, ME	Can help provide education and training in relation to Sea Perch Remotely-Operated Vehicles and the engineering design process.
Jess Ohrenberger, Program Manager The Gundalow Company Portsmouth, NH	Focus on coastal studies, environmental action, and also maritime heritage.
John Gianforte, Director UNH Observatory Durham, NH	Can provide knowledge and resources in relation to astronomy.
Kathryn Beckwith, Special Education Teacher Strafford Learning Center Somersworth, NH	Volunteer curriculum consulting with Environmental Ecology. Can review curriculum and suggest teaching methods.
Marybeth and Jordan Pike, Owners Two Toad Farm Lebanon, ME	Knowledge of agricultural practices, plant based eating, and sustainability.
Michelle Shepardson, Science Teacher Spaulding High School Rochester, NH	Certified educator who can review curriculum and recommend best practices for science based assessments.

Healthy Living	
Individual, Organization Name & Location	Resource Information

Britt Wicander, B.S. in EcoGastronomy University of New Hampshire (Graduate of) Durham, NH	Knowledge in healthy living, nutrition, and can assist in building meaningful lessons.
Jeannette McDonald, Yoga Instructor Durham, NH	Can volunteer to host teams for yoga classes.
Kathy Kerrigan, Zumba Instructor Durham, NH	Can volunteer to host teams for zumba classes.
Victoria Auger, Meditation Facilitator Former Owner of the Juicery Portsmouth, New Hampshire	Can volunteer to run group or individualized meditation sessions teams. Can also help train alumni leaders in facilitating daily mindfulness practices.

Adventure Education	
Individual, Organization Name & Location	Resource Information
Kristen Lamb, Executive Director Maine Center for Wildlife York, ME	Knowledge in hiking and other outdoor activities.
Geoff Ashworth, Campcraft Director Camp Walt Whitman Piermont, NH	Extensive knowledge in trip leading and hiking in the White Mountains of New Hampshire.
John Considine, Vice Chairman Sail Portsmouth Portsmouth, NH	Experience and knowledge in sailing.
Leonard Seagren, Member Kittery Point Yacht Club Over 30 years Sailing experience New Castle, NH	Experience and knowledge in sailing.
Reid Van Keulen, Director of Camping Services YMCA Camp Lincoln Kingston, NH	Experience and knowledge regarding summer camp and outdoor education.
Scott Partan, Program Director Garfield County Outdoors Garfield County, CO	Knowledge and background in trip leading through an educational lens with schools in Colorado.
Sharon Germain, Owner Divinity Dance Swampscott, MA	Experience and knowledge in dance.

English	
Individual, Organization Name & Location	Resource Information
Elizabeth Moses, Curriculum Consultant Friends Forever International Retired English Teacher Instructional Designer Portsmouth, NH	Assistance in curriculum design and English related coursework.
Michael Corkery, Case Monitor and Certified Secondary English Teacher in New Hampshire Spaulding High School Rochester, NH	Can assist in curriculum design and provide resources in the area of English coursework.
Samantha Granville, Graduate Student in Creative Writing and Author University of New Hampshire Rollinsford, NH	Can assist in creative writing workshops and curriculum design.

Special Education Electives	
Individual, Organization Name & Location	Resource Information
Amanda Martineau, Speech Pathologist & Director of Community Engagement Monarch School of New England	Knowledge in working with students with specialized needs.
Kevin Boyle, Life Skills Program Teacher Spaulding High School Rochester, NH	Knowledge in working with students with specialized needs.
Phyllis Hunter, UniServe Director Maine Education Association Former Special Education Teacher Washburn, ME	Knowledge in working with students with specialized needs.
Terrill Covey, Extended Learning Opportunity Facilitator Charles Ott Academy- Strafford Learning Center Somersworth, NH	Knowledge in working with students with specialized needs.

F. Extended Learning Opportunities

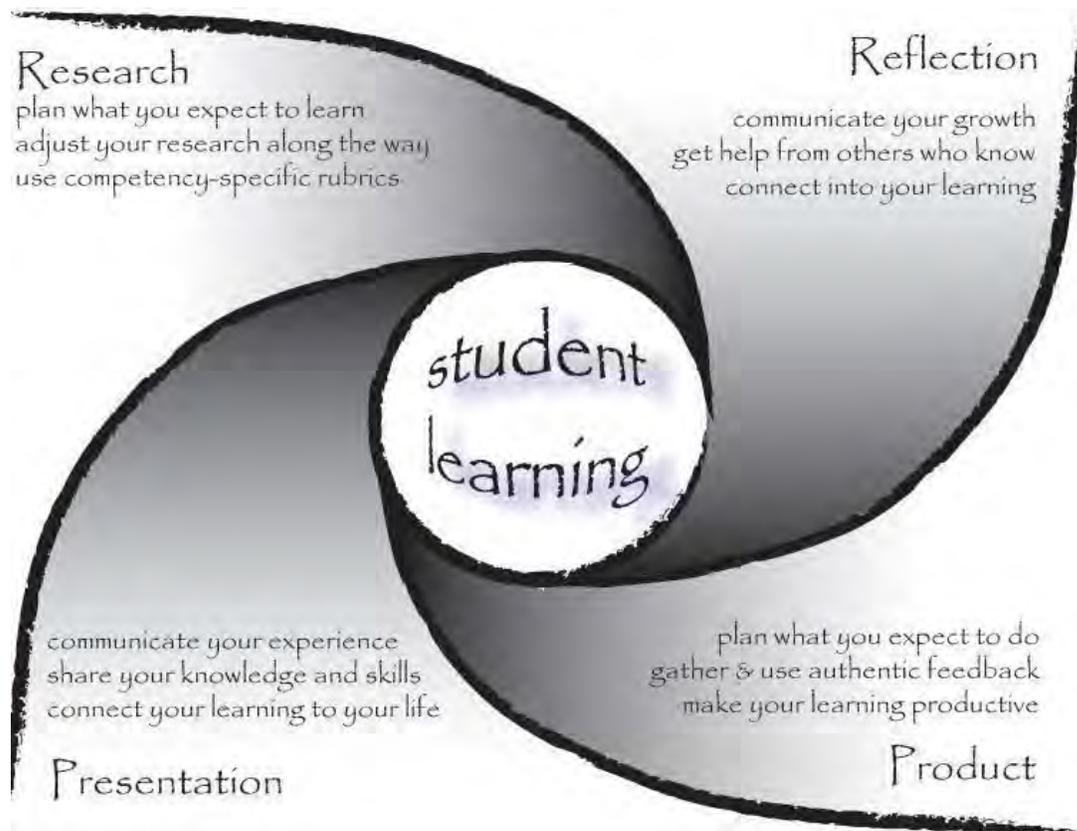


Image courtesy of Keene High School, Keene NH

All FFI 2.0 and 3.0 FFI Courses are also Extended Learning Opportunities (ELO's). Extended Learning Opportunities require students to increase their knowledge and skills through learning experiences outside the traditional classroom including:

- Independent study
- Private instruction
- Participation in performing groups
- Internships
- Volunteering in a community service organization
- Apprenticeships
- Completing online courses

According to the New Hampshire Department of Education, "Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, Internships, Community service, Apprenticeships, and Online courses."

FFI helps youth become the best version of themselves so that they can help their community become the best version of itself. Through following the four basic components of an ELO; Research, Reflection, Presentation, and Product, FFI encourages participants to continue to be engaged members of their community and further develop their motivation, knowledge, and skill. Utilizing Extended Learning Opportunities at FFI allows us to further push students to continue their research and passion beyond their initial experience.

See the following two examples of how Learn Everywhere students through FFI could pursue an Extended Learning Opportunity:

- *Example 1: The YMCA of Greater Nashua Leaders club completed an Experiential Leadership Weekend* with FFI. They chose to focus on Team Building and each participant earned a 0.5 credit Elective in Work Study Practices for completing outlined learning outcomes. One of the students, Jack, felt especially inspired by this FFI experience and wanted to share it with his school. He especially enjoyed assembling duffel bags for the homeless and decided to adopt a similar project at his school. He researched statistics about homelessness and food insecurity in his area. To address the need, he spoke to school administrators and started collecting donations for canned items at the school office. Jack created a presentation which he shared with FFI alumni and other community members where he shared his project, research, and reflections. Through this project, he was able to earn a 0.5 credit for Team Building 2.0.*
- *Example 2: Spaulding High School completed the Northern Irish Cultural Exchange 1.0. Each participant earned a 0.5 credit Social Studies Elective for completing outlined learning outcomes. One of the students, Olivia, found this experience incredibly eye opening and enjoyed the exchanging of cultures. She continued to research Northern Irish culture and felt she may be able to create a project with her studies. She contacted FFI for help in connecting her with a school in Northern Ireland to create a pen pal program. Using her school's Peer Outreach club, she oversaw this pen pal program and was able to facilitate multiple zoom game nights with participants. Olivia created a presentation which she shared with FFI alumni and other community members where she shared her project, research, and reflections. Through this project, she was able to earn a 0.5 credit for Northern Irish Cultural Exchange 2.0.*

VI. Glossary of Terms

The following terms are mentioned elsewhere in the application and defined below for additional clarification.

- **Alumni:** Graduates of an FFI program.
- **Bloom's Taxonomy:** A hierarchical ordering of cognitive skills that helps evaluate the complexity of competencies.
- **Content Area:** General topic that courses fall within. Team Building, Creativity & Arts, and Social Studies are Content Areas.
- **Course:** An offering equating to 0.5 credits in a specific Content Area. Creative Writing 1.0, Sailing 1.0, and Team Building 1.0 are Courses.
- **Extended Learning Opportunity (ELO):** "Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, Internships, Community service, Apprenticeships, and Online courses." (Definition courtesy of the NH Department of Education).
- **Experiential leadership Weekend:** A weekend residential program at FFI intended to let already established groups of teens focus on skills of their choosing. See more at ff.international/weekend.
- **Facilitation Notes:** Step by step lesson plans to assist those facilitating a lesson in carrying out to FFI standard.
- **Guiding State/ National Standards:** High school level standards selected at either the State (New Hampshire) or National level to guide content area coursework and learning outcomes.
- **Learning Outcome:** Knowledge and skills students must demonstrate to earn credit in a specific course.
- **Module:** A group of sessions or activities focused on the same theme. Each course consists of three modules.
- **OKR's:** Stands for "Objectives" and "Key Results". This is an effective goal setting and leadership tool. This resource comes from "Measure What Matters" by John Doerr.
- **Participant:** A participant in an FFI program that may or may not be seeking out credit transferable to their local NH High School through Learn Everywhere.
- **Program leader:** Alumni or FFI staff assigned to oversee a specific program.
- **Road workshops:** Individual session or a group of sessions facilitated by FFI at an outside location.
- **Sea Perch:** "SeaPerch is an innovative underwater robotics program that equips teachers and students with the resources they need to build an underwater Remotely Operated Vehicle (ROV) in an in-school or out-of-school setting (Definition courtesy of Robo Nation)".

- **Session:** An activity or group of activities designed to be completed by participants in one sitting. Session is structured based on facilitation notes.
- **Student:** A program participant hoping to earn credit transferable to their local NH High School through Learn Everywhere.
- **Social Action Project (SAP):** A project that encourages students to effectively use the knowledge, skills, resources, and networks learned during their experiences at FFI, to improve their community by implementing a specific, strategic project to address a community need.
- **TinkerCAD:** A 3D modeling program that allows students to explore the basics of computer aided design.



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

Conditional Approval Response: Ed 1400, Learn Everywhere Program Expire Date: N/A

Submitted to the State Board of Education, June 9, 2022:

A. ACTION NEEDED

A vote is needed by the State Board of Education (Board) to approve the conditional approval response for Ed 1400, Learn Everywhere Program.

B. RATIONALE FOR ACTION

At its meeting on May 20, 2022, the Joint Legislative Committee on Administrative Rules (JLCAR) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2021-133 of the Board containing Ed 1400 regarding rules for the learn everywhere program for high school graduation credit. The Committee's approval was conditioned on amending Final Proposal 2021-133 as specified in a conditional approval request.

C. EFFECTS OF THIS ACTION

If the Board approves this conditional approval response, which is the same text as the conditional approval request, it will be submitted to OLS for confirmation by the Office of Legislative Services (OLS).

D. POSSIBLE MOTION

I move that the State Board of Education approve the conditional approval response for Ed 1400, Learn Everywhere Program.

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, referred to as learn everywhere programs. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity ~~applying to offer that offers~~ [PA1]an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) "Alternative" means a choice of one or more opportunities.

(b) "Alternative program" means a learn everywhere program.

(c) "Commissioner" means the commissioner of the department of education.

(d) "Competency" means state competencies as defined in Ed 1402.01(i).

(e) "Department" means the department of education.

(f) "Individualized education program (IEP)" means "individualized education program" as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(g) "Learn everywhere program" means a state board approved alternative program for granting credit leading to graduation.

(h) "Local education agency (LEA)" means "local education agency" as defined in 34 CFR 300.28.

(i) "Program" means a sequence of instruction over a period of time, which meets the state competencies of a subject or subjects listed in Ed 306.27(v)(~~t~~) resulting in a granting of credit leading to high school graduation.

(j) "School" means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(k) "State competency" means the expected content, concepts, and skills to be mastered in a course ~~which shall be~~ [PA2]deemed equivalent to graduation competencies in accordance with Ed 306.02(k) solely for the purpose of granting credit in the areas enumerated in Ed 306.27(v) table 306-2.

(l) "State board" means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, as described in Ed 1401.02(a), seeking state board approval for an alternative program shall submit to the department for review an application that includes all of the following elements:

- (1) The sponsoring organization's purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications and a statement assuring that the instructor satisfies those qualifications, which shall not be construed to imply that instructors require a New Hampshire educator license; and
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

(b) In addition to the application requirements outlined in 1403.01(a), an applicant shall also submit:

- (1) In the area of instructional program:
 - a. Identification of the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s);
 - b. An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes;
 - c. A plan for recording student progress in meeting expected student outcomes;
 - d. A description of assessments of student learning outcomes, including, but not limited to:
 1. Instructor observation of project-based learning, including off-site learning projects;
 2. Competency-based or performance based assessments;
 3. Instructor observations of student performance;
 4. Project evaluation rubrics used to evaluate program proficiencies; and
 5. Other assessment approaches as determined by the learn everywhere program;
 - e. The number of credits the program will fulfill; and

f. A description of the competency-based grading system;

(2) In the area of admission:

a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;

b. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;

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

1. Required special education programs;

2. Support services; and

3. Least restrictive environment; and

d. A statement that the program understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives Federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations;

(3) In the area of facilities:

a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program;

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

1. Fire safety; and

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

c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(4) Disclosure of insurance, if any, which would cover the participants in the learn everywhere program.:

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

- a. The administrator of the learn everywhere program, or designee, who shall serve as chair of the committee;
- b. Department representatives with content area expertise, curriculum competency expertise, or both;

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29 including:

- a. A representative from the extended learning opportunity network; and
- b. No less than 1 and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(j).

(b) Pursuant to RSA 541-A:29, the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

- (1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and
- (2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(c) The department shall provide support to the applicant during the application process.

(d) The learn everywhere program approval committee shall convene and shall evaluate the completed application for review by the board using the following criteria:

- (1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;
- (2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;
- (3) The program outline being proposed aligns with the selected Ed 306.27(v)(~~t~~) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;
- (4) There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;
- (5) An adequate description is provided for staff member qualifications;
- (6) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and
- (7) A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(e) Pursuant to RSA 541-A:29, within 30 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(f) The administrator of the learn everywhere program shall submit the evaluation report to the commissioner who shall submit such report and a recommendation to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting, not to exceed 60 days after receipt of a completed application.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in Ed 1403.03(c), the application shall be conditionally approved if the state board determines that the remaining issues can be addressed in a timeframe not to exceed 90 days from notification by the state board, otherwise the application shall be denied.

(e) If the state board conditionally approves an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for conditional approval;
- (2) The conditions the applicant shall meet for final approval;
- (3) The deadline for submission of the conditional approval response; and
- (4) The consequence for failure to comply with the conditional approval requirements.

(f) If the state board denies an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply for approval at any time.

(g) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(h) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) Ninety days prior to the expiration of a provisional approval, pursuant to Ed 1404.01(a), or a full approval, pursuant to Ed 1404.01(b), an applicant seeking renewal of a learn everywhere program

approval shall submit an application pursuant to Ed 1403.01(a) to the department along with the following:

- (1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or
 - (2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.
- (b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.
- (c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.
- (d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.05 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

Ed 1404.01 State Board Approval.

- (a) If the state board approves an initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a one-year provisional approval, which can be renewed following the procedures outlined in Ed 1403.04.
- (b) If the state board approves a renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.
- (c) If the state board conditionally approves a renewal application for a learn everywhere program, the state board shall issue a conditional approval, not to exceed 180 days, with a specific deadline for conditions to be met.
- (d) A list of approved learn everywhere programs and their approval status shall be maintained on the department's website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements. Each approved program shall annually, in September, submit to the state board a report which shall include, at a minimum, the following:

- (a) A brief statement explaining how the program is meeting the goals of its mission statement; and
- (b) The number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

(1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and

(2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

(1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and

(2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

(1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;

(2) The program is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) The program is not safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program and submission of a learn everywhere program evaluation, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(a)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

(1) Course title;

(2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);

(3) Number of credits awarded; and

(4) Either:

a. "Mastery" to indicate completion of the program having met or substantially met all state competencies which results in a granting of credit; or

b. "Participate" to indicate the program was completed without having met or substantially met all state competencies. An IEP team may conclude that participation shows growth toward one or more of a student's annual or appropriate measurable post-secondary goals.

(d) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(v)(t). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.

Ed 1407.02 Issuing Credit for Graduation.

(a) Notwithstanding Ed 306, schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

(c) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(j), shall only be granted credit if approved by the school superintendent.

PART Ed 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by the administrator of the learn everywhere programs as follows:

(1) One on-site visit during the one-year provisional approval; and

(2) At the discretion of the department any time during any approval period.

(b) The administrator of the learn everywhere program shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department ~~identifying under circumstances including~~, but not limited to, one or more of the following *circumstances which the complainant alleges*:

- (1) The program ~~committed~~ commits a material violation of any of the conditions, standards, or procedures set forth in its application;
- (2) The program or sponsor organization knowingly ~~violated~~ violates Ed 1403.01(a)(4);
- (3) The program or sponsor organization ~~failed~~ fails to disclose or ~~violated~~ violates its disclosed criminal history records check policy;
- (4) The program or sponsor organization ~~made~~ makes a material misrepresentation in its application;
- (5) The program or sponsor organization ~~became~~ becomes insolvent; or
- (6) The program ~~was found~~ is found to be in violation of any law that undermines the purpose of the program.^[PA3]

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(c) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(d) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in Ed 1407.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board's finding.

Ed 1409.02 Suspension, Revocation, and Withdrawal.

(a) The department shall immediately suspend a program approval if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program approval prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1409.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board's determination.

(c) A program or sponsor organization may appeal the board's decision pursuant to Ed 213.

Appendix I

Rule	Statute
Ed 1400	RSA 193-E:2-a, V(b)

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, referred to as learn everywhere programs. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity **applying to offer** ~~that offers~~ [PA1]an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) "Alternative" means a choice of one or more opportunities.

(b) "Alternative program" means a learn everywhere program.

(c) "Commissioner" means the commissioner of the department of education.

(d) "Competency" means state competencies as defined in Ed 1402.01(i).

(e) "Department" means the department of education.

(f) "Individualized education program (IEP)" means "individualized education program" as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(g) "Learn everywhere program" means a state board approved alternative program for granting credit leading to graduation.

(h) "Local education agency (LEA)" means "local education agency" as defined in 34 CFR 300.28.

(i) "Program" means a sequence of instruction over a period of time, which meets the state competencies of a subject or subjects listed in Ed 306.27(v)(~~t~~) resulting in a granting of credit leading to high school graduation.

(j) "School" means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(k) "State competency" means the expected content, concepts, and skills to be mastered in a course ~~which shall be~~ [PA2]deemed equivalent to graduation competencies in accordance with Ed 306.02(k) solely for the purpose of granting credit in the areas enumerated in Ed 306.27(v) table 306-2.

(l) "State board" means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, as described in Ed 1401.02(a), seeking state board approval for an alternative program shall submit to the department for review an application that includes all of the following elements:

- (1) The sponsoring organization's purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications and a statement assuring that the instructor satisfies those qualifications, which shall not be construed to imply that instructors require a New Hampshire educator license; and
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

(b) In addition to the application requirements outlined in 1403.01(a), an applicant shall also submit:

- (1) In the area of instructional program:
 - a. Identification of the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s);
 - b. An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes;
 - c. A plan for recording student progress in meeting expected student outcomes;
 - d. A description of assessments of student learning outcomes, including, but not limited to:
 1. Instructor observation of project-based learning, including off-site learning projects;
 2. Competency-based or performance based assessments;
 3. Instructor observations of student performance;
 4. Project evaluation rubrics used to evaluate program proficiencies; and
 5. Other assessment approaches as determined by the learn everywhere program;
 - e. The number of credits the program will fulfill; and

f. A description of the competency-based grading system;

(2) In the area of admission:

a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;

b. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;

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

1. Required special education programs;

2. Support services; and

3. Least restrictive environment; and

d. A statement that the program understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives Federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations;

(3) In the area of facilities:

a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program;

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

1. Fire safety; and

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

c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(4) Disclosure of insurance, if any, which would cover the participants in the learn everywhere program.:

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

- a. The administrator of the learn everywhere program, or designee, who shall serve as chair of the committee;
- b. Department representatives with content area expertise, curriculum competency expertise, or both;

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29 including:

- a. A representative from the extended learning opportunity network; and
- b. No less than 1 and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(j).

(b) Pursuant to RSA 541-A:29, the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

- (1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and
- (2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(c) The department shall provide support to the applicant during the application process.

(d) The learn everywhere program approval committee shall convene and shall evaluate the completed application for review by the board using the following criteria:

- (1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;
- (2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;
- (3) The program outline being proposed aligns with the selected Ed 306.27(v)(~~t~~) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;
- (4) There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;
- (5) An adequate description is provided for staff member qualifications;
- (6) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and
- (7) A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(e) Pursuant to RSA 541-A:29, within 30 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(f) The administrator of the learn everywhere program shall submit the evaluation report to the commissioner who shall submit such report and a recommendation to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting, not to exceed 60 days after receipt of a completed application.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in Ed 1403.03(c), the application shall be conditionally approved if the state board determines that the remaining issues can be addressed in a timeframe not to exceed 90 days from notification by the state board, otherwise the application shall be denied.

(e) If the state board conditionally approves an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for conditional approval;
- (2) The conditions the applicant shall meet for final approval;
- (3) The deadline for submission of the conditional approval response; and
- (4) The consequence for failure to comply with the conditional approval requirements.

(f) If the state board denies an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply for approval at any time.

(g) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(h) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) Ninety days prior to the expiration of a provisional approval, pursuant to Ed 1404.01(a), or a full approval, pursuant to Ed 1404.01(b), an applicant seeking renewal of a learn everywhere program

approval shall submit an application pursuant to Ed 1403.01(a) to the department along with the following:

- (1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or
 - (2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.
- (b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.
- (c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.
- (d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.05 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

Ed 1404.01 State Board Approval.

- (a) If the state board approves an initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a one-year provisional approval, which can be renewed following the procedures outlined in Ed 1403.04.
- (b) If the state board approves a renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.
- (c) If the state board conditionally approves a renewal application for a learn everywhere program, the state board shall issue a conditional approval, not to exceed 180 days, with a specific deadline for conditions to be met.
- (d) A list of approved learn everywhere programs and their approval status shall be maintained on the department's website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements. Each approved program shall annually, in September, submit to the state board a report which shall include, at a minimum, the following:

- (a) A brief statement explaining how the program is meeting the goals of its mission statement; and
- (b) The number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

(1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and

(2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

(1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and

(2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

(1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;

(2) The program is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) The program is not safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program and submission of a learn everywhere program evaluation, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(a)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

(1) Course title;

(2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);

(3) Number of credits awarded; and

(4) Either:

a. "Mastery" to indicate completion of the program having met or substantially met all state competencies which results in a granting of credit; or

b. "Participate" to indicate the program was completed without having met or substantially met all state competencies. An IEP team may conclude that participation shows growth toward one or more of a student's annual or appropriate measurable post-secondary goals.

(d) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(v)(t). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.

Ed 1407.02 Issuing Credit for Graduation.

(a) Notwithstanding Ed 306, schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

(c) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(j), shall only be granted credit if approved by the school superintendent.

PART Ed 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by the administrator of the learn everywhere programs as follows:

(1) One on-site visit during the one-year provisional approval; and

(2) At the discretion of the department any time during any approval period.

(b) The administrator of the learn everywhere program shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department ~~identifying under circumstances including~~, but not limited to, one or more of the following *circumstances which the complainant alleges*:

- (1) The program ~~committed~~ commits a material violation of any of the conditions, standards, or procedures set forth in its application;
- (2) The program or sponsor organization knowingly ~~violated~~ violates Ed 1403.01(a)(4);
- (3) The program or sponsor organization ~~failed~~ fails to disclose or ~~violated~~ violates its disclosed criminal history records check policy;
- (4) The program or sponsor organization ~~made~~ makes a material misrepresentation in its application;
- (5) The program or sponsor organization ~~became~~ becomes insolvent; or
- (6) The program ~~was found~~ is found to be in violation of any law that undermines the purpose of the program.^[PA3]

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(c) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(d) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in Ed 1407.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board's finding.

Ed 1409.02 Suspension, Revocation, and Withdrawal.

(a) The department shall immediately suspend a program approval if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program approval prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1409.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board's determination.

(c) A program or sponsor organization may appeal the board's decision pursuant to Ed 213.

Appendix I

Rule	Statute
Ed 1400	RSA 193-E:2-a, V(b)



VIII, B

Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, Chairman
Bedford

Ryan Terrell
Nashua

Richard Sala
Hopkinton

Celina Griffin
Melvin Village

STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3144
FAX (603) 271-1953

EXECUTIVE SUMMARY

Initial Proposal: Ed 504.12, Ed 505.07, Ed 505.08, 505.09, Ed 512.01, and Ed 604.09– Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educator Preparation Program (PEPP) Candidates

Interim rule expires October 12, 2022

Submitted to the State Board of Education, June 9, 2022:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal for Ed 504.12, Ed 505.07, Ed 505.08, Ed 505.09, and Ed 512.01, and Ed 604.09 regarding Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educator Preparation Program (PEPP) Candidates.

B. RATIONALE FOR ACTION

Newly enacted statutes and amendments to statutes during the 2021 legislative session required the department to run criminal history record checks on all first-time applicants in NH as well as any educator preparation program applicant prior to field experiences. These rules replace the interim rule currently in place and contain amendments to address the application process for first-time applicants.

C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the interim rulemaking process. A public hearing for these rules will be held on August 11, 2022.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09, Ed 512.01, and Ed 604.09 regarding Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educator Preparation Program (PEPP) Candidates.

Readopt with amendment Ed 504.12, effective 12-10-21 (Document #13303), 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, 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) To the department, Aa completed "Criminal History Record Check Clearance" form, ~~October-March 2022~~;

(2) To the department of safety, either:

a. A completed department of safety "Criminal History Record Release Form DSSP 382" for SAU employees, as referenced in Appendix III along with the fee indicated on the form; or

b. A completed department of safety "Contracted School Transportation Providers" form DSSP 434 as 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 without receipt of the applicant's criminal history record.

(e) A criminal history records check clearance credential shall be denied to any individual in accordance with Ed 512.01.

(f) A completed application for criminal history records check clearance shall be reviewed by the department in accordance Ed 505.09(a)-(d).

(g) 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.

(i) 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).

Readopt with amendment Ed 505.07, effective 12-10-21 (Document #13303), 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 202~~1~~² edition, as referenced in Ed 504.12~~;~~ ~~and~~
- (18) DOE-BOC 18 “Criminal History Record Check First-Time NH Licenses Only” form, October 2022 edition, as referenced in Ed 505.09(g).

(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.

Readopt with amendment Ed 505.08, effective 12-10-21 (Document #13303), to read as follows:Ed 505.08 Fees.

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

(b) Payments shall be made either electronically at the time of application on the department website or by cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire," to the bureau as outlined in Ed 505.07(a).

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

Table 505-1 Fee Schedule

*All fees are non-refundable and include processing fee.	
Approved Educator Preparation Program BEL/EEL (per endorsement)	\$120.00
Site Based Licensing Plan	
Statement of Eligibility (per endorsement)	\$50.00
Intern Authorization (per endorsement)	\$120.00
Upgrade to BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Portfolio/Oral Board	
Materials (per endorsement)	\$50.00
Portfolio Review/Oral Board (per endorsement)	\$500.00
BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies National/Regional exam/licensure BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Transcript Analysis BEL/EEL (per Administrative endorsement)	\$500.00
Demonstrated Competencies Experience under Out of State License BEL/EEL (per endorsement)	\$120.00
BEL/EEL/Master Teacher License Renewal (3 year cycle)	\$120.00
Master Teacher – National Level (per endorsement)	\$120.00
Master Teacher – NH Level (per endorsement)	\$800.00
Late Renewal Filing Fee (BEL/EEL/Master Teacher only)	\$50.00
Paraeducator I	\$10.00
Paraeducator II	\$10.00
Paraeducator I and II Renewal (3 year cycle)	\$10.00
School Nurse I - 3 years with one time renewal	\$75.00
School Nurse II	\$0.00
School Nurse III	\$75.00
School Nurse I, II, III Renewal (3 year cycle)	\$75.00
Educational Interpreter/Transliterator	\$25.00
Educational Interpreter/Transliterator Renewal (3 year cycle)	\$25.00
Criminal History Record Check Clearance 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 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 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), and Ed 505.07(b)(18) as applicable, 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); and Ed 505.07(b)(18) as applicable, 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) and Ed 505.07(b)(18 as applicable, 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.

(g) All first-time applicants applying for any board-issued credential in New Hampshire shall complete and file the application referenced in Ed 505.07(b)(18) indicating which pathway to licensure the applicant is applying for. This application shall not be considered complete until a criminal history record has been received from the department of safety.

Readopt with amendment Ed 512.01, effective 10-5-20 (Document #13103), to read as follows:

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;

(4) 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

(5) 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)a.	Criminal History Record Release Form, DSSP382, Effective 10/1/16	https://www.nhsp.dos.nh.gov/resources/documents-and-forms

Ed 504.12(c)(2)b.	Contracted School Transportation Providers	New Hampshire Department of Safety, Division of State Police, Central Repository for Criminal Records, 33 Hazen Drive, Concord, NH 03305
--------------------------	---	--



VIII, C

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

Adopt Holocaust and Genocide Education Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49 Expire Date: N/A

Submitted to the State Board of Education, June 9, 2022:

A. ACTION NEEDED

A vote is needed by the State Board of Education to adopt Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49, Holocaust and Genocide Education.

B. RATIONALE FOR ACTION

At its meeting on May 20, 2022, the Joint Legislative Committee on Administrative Rules (JLCAR) voted, pursuant to RSA 541-A:13, V(a), to approve Final Proposal 2021-124 of the Board containing Ed 306 (various) regarding rules for Holocaust and genocide education. The Committee's approval was of unanimous consent.

C. EFFECTS OF THIS ACTION

If the Board votes to adopt this rule it will become effective at midnight on the day after it is submitted to the Office of Legislative Services (OLS).

D. POSSIBLE MOTION

I move that the State Board of Education adopt Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49 regarding Holocaust and Genocide Education.

Readopt with amendment Ed 306.26, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.26 Kindergarten Through Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is:

- (1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and
- (2) An instructional program that includes:
 - a. Procedures for diagnosing learner needs, learning styles, and interests;
 - b. Methods and strategies for teaching students;
 - c. Research-based learning opportunities;
 - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
 - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a that supports:

- (1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;
- (2) Child development and learning in all domains, including, but not limited to:
 - a. Physical;
 - b. Social;
 - c. Cognitive; and
 - d. Language;
- (3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:
 - a. Movement;
 - b. Creative expression;
 - c. Exploration;
 - d. Socialization; and
 - e. Music; and

(4) A guided-reading literacy program.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:

(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; and
- h. Ed 306.46, relative to a social studies program; and

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; and
- j. Ed 306.47, relative to a technology and engineering education.

(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

(1) Consist of activities designed to:

- a. Provide credit or supplement regular academic courses; and
- b. Promote the schools and individual students' educational goals and objectives;

(2) Be governed by a policy adopted by the local school board that:

- a. Provides for the administration and supervision of the program;
- b. Outlines how certified school personnel oversee an individual student's program;
- c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;
- d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
- e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;

(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;

(4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and

(5) Be available to all students.

(h) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), and as amended effective 1-15-21 (Document #13159), to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require that the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;

(3) The instructional program shall include:

a. Procedures for diagnosing learner needs;

b. Methods and strategies for teaching that incorporate learner needs;

c. Resource-based learning opportunities;

d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and

e. The provision of remedial instruction as needed.

(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(5) The extended learning opportunities in (4) above shall:

a. Consist of activities designed to:

1. Provide acknowledgement of achievement or supplement regular academic courses; and

2. Promote the school's and individual students' educational goals and objectives;

b. Be governed by a policy adopted by the local school board that:

1. Provides for the administration and supervision of the program;

2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;

3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;

4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and

5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;

c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and

d. Be available to all students; and

(6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

a. Intramural and interscholastic athletics;

b. Performing groups;

c. Academic clubs and societies;

d. Student government;

e. Activities and services that afford students with disabilities an equal opportunity to participate; and

f. Any other activities that:

1. Supplement and enrich regular academic courses;

2. Provide opportunities for social development;

3. Encourage participation in the arts, athletics, and other cooperative groups; and

4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

(1) Ed 306.31, relative to an arts education;

(2) Ed 306.33, relative to a business education;

- (3) Ed 306.34, relative to a career and technical education;
- (4) Ed 306.35, relative to a career education;
- (5) Ed 306.37, relative to an English/language arts and reading program;
- (6) Ed 306.38, relative to a family and consumer science education;
- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; and
- (17) Ed 306.27(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.

(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:

- (1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or
- (2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.

(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.

(g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.

(h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement

necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.

(i) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.

(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.

(l) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above.

(n) The following shall apply relative to the required program of studies:

(1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;

(2) Each high school may use any relevant title to identify a particular course;

(3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;

(4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;

(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

- a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;
- b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;
- c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);
- d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and
- e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.27(1)(5) to

be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);

(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(l)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.

(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(q) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies.

(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy;

(s) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;

(2) A school may award a special diploma that recognizes academic achievement;

(3) Graduation competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(t) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district:

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(z) The graduation competencies in digital literacy education shall be met by either:

(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate

(aa) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.

(ab) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:

(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and

(2) The high school principal may approve a particular interdisciplinary course if the high school principal determines that:

a. The course has been adopted by a faculty team; and

b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.

(ac) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:

(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and

(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.

(ad) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in (ad) below; or

(3) Those individuals in special or unusual circumstances as provided by local school board policy.

(ae) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if the high school principal determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.

(af) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.

(ag) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:

(1) Such action is in the best interests of the student; and

(2) At least one of the following circumstances exists:

a. The student has a debilitating illness which limits school attendance;

- b. The student has a physical disability which precludes participation in physical education;
- c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
- d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.

(ah) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

(ai) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.46, effective eff 1-8-16 (Document #11020,) as amended effective 8-9-19 (Document #12845) to read as follows:

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade, provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with the requirements under RSA 193-C:3, III; and
- b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

- (1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

- a. Acquire and use information to clarify issues and seek solutions to societal problems;
- b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;
- c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and
- d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

- a. At least one credit in national and state history pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Adopt Ed 306.49 to read as follows:

Ed 306.49 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, to begin no later than 8th grade provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as described in RSA 193-E:3-a, II-a. through II-c. including:

a. An understanding of the terms "genocide" and "Holocaust", as defined by RSA 193-E:3-a, II-a. and II-b.;

b. An understanding of:

1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;

2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);

3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;

4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and

5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Armenia, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs;:-

c. Historical facts about the causes and events of the Holocaust and other genocides; and

d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance, and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

- a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;
- b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and
- c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.

Appendix I

Rule	Statute
Ed 306.26 (formerly Ed 306.261)	RSA 189:1-a; RSA 189:25; RSA 193-E:3-a, II-a. through II-c.
Ed 306.27	RSA 189:1-a; RSA 194:23
Ed 306.27(g)(6)-(9), (i), (m) & (o)	RSA 189:11; RSA 193-E:2
Ed 306.27(j) & (l)	RSA 193:1(f)
Ed 306.27(n)	RSA 186-C:9; RSA 189:1-a
Ed 306.46	RSA 186:5; RSA 193-E:2-a
RSA 306.49	RSA 186:5; RSA 193-E:3-a, II-a. through II-c.
Ed 306.26(h)	RSA 193-E:3-a, II-a. through II-c.
Ed 306.27(ai)	RSA 193-E:3-a, II-a. through II-c.



VIII, D

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

Adopt: Ed 1400, Learn Everywhere Program
Expire Date: N/A

Submitted to the State Board of Education, June 9, 2022:

A. ACTION NEEDED

A vote is needed by the State Board of Education (Board) to adopt Ed 1400, Learn Everywhere Program.

B. RATIONALE FOR ACTION

At its meeting on May 20, 2022, the Joint Legislative Committee on Administrative Rules (JLCAR) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2021-133 of the Board containing Ed 1400 regarding rules for the learn everywhere program for high school graduation credit. After the Office of Legislative Services (OLS) confirms the conditional approval response, the Board may adopt the rules.

C. EFFECTS OF THIS ACTION

If the Board adopts the rules they will become effective at midnight on the day after the rules are submitted to OLS.

D. POSSIBLE MOTION

I move that the State Board of Education adopt Ed 1400, Learn Everywhere Program.

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, referred to as learn everywhere programs. The commissioner ~~shall~~will develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity applying to offer an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) "Alternative" means a choice of one or more opportunities.

(b) "Alternative program" means a learn everywhere program.

(c) "Commissioner" means the commissioner of the department of education.

(d) "Competency" means state competencies as defined in Ed 1402.01(~~k~~).

(e) "Department" means the department of education.

(f) "Individualized education program (IEP)" means "individualized education program" as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(g) "Learn everywhere program" means a state board approved alternative program for granting credit leading to graduation.

(h) "Local education agency (LEA)" means "local education agency" as defined in 34 CFR 300.28.

(i) "Program" means a sequence of instruction over a period of time, which meets the state competencies of a subject or subjects listed in Ed 306.27(v) resulting in a granting of credit leading to high school graduation.

(j) "School" means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(k) "State competency" means the expected content, concepts, and skills to be mastered in a course deemed equivalent to graduation competencies in accordance with Ed 306.02(k) solely for the purpose of granting credit in the areas enumerated in Ed 306.27(v) table 306-2.

(l) "State board" means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, as described in Ed 1401.02(a), seeking state board approval for an alternative program shall submit to the department for review an application that includes all of the following elements:

- (1) The sponsoring organization's purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications and a statement assuring that the instructor satisfies those qualifications, which shall not be construed to imply that instructors require a New Hampshire educator license; and
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

(b) In addition to the application requirements outlined in 1403.01(a), an applicant shall also submit:

- (1) In the area of instructional program:
 - a. Identification of the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s);
 - b. An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes;
 - c. A plan for recording student progress in meeting expected student outcomes;
 - d. A description of assessments of student learning outcomes, including, but not limited to:
 1. Instructor observation of project-based learning, including off-site learning projects;
 2. Competency-based or performance based assessments;
 3. Instructor observations of student performance;
 4. Project evaluation rubrics used to evaluate program proficiencies; and
 5. Other assessment approaches as determined by the learn everywhere program;
 - e. The number of credits the program will fulfill; and

f. A description of the competency-based grading system;

(2) In the area of admission:

a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;

b. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;

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

1. Required special education programs;

2. Support services; and

3. Least restrictive environment; and

d. A statement that the program understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives ~~Federal~~ federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations;

(3) In the area of facilities:

a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program;

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

1. Fire safety; and

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

c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(4) Disclosure of insurance, if any, which would cover the participants in the learn everywhere program.:

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

a. The administrator of the learn everywhere program, or designee, who shall serve as chair of the committee; and

b. Department representatives with content area expertise, curriculum competency expertise, or both; and

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29 including:

a. A representative from the extended learning opportunity network; and

b. No less than ~~1~~one and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(j).

(b) Pursuant to RSA 541-A:29, the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

(1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and

(2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(c) The department shall provide support to the applicant during the application process.

(d) The learn everywhere program approval committee shall convene and ~~shall~~ evaluate the completed application for review by the board using the following criteria:

(1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;

(2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;

(3) The program outline being proposed aligns with the selected Ed 306.27(~~v~~)(~~t~~) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;

(4) There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;

(5) An adequate description is provided for staff member qualifications;

(6) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and

(7) A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(e) Pursuant to RSA 541-A:29, within 30 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(f) The administrator of the learn everywhere program shall submit the evaluation report to the commissioner who shall submit such report and a recommendation to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting, not to exceed 60 days after receipt of a completed application.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in Ed 1403.03(c), the application shall be conditionally approved if the state board determines that the remaining issues can be addressed in a timeframe not to exceed 90 days from notification by the state board, otherwise the application shall be denied.

(e) If the state board conditionally approves an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for conditional approval;
- (2) The conditions the applicant shall meet for final approval;
- (3) The deadline for submission of the conditional approval response; and
- (4) The consequence for failure to comply with the conditional approval requirements.

(f) If the state board denies an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply for approval at any time.

(g) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(h) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) Ninety days prior to the expiration of a provisional approval, pursuant to Ed 1404.01(a), or a full approval, pursuant to Ed 1404.01(b), an applicant seeking renewal of a learn everywhere program approval shall submit an application pursuant to Ed 1403.01(a) to the department along with the following:

(1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

(b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.

(c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

(d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.05 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

Ed 1404.01 State Board Approval.

(a) If the state board approves an initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a one-year provisional approval, which can be renewed following the procedures outlined in Ed 1403.04.

(b) If the state board approves a renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.

(c) If the state board conditionally approves a renewal application for a learn everywhere program, the state board shall issue a conditional approval, not to exceed 180 days, with a specific deadline for conditions to be met.

(d) A list of approved learn everywhere programs and their approval status shall be maintained on the department's website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements. Each approved program shall annually, in September, submit to the state board a report which shall include, at a minimum, the following:

(a) A brief statement explaining how the program is meeting the goals of its mission statement; and

(b) The number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

- (1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and
- (2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

- (1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and
- (2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

- (1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;
- (2) The program is not necessary for the student to receive a free appropriate public education (FAPE); or
- (3) The program is not safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program and submission of a learn everywhere program evaluation, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(a)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

- (1) Course title;
- (2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);

(3) Number of credits awarded; and

(4) Either:

a. "Mastery" to indicate completion of the program having met or substantially met all state competencies which results in a granting of credit; or

b. "Participate" to indicate the program was completed without having met or substantially met all state competencies.

(d) An IEP team may conclude that participation shows growth toward one or more of a student's annual or appropriate measurable post-secondary goals.

(e) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(v)(+). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.

Ed 1407.02 Issuing Credit for Graduation.

(a) Notwithstanding Ed 306, schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

(c) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(j), shall only be granted credit if approved by the school superintendent.

PART Ed 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by the administrator of the learn everywhere programs as follows:

(1) One on-site visit during the one-year provisional approval; and

(2) At the discretion of the department any time during any approval period.

(b) The administrator of the learn everywhere program shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department identifying one or more of, but not limited to, ~~one or more of~~ the following circumstances which the complainant alleges:

- (1) The program ~~committed~~committed a material violation of any of the conditions, standards, or procedures set forth in its application;
- (2) The program or sponsor organization knowingly violated Ed 1403.01(a)(4);
- (3) The program or sponsor organization failed to disclose or violated its disclosed criminal history records check policy;
- (4) The program or sponsor organization made a material misrepresentation in its application;
- (5) The program or sponsor organization became insolvent; or
- (6) The program ~~was is found to be~~ in violation of any law that undermines the purpose of the program.

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(c) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(d) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in Ed ~~1407~~1409.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board's finding.

Ed 1409.02 Suspension, Revocation, and Withdrawal.

(a) The department shall immediately suspend a program approval if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program approval prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1409.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board's determination.

(c) A program or sponsor organization may appeal the board's decision pursuant to Ed 213.

Appendix I

Rule	Statute
Ed 1400	RSA 193-E:2-a, V(b)

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, referred to as learn everywhere programs. The commissioner ~~shall~~will develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity applying to offer an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) "Alternative" means a choice of one or more opportunities.

(b) "Alternative program" means a learn everywhere program.

(c) "Commissioner" means the commissioner of the department of education.

(d) "Competency" means state competencies as defined in Ed 1402.01(~~k~~).

(e) "Department" means the department of education.

(f) "Individualized education program (IEP)" means "individualized education program" as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(g) "Learn everywhere program" means a state board approved alternative program for granting credit leading to graduation.

(h) "Local education agency (LEA)" means "local education agency" as defined in 34 CFR 300.28.

(i) "Program" means a sequence of instruction over a period of time, which meets the state competencies of a subject or subjects listed in Ed 306.27(~~v~~)(~~t~~) resulting in a granting of credit leading to high school graduation.

(j) "School" means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(k) "State competency" means the expected content, concepts, and skills to be mastered in a course deemed equivalent to graduation competencies in accordance with Ed 306.02(k) solely for the purpose of granting credit in the areas enumerated in Ed 306.27(~~v~~) table 306-2.

(l) "State board" means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, as described in Ed 1401.02(a), seeking state board approval for an alternative program shall submit to the department for review an application that includes all of the following elements:

- (1) The sponsoring organization's purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications and a statement assuring that the instructor satisfies those qualifications, which shall not be construed to imply that instructors require a New Hampshire educator license; and
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

(b) In addition to the application requirements outlined in 1403.01(a), an applicant shall also submit:

- (1) In the area of instructional program:
 - a. Identification of the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s);
 - b. An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes;
 - c. A plan for recording student progress in meeting expected student outcomes;
 - d. A description of assessments of student learning outcomes, including, but not limited to:
 1. Instructor observation of project-based learning, including off-site learning projects;
 2. Competency-based or performance based assessments;
 3. Instructor observations of student performance;
 4. Project evaluation rubrics used to evaluate program proficiencies; and
 5. Other assessment approaches as determined by the learn everywhere program;
 - e. The number of credits the program will fulfill; and

f. A description of the competency-based grading system;

(2) In the area of admission:

a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;

b. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;

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

1. Required special education programs;

2. Support services; and

3. Least restrictive environment; and

d. A statement that the program understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives ~~Federal~~ federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations;

(3) In the area of facilities:

a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program;

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

1. Fire safety; and

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

c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(4) Disclosure of insurance, if any, which would cover the participants in the learn everywhere program.:

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

a. The administrator of the learn everywhere program, or designee, who shall serve as chair of the committee; and

b. Department representatives with content area expertise, curriculum competency expertise, or both; and

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29 including:

a. A representative from the extended learning opportunity network; and

b. No less than ~~1~~one and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(j).

(b) Pursuant to RSA 541-A:29, the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

(1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and

(2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(c) The department shall provide support to the applicant during the application process.

(d) The learn everywhere program approval committee shall convene and ~~shall~~ evaluate the completed application for review by the board using the following criteria:

(1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;

(2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;

(3) The program outline being proposed aligns with the selected Ed 306.27(~~v~~)(~~t~~) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;

(4) There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;

(5) An adequate description is provided for staff member qualifications;

(6) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and

(7) A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(e) Pursuant to RSA 541-A:29, within 30 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(f) The administrator of the learn everywhere program shall submit the evaluation report to the commissioner who shall submit such report and a recommendation to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting, not to exceed 60 days after receipt of a completed application.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in Ed 1403.03(c), the application shall be conditionally approved if the state board determines that the remaining issues can be addressed in a timeframe not to exceed 90 days from notification by the state board, otherwise the application shall be denied.

(e) If the state board conditionally approves an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for conditional approval;
- (2) The conditions the applicant shall meet for final approval;
- (3) The deadline for submission of the conditional approval response; and
- (4) The consequence for failure to comply with the conditional approval requirements.

(f) If the state board denies an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply for approval at any time.

(g) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(h) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) Ninety days prior to the expiration of a provisional approval, pursuant to Ed 1404.01(a), or a full approval, pursuant to Ed 1404.01(b), an applicant seeking renewal of a learn everywhere program approval shall submit an application pursuant to Ed 1403.01(a) to the department along with the following:

(1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

(b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.

(c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

(d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.05 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

Ed 1404.01 State Board Approval.

(a) If the state board approves an initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a one-year provisional approval, which can be renewed following the procedures outlined in Ed 1403.04.

(b) If the state board approves a renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.

(c) If the state board conditionally approves a renewal application for a learn everywhere program, the state board shall issue a conditional approval, not to exceed 180 days, with a specific deadline for conditions to be met.

(d) A list of approved learn everywhere programs and their approval status shall be maintained on the department's website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements. Each approved program shall annually, in September, submit to the state board a report which shall include, at a minimum, the following:

(a) A brief statement explaining how the program is meeting the goals of its mission statement; and

(b) The number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

(1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and

(2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

(1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and

(2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

(1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;

(2) The program is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) The program is not safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program and submission of a learn everywhere program evaluation, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(a)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

(1) Course title;

(2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);

(3) Number of credits awarded; and

(4) Either:

a. "Mastery" to indicate completion of the program having met or substantially met all state competencies which results in a granting of credit; or

b. "Participate" to indicate the program was completed without having met or substantially met all state competencies.

(d) An IEP team may conclude that participation shows growth toward one or more of a student's annual or appropriate measurable post-secondary goals.

(de) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(v)(+). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.

Ed 1407.02 Issuing Credit for Graduation.

(a) Notwithstanding Ed 306, schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

(c) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(j), shall only be granted credit if approved by the school superintendent.

PART Ed 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by the administrator of the learn everywhere programs as follows:

(1) One on-site visit during the one-year provisional approval; and

(2) At the discretion of the department any time during any approval period.

(b) The administrator of the learn everywhere program shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department identifying one or more of, but not limited to, ~~one or more of~~ the following circumstances which the complainant alleges:

- (1) The program ~~committed~~committed a material violation of any of the conditions, standards, or procedures set forth in its application;
- (2) The program or sponsor organization knowingly violated Ed 1403.01(a)(4);
- (3) The program or sponsor organization failed to disclose or violated its disclosed criminal history records check policy;
- (4) The program or sponsor organization made a material misrepresentation in its application;
- (5) The program or sponsor organization became insolvent; or
- (6) The program ~~was is found to be~~ in violation of any law that undermines the purpose of the program.

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(c) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(d) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in Ed ~~1407~~1409.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board's finding.

Ed 1409.02 Suspension, Revocation, and Withdrawal.

(a) The department shall immediately suspend a program approval if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program approval prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1409.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board's determination.

(c) A program or sponsor organization may appeal the board's decision pursuant to Ed 213.

Appendix I

Rule	Statute
Ed 1400	RSA 193-E:2-a, V(b)

New Hampshire
State Board of Education
Minutes of the May 12, 2022, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 9:18 a.m. at the Oyster River Middle School in Durham, NH with Drew Cline presiding as Chair.

Members present: Kate Cassady, Ryan Terrell, Ann Lane, Phil Nazzaro, Drew Cline, Sally Griffin, and Richard Sala. Also in attendance were Commissioner of Education Frank Edelblut and Deputy Commissioner Christine Brennan.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Oyster River Middle School students led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

There was no public comment.

AGENDA ITEM IV. HEARINGS**A. Executive Summary of Withdrawn Cases**

Drew Cline stated the executive summary of withdrawn cases was informational only.

AGENDA ITEM V. COUNCIL FOR TEACHER EDUCATION (CTE)**A. Antioch University New England (AUNE) - 2022 Revised Progress Report Analysis and Substantive Change Report**

Laura Stoneking introduced Susan Dreyer Leon, Chair of the Education Department at Antioch University New England (AUNE), and Tom Julius, Director of Integrated Learning. Antioch had a full review for 8 of their licensure programs. The committee made recommendations for conditional approval. They submitted their 6-month progress report. The council has reviewed the progress report and is making the recommendation to accept the progress report for 5 of the programs. The expectation is the institution will meet the conditional approval. There are 3 programs that have requested elimination.

Ann Lane asked about the elimination of the licensure for principals program. Susan Dreyer Leon stated the program has always had low enrollment.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accepts the AUNE progress report and recommends prior to AUNE's current conditional approval expiration (2/27/23), a full re-review (approximately October 2022) of all requirements with evidence verifying full implementation and compliance of all Ed 600 PEPP rules for the following five (5) PEPPS: Early Childhood Education Teacher, Elementary Education Teacher, Special Education Teacher (age 5-21), Science Teacher for Grades 5-8, and Life Science Teacher for Grades 7-12. Additionally, AUNE shall develop a secondary progress report. In preparation of and prior to the recommended re-review, a "Secondary Progress Report" shall be submitted to the Division no later than August 31, 2022 and is expected to include measures indicating all unmet standards are effectively implemented and fully met.

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

AGENDA ITEM VI. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. CSI Charter School (CSI)– Renewal

Tal Bayer introduced James Gorman, co-director of CSI, Tom Foulkes, board chair, and Chis Barry, co-director of CSI. Last year there were revisions to the charter school enrollment process. NHED worked with board members on the changes to be more efficient.

James Gorman reported CSI is an alternative school where students have flexibility of scheduling. They have rolling admissions. They offer second and third chances to students for support. The graduation rate is very low. Students must be 17-21 years old to enroll. CSI students want a diploma, they are independent, and they need to work, they have fallen behind, they have personal issues making traditional schools a poor fit. CSI meets a need for students who have not been successful in the traditional school environment.

Ann Lane asked if there are any other charter schools that resemble CSI. Commissioner Frank Edelblut responded there are other alternative schools around the state. Ann Lane asked how students who are over 21 are funded. James Gorman responded those students are charged \$150 for the program.

Ann Lane asked about West Ed. Chris Barry responded it is an organization that helps educational schools. They help the school set goals, measure goals, and help with improving programs. Ann Lane asked if attendance and graduation rates have improved. Chris Barry responded the attendance rate improved this year. The program is now tighter, more goal-oriented, and more focused because of the work with West Ed.

Richard Sala asked about enrollment decline and revenue. James Gorman responded approximately 30% of students are 17. This year 54% of students were 17. CSI initiated a campaign to improve student enrollment. They have contacted professionals to keep an eye for students who have not finished high school and are under 21 who would benefit from the program. Students are not accepted over 21 unless they are previous students of CSI. They are working to improve communication with schools in the area.

Kate Cassady asked why students are not accepted under the age of 17. Chris Barry responded students under the age of 17 do not typically have the maturity for the individual program provided at CSI. James Gorman added working with younger students, it would make them more competitive with local schools, which is not the goal of the school.

Kate Cassady asked what size the area is the school covers. Chris Barry responded it changes each year, but students come from about half an hour away.

Students currently come from 16 different towns. Kate Cassady suggested meeting with all the superintendents to increase the school's head count. Kate Cassady asked who pays for student transportation. Chris Barry responded the parent of the student pays for transportation. Most students drive themselves.

Kate Cassady asked if CSI offers a summer program. Chris Barry responded students have the option of continuing their program over the summer. Kate Cassady asked why they are located within a public school. James Gorman responded they are not in the Merrimack High School; they are at the Merrimack Valley Learning Center.

Kate Cassady asked if students are brought to career fairs at other schools. Chris Barry responded they bring students who are interested. Kate Cassady asked about the school's grant writer. Chris Barry stated they receive federal funds. Kate Cassady suggested looking at corporations who support charter schools.

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approves the 5-year renewal for CSI Charter School through 2027.

Vote: The motion was passed by unanimous vote by the State Board of Education.

2. River View Public Charter School - Updated Application

Drew Cline reported due to zoning issues, River View Public Charter School will not be able to open in the fall. They may come back later.

B. Office of Nonpublic Schools

1. Commissioner's Nonpublic School Approval Designation: Renewal Report

Tim Carney, NHED, stated the report was prepared by his colleague, Shireen Meskoob, and he is new to the position. They are requesting approval of the recommended designations for 37 New Hampshire nonpublic schools, 28 schools seek to renew their attendance approval status, 9 schools seek to renew their program approval status.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education accept and approve the following schools for continued attendance approval status for the period July 1, 2022-June 30, 2025, as a slate. Ann lane also motioned to approve the following schools for continued

program approval status for the period July 1, 2022-June 30, 2027, as a slate.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

AGENDA ITEM VII. LEGISLATIVE UPDATES

A. Initial Proposal - Innovation Schools (Ed 1500)

Nate Greene reported on a proposed new rule Ed 150.

Drew Cline suggested changes to language.

Ryan Terrell asked about the definition of innovation. Drew Cline responded they must do something different requiring certain rules to be waived. The current rules are very prescriptive in what a classroom must look like. This would allow schools to set up in ways that fit different needs. He gave the example of using bean bag chairs instead of chairs and desks.

Ryan Terrell asked if there is a minimum number of schools that qualify as a collection. Nate Greene responded any more than 1 qualifies.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal of Ed 1500 Innovation Schools and hold a public hearing on these rules on July 14, 2022.

Vote: The motion was passed by unanimous vote by the State Board of Education.

AGENDA ITEM VIII. COMMISSIONER'S UPDATE

Frank Edelblut, Commissioner of Education, reported he visited schools during teacher appreciation week. Three students were awarded the 2022 U.S. Presidential Scholars Award.

New Hampshire Career Academy had their inaugural graduation. This program allows students to leave high school one year early and go to the community college. It is operated through a charter school. There were 5 students in the initial class. The extended senior year allows students to graduate with their high school diploma, an associate degree or industry certificate or both from a community college, a guaranteed job interview in a New Hampshire company if they so desire, and no debt in the process.

The Yes, Every Student Program, which is a tutoring program, is awarding \$1,000 to New Hampshire students to receive tutoring by New Hampshire certified educators or special education services, as appropriate.

The Rekindling Curiosity program allows students to go to camp in the summer. Training is being provided to all camp counselors to be able to identify and work with students who may have mental health issues.

The Waterford Program is a pre-K program for students who will be entering kindergarten in the fall. It is a home-based family-based program that allows caregivers to work with children over the summer and get them ready for school. A year long program will be run during 2022-2023 for students entering kindergarten next year.

The Work is Learning program matches wages for students to get learning opportunities in companies in New Hampshire up to \$15 an hour. There are 150 companies who are either set up or in the process of setting up. Students will be able to work as interns in various companies. Another tutoring program is beginning providing 24/7 one-on-one tutoring closely coordinated with teachers.

The Leaning into Literacy program includes professional development around how to instruct students in reading available to all educators. It also includes working with post-secondary institutions with teacher prep programs to

ensure teachers entering the field are equipped to teach children to read. The last part of the program is a campaign about the importance and urgency of making sure students have high levels of literacy.

Frank Edelblut will be presenting to the fiscal committee an overview of CARES Act funds. All the programs presented today are funded by CARES Act federal funds.

AGENDA ITEM IX. OPEN BOARD DISCUSSION

There was no open board discussion.

AGENDA ITEM X. TABLE ITEMS

A. Initial Proposal - Administrator Endorsements (Ed 506)

There should be an update at the June meeting.

B. River View Public Charter School - Application

There were no updates.

C. Town of Carrol's Appeal of the White Mountain Regional School District's Vote to Reject the Proposed Withdrawal Plan

Phil Nazzaro suggested getting a formal opinion from the AG's office about what the State Board's role is in the statute. Chair Cline agreed.

AGENDA ITEM XI. CONSENT AGENDA

A. Meeting Minutes of April 14, 2022

Board members noted suggested changes.

Motion: Ann Lane made the motion, seconded by Richard Sala to accept the meeting minutes of April 14, 2022, with amendments.

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

AGENDA ITEM XII. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XIII. ADJOURNMENT

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell to adjourn the meeting at 11:26 a.m.

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

Secretary