



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

Granite State College Building | Events Center

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Thursday, July 14, 2022

AGENDA

- I. **CALL TO ORDER** ~ 10:00 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. **Office of Legislative Budget Assistant (LBA) Special Education Dispute Resolution Audit**
~ PAIGE LORENZ, Performance Audit Manager
- V. **COUNCIL for TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHED, Administrator, Bureau of Educator Preparation and Higher Education
 - A. **New England College (NEC)** ~ *secondary priority progress report*
 - B. **Antioch University New England (AUNE)** ~ *substantive change report*
 - C. **Upper Valley Educators Institute (UVEI)** ~ *2022 (20) final professional educator preparation program (PEPP) review report*
 - D. **Franklin Pierce University (FPU)** ~ *2022 (7) final professional educator preparation program (PEPP) review report*
- VI. **BUREAU OF EDUCATIONAL OPPORTUNITIES**
 - A. **Office of Charter Schools** ~ TAL BAYER, NHED, Administrator
 1. **The Birches Academy Charter School** ~ *charter amendment*
 2. **The Birches Academy Charter School** ~ *renewal*
 3. **Leaf Academy Public Charter School** ~ *renewal*
 4. **Polaris 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*
- C. **Learn Everywhere Program** ~ *TIM CARNEY, NHED, Administrator of Educational Pathways*
 - 1. Seacoast Science Center ~ *renewal*
 - 2. Russian School of Mathematics ~ *new application*
- VII. **PROFESSIONAL STANDARDS BOARD APPLICANTS/RENEWALS** ~ *STEPHEN APPLEBY, NHDOE, Director, Division of Educator Support and Higher Education*
 - A. Kimberly Yarlott, Assistant Superintendent for Curriculum, Instructions and Assessment, Merrimack School District ~ *renewal application (2022-2025) ~ Higher Education and Education Administration*
- VIII. **COMMISSIONER'S UPDATE**
- IX. **OPEN BOARD DISCUSSIONS**
- X. **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
- XI. **CONSENT AGENDA**
 - A. Meeting Minutes of June 9, 2022
 - B. Students/Monroe School Board ~ SB-FY-19-04-013 (LC); SB-FY-19-04-014 (SH) ~ *approval of the hearing officer's proposed decision*
 - C. Clarksville-Pittsburg Authorized Regional Enrollment Plan (AREA) Two-Year Extension
 - D. Hollis-Brookline Cooperative School District Articles of Agreement ~ *certification of the change*
- XII. **NONPUBLIC SESSION**
- XIII. **ADJOURNMENT** ~ **3:00 PM**

OFFICE OF LEGISLATIVE BUDGET ASSISTANT, AUDIT DIVISION
DEPARTMENT OF EDUCATION DISPUTE RESOLUTION PROCESSES PERFORMANCE AUDIT

WHAT IS A PERFORMANCE AUDIT?

A performance audit is an objective examination of evidence for the purpose of providing an independent assessment of the performance of a government organization, program, activity, or function. Its purpose is to provide information for improving public accountability and facilitating decision making by parties with responsibility to oversee or initiate corrective action. Under generally accepted government auditing standards the LBA is an external audit organization that reports its findings to the Legislature, though recommendations are primarily directed towards management of the audited entity.

What do performance audits consider?

Performance audits may consider program-related issues, such as: 1) the extent to which the desired results or benefits established by the legislative or other authorizing body are being achieved, 2) the effectiveness of organizations, programs, activities, or functions, and 3) whether the entity has complied with significant laws and regulations applicable to the program. The audit may evaluate program performance by:

- assessing whether the objectives of a new or on-going program are proper, suitable, or relevant;
- measuring the immediate or long-term effects of the program; identifying factors inhibiting satisfactory performance;
- identifying ad hoc requirements not properly established in rule or law; and
- determining whether program data are valid and reliable.

Performance audits may also consider economy and efficiency issues, such as: 1) whether the entity has acquired, protected, and used its resources (such as staff, equipment, and facilities) economically and efficiently, and 2) the causes of inefficiencies or uneconomical practices. The audit may evaluate economy and efficiency issues by:

- determining if the entity followed sound procurement practices;
- assessing if the entity acquired the appropriate type, quality, and amount of resources at an appropriate cost;
- determining if the entity properly protected and maintained its resources;
- determining if the entity used efficient operating procedures; and
- evaluating if the entity used the optimum amount of resources (staff, equipment, and facilities) in producing or delivering the appropriate quantity and quality of goods or services in a timely manner?

Methodologies

The following methods are typically utilized in conducting performance audits:

- researching the industry or professional standards related to the audit topic;
- reviewing other states' performance audits related to the audit topic;
- identifying relevant State laws, administrative rules, and program policies;
- interviewing legislators with an interest in the audit topic;
- interviewing or surveying program officials and personnel;
- interviewing or surveying program recipients;
- reviewing program documents and files;
- determining the existence of inputs, outputs, and outcomes measurements;
- assessing the quality of program data;
- documenting key program processes and transactions;
- documenting organizational structure of the program;
- evaluating risks related to the program; and
- identifying and evaluating the most significant internal controls related to the audit topic.

How is a performance audit topic selected?

The joint Legislative Performance Audit and Oversight Committee (LPAOC) selects audit topics in accordance with RSA 17-N. The LPAOC recommends the audit topic to the joint Legislative Fiscal Committee for approval. The Fiscal Committee adopts the recommendation for the audit unless it unanimously refuses to do so (RSA 14:30-a, III).

2021-2022 Legislative Performance Audit and Oversight Committee

Senator Lou D'Allesandro
Senator Erin Hennessey
Senator Bob Giuda
Senator Jay Kahn
Senator John Reagan, Vice Chair

Representative Kenneth Wyler
Representative Keith Erf
Representative Karen Umberger
Representative Mary Jane Wallner
Representative Lucy Weber

To contact us or request an audit report

Office of Legislative Budget Assistant
107 North Main Street
State House, Room 102
Concord, NH 03301
(603) 271-3161
(603) 271-2785 - Audit Division

Or reach us on the web at: <https://www.gencourt.state.nh.us/lba/>



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the July 14, 2022, meeting.

A. ACTION NEEDED

New England College (NEC) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board of Education formally review the secondary progress report and recommendations and determine, the official program approval status of NEC’s PEPPs. [602.15(b)(c)]

B. RATIONALE FOR ACTION

At the June CTE meeting, the Council evaluated the submission of the secondary progress report from NEC. NEC has made sufficient progress regarding all unmet standards and determined that all previous unmet standards are met. The CTE accepted the review team’s report and the associated approval recommendations. Additionally, the CTE unanimously (15 in favor), recommends to the State Board of Education full approval for New England College’s eight (8) degree/licensure PEPPs through August 30, 2027.

C. EFFECTS OF THIS ACTION

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

D. HISTORICAL BACKGROUND

- July 2020: the Board granted 2-year conditional approval of (10) programs thru 8/31/22; EEd (K-6) (K-8), Eng 5-12, SpEd, Math 7-12, P.E., Life Sci, Social Studies 5-12, Theatre, Super, Principal; NEC shall develop a progress report and submitted to the DOE within 6 months of the SBE approval decision
- February 2021: the Board voted to accept the initial priority progress report and granted continued conditional approval through 8/2022; develop a secondary progress report by 6/2022, address progress toward remaining unmet standards
- May 2021: the Board approved the extension/elimination of Vis Arts, Life Sci, R/W Spec, CA, and SpEd Admin

E. POSSIBLE MOTION

The State Board of Education moves to accept the secondary progress report for the NEC and grant full approval of the following eight (8) PEPPs through August 30, 2027. [602.15(c)(1)]

NH Ed. Standard(s)	Professional Educator Preparation Programs- Content Area(s)	Degree/ Format Offered	Approval Recommendation	Proposed Expiry
612.04 | 507.11	Elementary Education Teacher (k-6) (k-8)	BA, Licensure	Full	08/30/2027
612.05 | 507.24	English Language Arts Teacher for Grades 5-12	BA, Licensure	Full	08/30/2027
612.07 | 507.40	Special Education Teacher (age 5-21)	BA, Licensure	Full	08/30/2027
612.21 | 507.16	Physical Education Teacher	BA, Licensure	Full	08/30/2027
612.28 | 507.28	Social Studies Teacher for Grades 5-12	BA, Licensure	Full	08/30/2027
612.30 | 507.35	Theatre Education Teacher	BA, Licensure	Full	08/30/2027
614.05 | 506.01	Superintendent	CAGS, EdD	Full	08/30/2027
614.04 | 506.04	Principal Instructional Leader	MEd, CAGS, Licensure	Full	08/30/2027

[602.04, 602.06, 602.13, 602.15]

Action by the State Board: Appeal

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

- (1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

*Per 602.15(e)(1-3).

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

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X.



NEW ENGLAND COLLEGE
PROGRESS REPORT TO
NEW HAMPSHIRE COUNCIL FOR TEACHER EDUCATION
May 20, 2022

Memorandum

To: The Council for Teacher Education (CTE)
From: Chris Ward and Kelly Moore Dunn
NEC Review Co-chairs
Date: June 2022
Re: Priority Progress Report, New England College

In July 2020, New England College (NEC) received a Program Approval Report from the NH Department of Education detailing the findings from the approval process visit that took place in November 2019, the recommendations from the NH State Board of Education and the guidelines and process for the progress report. As a result of the program approval process for NEC the institution was required to submit a progress report with the purpose of addressing specific findings and unmet administrative rule requirements.

NEC submitted an Institutional Priority Progress Report on December 18, 2020 and after the CTE review of that progress report, was required to submit one on May 19, 2022 to the NH Department of Education, as part of the review and approval process that took place in November 2019. Upon recommendation from the Council for Teacher Education, the State Board of Education voted to grant conditional program approval for two years expiring on August 31, 2022 to NEC's Professional Preparation Programs.

This Progress Report was reviewed by the Chairs of the Review, the Bureau of Educator Preparation, the Bureau of Credentialing and the Division of Educator Support and Higher Education. The Chairs, in consultation with the NHD OE, determined that when unmet standards were in process and evidence of implementation and effectiveness was presented, the Review Team, including the original reviewer(s) (or appropriate substitute), would reconvene to fully analyze all unmet standards.

The following list was provided as guidance for inclusion in the report:

Evidence of Progress

- Evidence clearly marked/labeled and organized according to the relevant NH standards that were previously identified as not met
- Addressing Unmet Standards:
 - Identify steps taken by the institution to insure the standard has been met
- Use these guiding questions:
 - What is the institutional process for making changes?
 - What modifications to curriculum and/or instruction are necessary?
 - What resources are necessary to meet the standards? Personnel? Facilities? Policy changes? Administrative/Institutional Support?
 - What steps should program faculty/staff take to secure these resources?
 - If necessary changes cannot be made, what consideration/process is used to determine if/when the program will be dropped/closed?
- Address any circumstances that are beyond the control of the program that could prevent standards from being met within the approval period. Provide a timeline to indicate when the standards can be fully met. **Such a timeline may not exceed the date for which the institution's other programs have been approved.*

The Review Co-Chairs have provided a detailed analysis of the NEC Priority Progress Report.

RECOMMENDATION:

Both the Review Co-Chairs and the Division recommend that the following NEC PEPPs be granted full approval through _____:

	PEPP	Level	Decision
Ed 612.04, 507.11	Elementary Education Teacher (k-6) (k-8)	BA, Licensure	Full Approval
Ed 612.07, 507.40	Special Education Teacher (age 5-21)	BA, Licensure	Full Approval
Ed 612.21, 507.16	Physical Education	BA, Licensure	Full Approval
Ed 612.05, 507.24	English Language Arts for Grades 5–12	BA, Licensure	Full Approval
Ed 612.28, 507.28	Social Studies for Grades 5–12	BA, Licensure	Full Approval
Ed 612.30, 507.35	Theatre	BA, Licensure	Full Approval
Ed 614.04, 506.04	Principal Instructional Leader	MEd, CAGS, EdD	Full Approval
Ed 614.05, 506.01	Superintendent	CAGS, EdD	Full Approval

A. NEC PEPPs:

CTE Review Recommendation	Priority Progress Report – NEC response Corrective Action	Progress report analysis - Recommendation:
<p>Clinical Partnerships and Practice Ed 604 Assessment: Ed 606.01 Specific Certification Areas. 612.04 612.05, 612.07, 612.21, 612.25, 612.28 612.30 (Undergraduate, Conversion, Graduate) 612.18 (Graduate Conversion)</p> <p>The undergraduate and conversion programs have different processes and procedures for the clinical partnership and often access the same placements. It is recommended that these processes be more clearly defined and articulated so they are clear and consistent to all stakeholders.</p>	<p>All areas of the undergraduate and licensure programs have been aligned: Gateways, clinical experiences and expectations, curriculum, resources, policies, and processes (p. 6)</p>	<p>Evidence in the progress report shows that there is a single, unified system for clinical partnerships and practice across undergraduate and (graduate) licensure programs.</p> <ul style="list-style-type: none"> • The Director of Teacher Licensure Programs now oversees all clinical experiences (p. 17). • There is a clear progression for all candidates through multiple and increasingly more involved clinical practice experiences (p. 18) • Curriculum for the licensure programs, including clinical experiences, has been revised to align with the undergraduate curriculum (p. 20) • There is a common gateway system for monitoring candidate progress on fieldwork practicum and culminating fieldwork.

		<ul style="list-style-type: none"> • The Culminating Clinical Calendars, which specify important dates and observations during the clinical experience, are aligned. <p>Standard met</p> <p><i>Recommendations for annual report: “New tracking sheets for all licensure programs are in progress and will be ready for the 2022-2023 academic year. This includes the course equivalents to meet the General Education and Content area standards” (p. 12). These should be included in the next annual report.</i></p>
<p>Clinical Partnerships and Practice Ed 604 Specific Certification Areas Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) 612.18 (Graduate, Conversion)</p> <p>Clinical Partnerships and Practice Ed 604 Specific Certification Areas Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) 612.18 (Graduate, Conversion)</p> <p>NEC has a scaffold approach in place for undergraduate clinical field experiences. However, students in several content majors note that these experiences are not always clearly linked to the content area they are studying. It is recommended that all certification programs more intentionally describe and provide these li experiences for candidates.</p>	<p>Faculty within the content areas meet with students to discuss their clinical experience, observe, participate in grading, and complete dispositions.</p> <p>The new Fieldwork Practicum class is a requirement for all Methods classes in the content area courses. Students take this class along with their theory/content classes and experiences in the field.</p>	<p>Both at the undergraduate and licensure level, each methods course taken during year one of the undergraduate and licensure programs is accompanied by a one credit fieldwork practicum. During this practicum, candidates plan and teach two lessons and a thematic unit.</p> <p>Standard met</p> <p><i>Recommendations for annual report: The specific ways in which the Fieldwork practicum course will foster connections between the methods courses and the application of content and pedagogical content knowledge during the practicum experiences could be clearer, and should be articulated in the next annual report.</i></p>
<p>Clinical Partnerships and Practice Ed 604</p>	<p>The PEPP has completed two complete cycles of data: Fall 2021 and Spring 2022. A cycle includes collection, analysis, and management of data for the</p>	<p>NEC provided data reports and analysis for two cycles of clinical practice data: Fall 2021 and Spring 2022. The data. These reports include a comprehensive presentation and</p>

<p>NEC has undergone some significant changes at the college and department level over the last few years. These changes have resulted in some positive outcomes for the education department as well as some challenges. The education department has many structures in place for designing and assessing candidate's field experiences, however, it is still lacking the comprehensive data analysis of the effectiveness of all aspects of the clinical practice. This data needs to be consistently collected and analyzed. Use of the analysis needs to be consistently reported across all programs.</p>	<p>Gateways, Program Signature Assignments, and Course Signature Assignments. For each course in the licensure programs, a signature assignment and corresponding rubric has been developed.</p>	<p>analysis of assessments and instruments of clinical practice from multiple stages in the gateway system: Fieldwork practicum assessment in year one and Culminating Fieldwork Assessment and TCAP in year two. Analysis of the data show candidate strengths and areas of improvement, and considerations for programmatic improvement.</p> <p>Standard met</p> <p><i>Recommendations for annual report: School Principal/Superintendent Internship Rubric data should be included in the 2022–23 annual report.</i></p>
<p>Candidate Assessment System 606.01 (a) (3) Specific Certification Areas: <i>This applies to all programs initial and advanced licensure areas.</i> Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.18, 614.04, 614.05 (Graduate, Conversion)</p> <p>Clearly articulate rubrics for all key assessments to state and programs teaching and leaders competencies (606.02 (a) (3))</p>	<p>Program Signature and Course Signature assessments have been developed for all licensure areas. Each assessment has a corresponding rubric. Data is collected directly through Blackboard or Qualtrics for analysis.</p>	<p>NEC provided a clear picture of how program and signature assessments are part of the candidate assessment system (Program Signature Assessments document, Master List of Rubrics spreadsheet). There is alignment of each rubric with program and state standards, and each assessment, organized by course, includes a data report based on the assessment's corresponding rubric.</p> <p>Standard met</p>
<p>Candidate Assessment System 606.01 (a) (3) Specific Certification Areas: <i>This applies to all programs initial and advanced licensure areas.</i> Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) 612.18, 614.04, 614.05 (Graduate, Conversion)</p> <p>Integrate and coordinate the management of data on candidate performance across undergraduate and graduate programs and pathways. (606.01 (a) (2))</p> <p>Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching and</p>	<p>One data management, collection, and analysis system has been developed for all levels of licensure programs.</p> <p>Data can be aggregated across and within programs and for individual students.</p>	<p>NEC has made clear and significant progress on managing data in their candidate assessment system. The Student Gateway Tracker, formerly known as EDITH, provides a dashboard to view student performance on criteria on assessments and in courses necessary for program progression. The Fall 2021 and Spring 2022 data reports clearly demonstrate the ability of the system to aggregate key program assessment data across endorsement areas and across undergraduate and licensure pathways.</p> <p>Standard met</p>

<p>leadership competencies in order to identify and isolate areas of strength and needs and and analyze for trends. (606.01 (a) (2))</p>		
<p>Program Assessment System 606.02(b) (1) Specific Certification Areas Ed 606.01. 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) Specific Certification Areas: <i>This applies to all initial and advanced licensure contentment areas.</i> Ed 606.01. 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) 612.18, 614.04, 614.05 (Graduate, Conversion) Improve the continuity and coordination across the undergraduate and graduate programs in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs. (606.02 (b) (1)) Develop a comprehensive system, across programs, for collecting, managing, monitoring, and analyzing key assessment data. Currently these data are not centralized or coordinated.</p>	<p>The Director of Teacher Licensure oversees all components of the assessment system for undergraduate and graduate programs. One data management, collection, and analysis system has been developed for all levels of licensure programs.</p>	<p>NEC has created a comprehensive system of data collection and analysis that leads to ongoing, continuous improvement at the candidate and program level. The progress report provided a detailed look at this assessment system and provided a preliminary look at two cycles of data (Fall 2021 and Spring 2022). The Spring 2022 data cycle included an analysis of the 2021-2022 academic year, by licensure area, for the Candidate Assessment and Program Assessment systems. The system for assessment of candidates and programs is now aligned across undergraduate and graduate programs. The system for assessment includes these key elements,</p> <ul style="list-style-type: none"> • Gateways • Program signature assessments • Course signature assessments • Rubrics • Data collection and management • Faculty collaboration Gateways <p>Standard met</p>
<p>Specific Licensure Recommendation Ed 612.05 Secondary English (Undergraduate, Conversion, Graduate) Program Systematic Alignment of Key Assessments: A more systematic alignment of key assessments related to courses linked to 612.05 standards may help inform data analysis related to the Secondary English Education standards specifically. The key assessments selected for Data Dives may yield general information related to the 610s, but a higher</p>	<p>For all standard areas, Program and Course Signature Assignments have been developed with corresponding rubrics. Self-Assessment matrices have been updated to reflect new standards and the new assessment system. A new system of data collection and analysis in the content areas has been developed in collaboration with content area faculty.</p>	<p>NEC has made significant progress regarding this standard. The evidence examined showed the curricular, assessment, and programmatic changes that were made have resulted in alignment of program and content standards with Key assessments allowing for the collection and analysis of data to be used for continuous improvement. (p.37-38)</p> <ul style="list-style-type: none"> • All undergraduate and graduate self-assessment matrices have been revised to reflect the curricula changes, Candidate Assessment System and Program Assessment System.

<p>alignment of the 612s to the 610s or specific alignment of the 612s to the “Core Courses & Assessment Cycle Data Points” may strengthen the continuous improvement cycle.</p> <p>A Progress Report is recommended showing how the specific content courses provide data that can be analyzed specific to the content standards so that the institution can demonstrate the capabilities of its assessment plan as it related to specific programs.</p>		<ul style="list-style-type: none"> • The undergraduate and licensure programs have undergone curricula, assessment, and process alignments. • Curricular changes have been made to all licensure programs to reflect updated standards, undergraduate and graduate alignment, and the assessment system. <p>Standard met</p> <p><i>Recommendations for annual report: Some rubrics for Key assignments are still under construction; progress on these should be shared in the 2022-23 annual report.</i></p>
<p>Specific Licensure Recommendations Ed 612.07 Special Education (Undergraduate, Conversion, Graduate)</p> <p>Clearly articulate the criteria for adding a special education endorsement at the graduate level.</p>	<p>The Special Education licensure program has been revised at the undergraduate and graduate levels to meet all 612 standards.</p>	<p>NEC has made sufficient progress to address this recommendation. The undergraduate and licensure programs have undergone curricula, assessment, and process alignments. The graduate and undergraduate special education programs have been uncoupled and new courses to meet state standards have been proposed. These courses are scheduled to be approved for the upcoming 2022-23 catalog.</p> <p>Standard met</p> <p><i>Recommendations for annual report: The final approval of these curricular changes should be shared in the 2022-23 annual report.</i></p>
<p>Formalize a systematic transcript review to ensure a consistent proves for demonstrating that each aspiring teacher candidate has met the content standards for secondary mathematics.</p>	<p>The Secondary Mathematics program is in teach out and no current students remain.</p> <p>A new system of transcript review has been developed to ensure standards are met at the undergraduate and graduate levels.</p>	<p>Progress has been made by NEC to ensure that the transcript review process is systematic and will ensure that it is reliable to determine if the content standards are being met. New tracking sheets for all licensure programs are in progress and will be ready for the 2022-2023 academic year.</p> <p>Standard met.</p> <p><i>Recommendation for annual report: Report on the use of the new tracking sheets that have been developed for this process.</i></p>
<p>Program Specific Recommendations:</p>	<p>ED 3210 Pedagogy and Assessment in PE is a new course that ran Fall 2021; data is available.</p>	<p>Sufficient progress has been made regarding this recommendation in order to prepare PE candidates for the</p>

<p>Implementation of more content specific physical education classes (which seems to be happening this coming year). Or, a small redesign of the current curriculum to cover a wider spectrum of activities to help students be more prepared in the field.</p>	<p>The new process to connect students to the content facilitates development in this area. PE licensed faculty review assessments in Kinesiology courses to ensure standards are met.</p> <p>PE licensure candidates participate in the new Fieldwork Practicum course to make valuable connections from theory to practice.</p> <p>Curriculum writing and Methods courses address specific pedagogy needs of PE students.</p>	<p>field. The addition of the new course, new course requirements in current courses and the participation in the fieldwork practicum course have helped NEC to meet this standard.</p> <p>Standard met.</p>
<p>Program Specific Recommendations: A system to clearly identify the number of students in each program is needed.</p>	<p>A new coding system within the Admissions process and with the Registrar has been implemented to ensure accuracy in identifying licensure students in each program.</p>	<p>NEC has made sufficient progress regarding this recommendation. There is a process in place for the Director of Teacher Licensure and the Director of Graduate programs to review all application materials and verify who is accepted. Regular meetings are scheduled with the Graduate Admissions office to review requirements and provide updates on standards.</p> <p>Standard met.</p>
<p>An advisor training manual would ensure consistent application of standards and dissemination of information.</p>	<p>Undergraduate and graduate students all follow the same process in advising. This process is created and clearly communicated through training.</p> <p>Licensure candidates have a faculty and professional advisor.</p>	<p>NEC has made sufficient progress regarding this recommendation. Students have faculty and professional advisors and the advising process and procedures are outlined for the advisors. They track students' progress through the use of Navigate and the Student Gateway Tracker System.</p> <p>Standard met.</p>
<p>Employ a process for regular systematic review of curriculum.</p>	<p>Curriculum revisions are discussed regularly among the Director of Teacher Licensure, the Director of Graduate Education Programs, and the faculty at meetings during the review of data.</p> <p>Curriculum revisions are noted and formally revised as necessary, a minimum of once per academic year.</p>	<p>NEC has made sufficient progress regarding this recommendation. In reviewing any new standards and program and candidate data, the faculty make recommendations for curriculum review and changes. These changes go through the curriculum review process before being fully implemented.</p> <p>Standard met.</p>

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INTRODUCTION

Since November 2019, New England College has thoroughly reviewed and extensively revised the institution's professional educator preparation programs (PEPP), including undergraduate, licensure, School Principal, and School Superintendent programs.

New England College's senior leadership provided strong support and substantial resources for the improvements documented in this progress report.

New England College will continue to improve its PEPP, after New Hampshire Council for Teacher Education determines that the institution has met the conditions and followed the recommendations offered by the Council's reviewers.

INTRODUCTION: Contents and Organization of this Progress Report

This progress report documents improvements in New England College's PEPP, implemented since the Council's November 2019 site visit:

- reorganization of roles and responsibilities
- extensive changes to the curriculum
- alignment of the undergraduate and graduate programs
- comprehensive assessment system to measure ongoing improvement of the candidates and programs
- revision of operational procedures

Contents of this report is organized in four areas, aligned with organization of previous reports from the Council's 2019 site visit team and 2020 progress report review team:

- Clinical Partnerships and Practice
- Candidate Assessment System
- Program Assessment System
- Program-Specific Recommendations

Links to evidence and additional information are embedded throughout the progress report.

INTRODUCTION: Statement of Purpose

This progress report addresses the concerns and unmet standards of the 2019 review team and the 2020 progress report.

INTRODUCTION: Background Information Regarding Approval of PEPP

Licensure Programs Conditional Approval

Ed 612.04	Elementary Education	BA, Licensure	
Ed 612.07	General Special Education	BA, Licensure	
Ed 612.25	Life Sciences 7-12	BA, Licensure	Teachout 8/30/24
Ed 612.18	Mathematics, Upper Level*	Licensure	Teachout 8/30/22
Ed 612.21	Physical Education	BA, Licensure	
Ed 612.05	Secondary English 5-12	BA, Licensure	
Ed 612.28	Social Studies 5-12	BA, Licensure	
Ed 612.30	Theatre	BA, Licensure	
Ed 614.04	School Principal	MED, CAGS, EDD	
Ed 614.05	School Superintendent	CAGS, EDD	

*No students enrolled in the program. No data available

- August 2008: the Board granted approval to PE, Theatre, Principal and Superintendent through 8/31/2011. Social Studies was granted conditional approval through 8/31/2011.
- June 2011: the Board granted approval to Elementary Education, English Language Arts 5-12, Special Education, Life Science 7-12, PE, Principal, Superintendent, Mathematics 7-12, and Theatre. Principal and Superintendent to submit progress reports to address programmatic and consistence issues. Socials Studies was granted conditional approval through 8/31/2013.
- November 2014: the Board granted full approval for Social Studies 5-12 through 8/21/2018 and Principal through 8/31/2016.
- April 2015: the Board granted an extension of School Principal to 8/31/2018 to coincide with other programs.
- May 2016: the Board granted PEPP extensions through 8/31/2018 letter.
- January 2017: the Board granted a one-year extension date to all IHEs.
- July 2018: NEC requested a one-year extension (602.12g 1,4).
- September 2018: CTE minutes note: “NEC would like to be clear, they are not asking for an extension.”
- October 2018: Director Seidel and Attorney Sala submitted a letter on behalf of CTE requesting a one-year extension through 8/2020: the Board approved this extension of the review through 8/2020.
- June 2019: the Board approved four new programs- Business Administrator, Curriculum Administrator, Special Education Administrator, Reading Writing Specialist through 8/2022.
- July 2019: New Hampshire Institute of Art (NHIA) officially merged with NEC.
- March 2020: the Board approved the substantive change request for Visual Arts from NHIA to NEC.

- July 2020: the Board granted 2-year conditional approval of ten programs through 8/31/2022: Elementary Education K-6 K-8, English Language Arts 5-12, Special Education, Life Science 7-12, PE, Principal, Superintendent, Mathematics 7-12, and Theatre; additionally, NEC shall develop a progress report and submit to the DOE within 6 months of the SBE approval decision.
- December 2020: NEC submits 6-month report to the CTE
- February 2021: the Board approves teach out of the following programs: Mathematics until 8/30/2022, Life Sciences 7-12 until 1/30/2024, Reading and Writing Specialist until 8/30/2023, Business Administrator until 8/30/2022, Curriculum Administrator until 8/30/2022, Special Education Administrator until 8/30/2023, and Visual Arts Teacher until 8/30/2025.

INTRODUCTION: Standards Addressed in the Report

Clinical Practices and Partnerships (Ed 604): The PEPP has developed a new approach to the Clinical Practice. It is now a comprehensive, cohesive element of the program instead of a separate requirement to be completed. There are thoughtful and deliberate connections made to course content; the theoretical and application course content are woven into the clinical practice. In the last year, the PEPP has developed, and will continue to foster, partnerships in K-12 area.

Candidate Assessment System and Program Assessment System (Ed 606): The PEPP has created a comprehensive system of data collection and analysis that leads to ongoing, continuous improvement at the candidate and program level. This progress report will provide a detailed look at the [new assessment system](#) and two cycles of data (Fall 2021 and Spring 2022). The Spring 2022 data cycle includes an analysis of the 2021-2022 academic year, by licensure area, for the Candidate Assessment and Program Assessment systems.

Significant revisions to PEPP include:

- Comprehensive systems for assessment of candidates and programs
- revisions to clinical practice
- updates to all self-assessment matrices
- curricular changes
- specific oversight of the clinical practice
- revised transcript review process
- stronger connection to the content areas
- updated tracking sheets
- clear coding of students by licensure area
- specific attention to the requirements within the Special Education area

REVIEWER REPORT FINDINGS

Here are recent reports from NH Council for Teacher Education and responses from New England College:

[November 2019 Report to CTE](#)

[November 2019 Report from CTE](#)

[December 2020 Progress Report to CTE](#)

[January 2021 Progress Report Findings from CTE](#)

Summary of Findings from the Most Recent Report

The overall summary of the Council’s findings, documented in its January 2021 response to New England College’s last progress report, indicated that New England College “*has made significant progress on addressing unmet standards, specifically in the coordination of clinical experiences across undergraduate and graduate pathways, cross walking key and signature assessments with program competencies, and beginning to implement a unit-wide data management system.*”

A detailed summary of the Council’s findings and suggestions, documented in its January 2021 response to New England College’s last progress report, is provided in the table below:

	Progress	Suggestions
Clinical Partnerships and Practice	<ul style="list-style-type: none"> Clear system of fieldwork levels for UG and G Clear, common requirements for UG and G Initial steps toward goal Linked several courses with levels of field experience Culminating Fieldwork matrix can provide comprehensive data Data management system can house and integrate data 	<ul style="list-style-type: none"> Articulate estimated duration of each level of experience by coursework Connect experiences to content application Provide tracking sheets for all UG and G pathways Provide a collection and analysis of at least two data cycles
Candidate Assessment System	<ul style="list-style-type: none"> Progress in aligning key and signature assessments to standards TCAP and Culminating Fieldwork matrix align to standards Provided summary of data points Streamlined progress through Gateway system for UG and G Identified key assignments 	<ul style="list-style-type: none"> Align all assessments to Principles and standards Provide a collection and analysis of at least two data cycles
Program Assessment System	See Candidate Assessment System	See Candidate Assessment System

<p>Program-Specific Recommendations</p>	<p>Physical Education: ED 3210</p>	<p>Secondary English: Provide alignment of key assessments General Special Education: Provide program maps for G and a clear description of program Secondary Math: Provide clear description of transcript review process Secondary Life Science: Utilize Banner to identify students; provide process to regularly review G curriculum</p>
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MATRIX

The matrix below details how New England College has addressed each unmet area and implemented every required responsive action.

Unmet Area	Required Responsive Action	Update
<p>Clinical Partnerships and Practice Ed 604 Assessment: Ed 606.01 Specific Certification Areas. 612.04 612.05, 612.07, 612.21, 612.25, 612.28 612.30 (Undergraduate, Conversion, Graduate) 612.18 (Graduate Conversion)</p>	<p><i>“The undergraduate and conversion programs have different processes and procedures for the clinical partnership and often access the same placements. It is recommended that these processes be more clearly defined and articulated so they are clear and consistent to all involved stakeholders.”</i></p>	<p>All areas of the undergraduate and licensure programs have been aligned: Gateways, clinical experiences and expectations, curriculum, resources, policies, and processes</p>
<p>Clinical Partnerships and Practice Ed 604</p> <p>Specific Certification Areas Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) 612.18 (Graduate, Conversion)</p> <p>Clinical Partnerships and Practice Ed 604</p> <p>Specific Certification Areas Ed 606.01. 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) 612.18 (Graduate, Conversion)</p>	<p><i>“NEC has a scaffold approach in place for undergraduate clinical field experiences. However, students in several content majors notes that these experiences are not always clearly linked to the content area they are studying. It is recommended that all certification programs more intentionally describe and provide these linked experiences for candidates”</i></p>	<p>Faculty within the content areas meet with students to discuss their clinical experience, observe, participate in grading, and complete dispositions.</p> <p>The new Fieldwork Practicum class is a requirement for all Methods classes in the content area courses. Students take this class along with their theory/content classes and experiences in the field.</p>
<p>Clinical Partnerships and Practice Ed 604</p>	<p><i>“NEC has undergone some significant changes at the college and department level over the last few years. These changes have resulted in some positive outcomes for the education department as well as some challenges. The education department has many structures in place for designing and assessing candidate’s field experiences, however, it is still lacking the comprehensive data analysis of the effectiveness of all aspects of the clinical practice. This data needs to be consistently collected and analyzed. Use of the analysis needs to be consistently reported across all programs.”</i></p>	<p>The PEPP has completed two complete cycles of data: Fall 2021 and Spring 2022. A cycle includes collection, analysis, and management of data for the Gateways, Program Signature Assignments, and Course Signature Assignments. For each course in the licensure programs, a signature assignment and corresponding rubric has been developed.</p>

		Data has been gathered from the field through several tools. This also includes data that demonstrates the impact on K-12 learning through well-developed partnerships.
Candidate Assessment System 606.01 (a) (3) Specific Certification Areas: <i>This applies to all programs initial and advanced licensure areas.</i> Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.18, 614.04, 614.05 (Graduate, Conversion)	<i>“Clearly articulate rubrics for all key assessments to state and programs teaching and leadership competencies (606.02 (a) (3))”</i>	Program Signature and Course Signature assessments have been developed for all licensure areas. Each assessment has a corresponding rubric. Data is collected directly through Blackboard or Qualtrics for analysis.
Candidate Assessment System 606.01 (a) (3) Specific Certification Areas: <i>This applies to all programs initial and advanced licensure areas.</i> Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) 612.18, 614.04, 614.05 (Graduate, Conversion)	<i>“Integrate and coordinate the management of data on candidate performance across undergraduate and graduate programs and pathways. (606.01 (a) (2))”</i> <i>“Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching and leadership competencies in order to identify and isolate areas of strength and needs and analyze for trends. (606.01 (a) (2))”</i>	One data management, collection, and analysis system has been developed for all levels of licensure programs. Data can be aggregated across and within programs and for individual students.
Program Assessment System 606.02(b) (1) Specific Certification Areas Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) Specific Certification Areas: <i>This applies to all initial and advanced licensure contentment areas.</i> Ed 606.01, 612.04, 612.05, 612.07, 612.21, 612.25, 612.28, 612.30 (Undergraduate, Conversion, Graduate) 612.18, 614.04, 614.05 (Graduate, Conversion)	<i>“Improve the continuity and coordination across the undergraduate and graduate programs in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.” (606.02 (b) (1))</i> <i>“Develop a comprehensive system, across programs, for collecting, managing, monitoring, and analyzing key assessment data. Currently these data are not centralized or coordinated.”</i>	The Director of Teacher Licensure oversees all components of the assessment system for undergraduate and graduate programs. One data management, collection, and analysis system has been developed for all levels of licensure programs.
Specific Licensure Recommendation Ed 612.05 Secondary English (Undergraduate, Conversion, Graduate)	Program Specific Recommendations: <i>“Systematic Alignment of Key Assessments: A more systematic alignment of key assessments</i>	For all standard areas, Program and Course Signature Assignments have been developed with corresponding rubrics.

	<p><i>related to courses linked to 612.05 standards may help inform data analysis related to the Secondary English Education standards specifically. The key assessments selected for Data Dives may yield general information related to the 610s, but a higher alignment of the 612s to the 610s or specific alignment of the 612s to the “Core Courses & Assessment Cycle Data Points” may strengthen the continuous improvement cycle.”</i></p> <p><i>“A Progress Report is recommended showing how the specific content courses provide data that can be analyzed specific to the content standards so that the institution can demonstrate the capabilities of its assessment plan as it related to content specific programs.”</i></p>	<p>Self-Assessment matrices have been updated to reflect new standards and the new assessment system.</p> <p>A new system of data collection and analysis in the content areas has been developed in collaboration with content area faculty.</p>
<p>Specific Licensure Recommendations Ed 612.07 Special Education (Undergraduate, Conversion, Graduate)</p>	<p>Program Specific Recommendations:</p> <p><i>“Clearly articulate the criteria for adding a special education endorsement at the graduate level.”</i></p>	<p>The Special Education licensure program has been revised at the undergraduate and graduate levels to meet all 612 standards.</p>
	<p>Program Specific Recommendations:</p> <p><i>“Formalize a systematic transcript review to ensure a consistent proves for demonstrating that each aspiring teacher candidate has met the content standards for secondary mathematics.”</i></p>	<p>The Secondary Mathematics program is in teach out and no current students remain.</p> <p>A new system of transcript review has been developed to ensure standards are met at the undergraduate and graduate levels.</p>
	<p>Program Specific Recommendations:</p> <p><i>“Implementation of more content specific physical education classes (which seems to be happening this coming year). Or, a small redesign of the current curriculum to cover a wider spectrum of activities to help students be more prepared in the field.”</i></p>	<p>ED 3210 Pedagogy and Assessment in PE is a new course that ran Fall 2021; data is available.</p> <p>The new process to connect students to the content facilitates development in this area. PE licensed faculty review assessments in Kinesiology courses to ensure standards are met.</p>

		<p>PE licensure candidates participate in the new Fieldwork Practicum course to make valuable connections from theory to practice.</p> <p>Curriculum writing and Methods courses address specific pedagogy needs of PE students.</p>
	<p>Program Specific Recommendations: <i>“A system to clearly identify the number of students in each program is needed.”</i></p> <p><i>“An advisor training manual would ensure consistent application of standards and dissemination of information.”</i></p> <p><i>“Employ a process for regular systematic review of curriculum.”</i></p>	<p>A new coding system within the Admissions process and with the Registrar has been implemented to ensure accuracy in identifying licensure students in each program.</p> <p>Undergraduate and graduate students all follow the same process in advising. This process is created and clearly communicated through training.</p> <p>Licensure candidates have a faculty and professional advisor.</p> <p>Curriculum revisions are discussed regularly among the Director of Teacher Licensure, the Director of Graduate Education Programs, and the faculty at meetings during the review of data.</p> <p>Curriculum revisions are noted and formally revised as necessary, a minimum of once per academic year.</p>

EVIDENCE OF PROGRESS

PROGRESS: Overview

Undergraduate and graduate licensure programs are now aligned through curriculum, policies and process, and assessment systems. Specialty areas are now aligned through policies and processes, and assessment systems. Alignment of licensure programs involved:

- reorganization of roles and responsibilities
- improvements in the curricula of undergraduate and graduate programs
- revisions to policies and procedures.

PROGRESS: Personnel Roles and Responsibilities

In July 2021, roles and responsibilities were reorganized, as detailed in [Roles and Responsibilities](#), resulting in these key positions:

- Director of Teacher Licensure has a reduced (4-credit) teaching load to oversee:
 - clinical practice
 - partnerships
 - assessment of candidates and programs
 - licensure programs (undergraduate and graduate)
- Director of Graduate Programs has responsibility for:
 - curriculum
 - faculty
 - students
 - administrative duties
 - scheduling
 - collaboration with undergraduate faculty to ensure alignment of licensure programs, under oversight of the Director of Teacher Licensure
 - playing an active role in collection and analysis of program assessment data, under oversight of the Director of Teacher Licensure
- Administrative Assistant (part-time):
 - organizes and manages the assessment system

Faculty teaching assignments are aligned with faculty credentials, based on an audit of faculty member credentials that considered licensure, education, and experience. A new policy, effective at the start of the fall 2022 semester, requires current New Hampshire licensure, in the content area of teaching, for all faculty who teach in PEPP. Faculty who have applied for license renewal will be allowed a one semester grace period for processing.

PROGRESS: Curriculum, Licensure Programs

Improvements to the curriculum of licensure programs include:

- all processes associated with licensure, from admissions and transcript review, through program completion and recommendation for licensure
- curricula, to align undergraduate and licensure programs
- tracks for all licensure areas, including Special Education
- internship requirements for School Principal and School Superintendent candidates
- leadership standards, integrated with the new 2022 standards
- systems for assessment of candidates and programs
- [Self-Assessment Matrices](#) with curricular changes and signature assignments by course

PROGRESS: Curriculum, Undergraduate Programs

Improvements to the curriculum of undergraduate programs were approved in [Curriculum Undergraduate Revisions approved May 2021](#) and implemented in academic year 2021/22.

PROGRESS: Curriculum, Graduate Programs

Improvements to the curriculum of graduate programs include:

- Graduate Curriculum Proposal: In development with approval anticipated in June 2022, for implementation in academic year 2022/23
- School Principal and School Superintendent: Consultant beginning July 1, 2022 to review and revise all field requirements, including the Internship and supporting resources, for implementation in academic year 2022/23
- Content areas strengthened by:
 - Identifying key faculty in each content area
 - Soliciting observations and feedback from content faculty
 - consulting content faculty on curricula changes
 - completing dispositions
 - scoring signature assignments in the content areas.

PROGRESS: Policies and Procedures

Improvements to policies and procedures implemented since November 2019 are summarized in the table below.

<p>Graduate Admissions Process Revised process provides an additional layer of review and quality control.</p>	<p>Prior Process: The Director of Graduate Programs reviewed all materials and accepted students into the program.</p> <p>Revised Process: Once reviewed by the Graduate Admissions team, the Director of Teacher Licensure and the Director of Graduate Programs review all application materials prior to acceptance into the New England College Graduate Program.</p> <p>Principal and Superintendent candidates must provide a letter from their school district verifying work experience. The DOE is consulted when questions or concerns arise.</p> <p>Candidates who do not meet the required work experience are accepted on a limited case-by-case basis after an interview with the Director of Teacher Licensure and the Director of Graduate Programs. If accepted, candidates sign a statement verifying they understand the requirements for licensure. Documentation is provided via email and maintained in the candidate’s file.</p> <p>Regular meetings are scheduled with Graduate Admissions to review requirements and provide updates on standards.</p>
<p>Graduate Transcript Review Process Revised process provides an additional layer of review and quality control.</p>	<p>Prior Process: The Director of Graduate Education Programs would oversee all elements of the transcript review process.</p> <p>Revised Process: New tracking sheets for all licensure programs are in progress and will be ready for the 2022-2023 academic year. This includes the course equivalents to meet the General Education and Content area standards.</p>

	<p>The transcript review team in the Registrar’s Office provides the initial review of the transcript.</p> <p>Transcripts are then reviewed in consultation with the Director of Graduate Education Programs.</p> <p>For the Content areas, content faculty are consulted when questions arise.</p> <p>Students receive, via email, a tracking sheet that identifies transfer credits, and met and unmet requirements.</p> <p>Credits earned towards an MED cannot be transferred to the CAGS program.</p>
<p>Graduate Advising Process Revised process provides an additional layer of review and quality control.</p>	<p>Prior Process: All teacher candidates were advised by the Director of Graduate Education, only.</p> <p>Revised Process: Teacher candidates are provided tracking sheets with program requirements.</p> <p>Teacher candidates are provided Gateway and Clinical Practice information in the <i>New England College Professional Educator Preparation Program Handbook</i>.</p> <p>All teacher candidates are assigned a professional advisor and to the Director of Graduate Education Programs for advising.</p> <p>The professional advisor and the Director of Graduate Education Programs collaborate on each student for course registration.</p> <p>The Director of Teacher Licensure provides information on clinical placements and Gateway attainment.</p>
<p>Licensure Recommendation Process Revised process provides an additional layer of review and quality control.</p>	<p>Prior Practice: There were three certification officials: Director of the MAT, Director of Graduate Education Programs, and the Undergraduate Director of Teacher Certification.</p> <p>Revised Practice:</p>

	The Director of Teacher Licensure and the Director of Graduate Programs review candidate materials to ensure all licensure requirements have been met prior to recommendation (transcript, clinical practice, Gateways).
Dual Licensure Revised process ensures all Special Education standards are met.	<p>Prior Practice: All undergraduate and licensure students were required to enroll in a dual licensure program consisting of their primary licensure and Special Education.</p> <p>Special Education was not a stand-alone program and requirements were unclear.</p> <p>Revised Practice: Students can only enroll in one licensure program at a time.</p> <p>All licensure programs are stand-alone, including Special Education.</p> <p>The requirements for the Special Education program are clearly outlined in the undergraduate and licensure tracking sheets.</p>
Cooperating Practitioner Stipend Provides compensation directly to the cooperating teachers.	<p>Prior Practice: School districts would receive Partnership Points for work of the cooperating practitioners. Partnership Points would be redeemed for graduate courses by anyone in the district.</p> <p>New Practice: Cooperating Practitioner stipends have been increased from \$100 to \$350.</p>
Course Signature Assessments	All Education faculty are required to embed the Signature Assignment in their course and utilize the corresponding rubric in Blackboard.
Faculty Qualifications	All Education faculty, fulltime and adjunct, must hold a current NH teaching license in the area of coursework where they are assigned. The PEPP reviewed the credentials (licensure, education, and teaching experience) of all faculty to ensure course assignments align.
Content Faculty Collaboration	Content faculty have been selected in each licensure area Special Education, ELA, Science, Social Studies, PE, Theatre).

	<p>Content faculty participate in clinical supervision to ensure the content area is a primary focus.</p> <p>Content faculty are paid a \$200 stipend per observation.</p> <p>Content faculty assist in data collection and evaluation in their specific content areas and receive a stipend for their work based (prorated based on amount).</p> <p>Content faculty assist in transcript review when needed.</p>
<p>Clinical Policies (Undergraduate and Licensure)</p> <p>Examples taken directly from Syllabi and <i>New England College Professional Educator Preparation Program Handbook</i></p>	<p>Internship Attendance Policy: <i>Internship student-employees should make every effort to follow the calendar of the school district in which they are employed. It is the responsibility of the student-employee to notify their direct supervisor with as much notice as possible if an absence is to occur. The supervisor of this course must also be notified. Excessive absences may be required to be made up, and in some instances the student may be withdrawn from the course and employment placement. No credit will be given if employment is terminated.</i></p> <p>Professionalism for Fieldwork: <i>You are enrolled in a course that fulfills a requirement of the educator preparation program. Because of this, you should think of yourself as a pre-service educator with professional obligations and responsibilities. These obligations mirror what a school district will expect of you and, in some cases, will include in the evaluation process. Any instances of student misconduct will be discussed with the Dean. In some instances, outside situations may require the instructor to remove you from any field placement or experiential activities. This removal may result in a failure of the course. It is also important to be mindful of social media and online personas. In this course you will be working in a school environment, developing the skills, knowledge, and dispositions to be highly effective. Your interactions will be authentic and as such great professionalism is required. You will become even more knowledgeable about the organizational structure and political environment associated with schools and their communities. There is nothing more authentic than working in a school with students and other</i></p>

	<p><i>professionals. Take every opportunity to learn from everyone with whom you come in contact. Every day educators are required to use their critical thinking skills while planning for lessons, instructing students, creating a safe and nurturing classroom environment, and taking on the professional responsibilities of an educator. You will be required to act professionally in all settings, rely on your colleagues to guide you as you develop the critical thinking skills that will enable you to be a highly effective educator.</i></p> <p><i>Confidentiality in the Field: Educators must always maintain a level of professionalism. Confidentiality is a critical component to the teaching profession. It is the student's responsibility to keep all information obtained confidential. Issues regarding children, teachers and schools are only to be discussed in teacher preparation classes or privately with the instructor. Students should not refer to children, teachers, or schools by name during class discussions or in written assignments. Any concerns should immediately be brought to the instructor's attention. Any breach of confidentiality will be considered a serious violation of course expectations. Students are expected to maintain a level of professionalism similar to certified teachers. This accounts for time spent in class and during experiential learning activities. While in a school, students must adhere to NEC college policies and those of the school district. This includes dress, the use of cell phones and computers, social media, attendance, behavior, food and beverages, tattoos, and body piercings, etc. Consult the school district's employee handbook for more information.</i></p>
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PROGRESS: Clinical Practice and Partnerships (Ed 604)

Since the December 2020 progress report, substantial improvements have been implemented which impact the approach, preparation for the field, levels of clinical practice, the curriculum, oversight, and measurement of clinical practice.

PROGRESS: Clinical Practice and Partnerships (Ed 604): Approach

- Clinical practice has been aligned across undergraduate and graduate licensure programs.
- Connections between theory, methods and clinical experiences have been strengthened by:
 - levels of clinical experiences
 - curricular changes
 - oversight by the Director of Teacher Licensure
 - policies, processes, and resources
 - collaboration between cooperating practitioners and New England College faculty
 - K-12 partnerships
 - Measurement
- New England College maintains the Triad Model in clinical practice, a productive three-way collaboration between a New England College faculty member, cooperating practitioner, and student, which is a strength of the clinical practice.

PROGRESS: Clinical Practice and Partnerships (Ed 604): Preparation for the Field

- The Director of Teacher Licensure now oversees the entire clinical experience to ensure:
 - teacher candidates are prepared for early clinical experiences
 - teacher candidates are prepared for the culminating clinical experience
 - all candidates have completed the required criminal records check
 - students receive support and training and reinforcement of training, to be prepared for the field, throughout the program (For example, in ED 3920, Fieldwork Practicum, there is a review of the *State of NH Code of Ethics* and *State of NH Code of Conduct* in week one of the class. In week two, more specific material is covered: *Suicide Prevention Training* with Director of Student Support Services at SAU #34, school overview and school handbook training with the Director of Curriculum Instruction, and Assessment at SAU #34, review of professionalism in the field, review of professional attire, and review of social media expectations.)

PROGRESS: Clinical Practice and Partnerships (Ed 604): Levels of Clinical Practice

Clinical experiences are now scaffolded in a three-level hierarchy, with initial, middle, and culminating levels of clinical experience differentiated by clear requirements. Revision of requirements for each level is the result of effective collaboration between the Director of Teacher Licensure, the Director of the Graduate Programs, New England College faculty and cooperating practitioners. The PEPP faculty has reviewed the clinical experiences and [clearly stated](#) courses, hours required, and total hours.

Level	Description
Level One: Initial Fieldwork	Initial Fieldwork provides Undergraduate and Licensure candidates with exposure and observation of educational settings and topics. Candidates benefit from the direct support of New England College faculty to connect field observations to course content. For Specialty Areas, candidates shadow colleagues in the field and meet regularly with others to complete requirements.
Level Two: Middle Fieldwork	Middle Fieldwork asks Undergraduate and Licensure candidates to apply their knowledge of content and pedagogy with beginning independence. For Specialty Areas, candidates begin to develop their leadership skills by accepting varying responsibilities.
Level Three: Culminating Fieldwork	Culminating Fieldwork asks candidates at all levels to fully engage in the intended teaching and learning or leadership environments.

The clinical experience is scaffolded to support undergraduate and licensure students in: Fieldwork Practicum, Methods of Teaching and Learning, and Culminating Clinical Experience.

Fieldwork Practicum Course

- 1-6 Credits (Each credit = One hour in field per week for 12 weeks)
- Sometimes taken in conjunction with teaching methods courses
- First level of independent experience in a classroom
- Classroom support/Learning Opportunity
- In-person observation from faculty supervisor when necessary

Methods of Teaching and Learning Course

- 4-credit full semester course
- Last course prior to Student Teaching
- 15 hours per week for 7 weeks
- Independent writing and teaching of a content specific unit
- One formal in-person observation from faculty supervisor

Culminating Clinical Experience Course

- 12-credit full semester course per licensure track
- 14 Week placement, per license track
- Full time classroom placement, 40+ hours per week
- All full Teaching responsibilities
- Five formal in-person observations with several stakeholders

PROGRESS: Clinical Practice and Partnerships (Ed 604): Improvements to the Curriculum

Improvements to the clinical practice curriculum are detailed in the table below:

1. Undergraduate Revisions: To connect content to practice, revisions to several courses and the addition of new courses have been made.

ED 3000 Teaching English Language Arts	Added a one-credit Fieldwork Practicum requirement (ED 3920)
ED 3010 Teaching Math	Added a one-credit Fieldwork Practicum requirement (ED 3920)
ED 3020 Teaching Science	Added a one-credit Fieldwork Practicum requirement (ED 3920)
ED 3030 Teaching Social Studies	Added a one-credit Fieldwork Practicum requirement (ED 3920)
ED 3500 Understanding the Needs of Students of Students with Disabilities	Added field requirement
ED 3510 Curriculum Design and Implementation in Special Education	Added field requirement
ED 3520 Assessment for Unique Learners	Add field requirement
ED 3920 Fieldwork Practicum*	New course (Fall 2021)
ED 4910 Internship*	New course (Winter 2021)
ED 4000 Methods of Teaching and Learning	Incorporated new K-12 partnerships
ED 4905 Student Teaching	Developed a Culminating Clinical Calendar Developed the <i>New England College Professional Educator Preparation Program Handbook</i>

*ED 3920 Fieldwork Practicum (1-6 credits): This newly developed course for Fall 2021 is designed as a co-requisite for all Methods courses: Teaching English Language Arts, Teaching Math, Teaching Science, and Teaching Social Studies for Elementary and Special Education candidates. It is also designed as a stand-alone class to provide students in other licensure areas (PE, Social Studies, Theatre, ELA, and Science) the needed clinical practice in conjunction with their theoretical coursework or for students who demonstrate deficits through dispositions or pedagogy and need extra support in the field prior to the culminating teaching experience. Students are placed with a teacher in the content area that aligns with the current coursework or deficit in performance.

*ED 4910 Internship (1-16 credits): This course offers an opportunity for students to experience an educational environment on an extended basis. This course supports students to be hired for pay at local area schools and gain additional experience in the

classroom. This course is offered, but not required for licensure track students. Students may choose or be recommended for the internship during the winter and summer terms for additional experience. Licensure students do not take this for sixteen credits; this credit amount is for the Educational Studies major.

2. Licensure Revisions: The licensure programs have been revised to align with the undergraduate requirements. To ensure alignment with the undergraduate program and connect content to practice, revisions to several courses and the addition of new courses have been made. The Internship, Fieldwork Practicum, and Methods courses have been added to the curriculum. [Tracking sheets](#) have been developed and denote courses that require clinical experiences. Syllabi clearly state the required clinical experience and hours. Program requirements have been added to [Degree Works](#) for student understanding and accuracy in advising.

Effective Fall 2022

ED 5015 Teaching Math	Revised Course Added a one-credit Fieldwork Practicum requirement (ED 5920)
ED 5125 Teaching Science	New Course Added a one-credit Fieldwork Practicum requirement (ED 5920)
ED 5251 Teaching Social Studies	New Course Added a one-credit Fieldwork Practicum requirement (ED 5920)
ED 5500 Understanding the Needs of Students of Students with Disabilities	New Course Added Clinical Requirement
ED 6000 Teaching English Language Arts	Revised Course Added a one-credit Fieldwork Practicum requirement (ED 5920)
ED 5920 Fieldwork Practicum	New course
ED 6020 Methods of Teaching and Learning	Revised Course Refined Clinical Requirements
ED 6026 Student Teaching	Revised Course Refined Culminating Requirements
ED 6515 Curriculum Design and Implementation in Special Education	New Course Added Clinical Requirement
ED 6520 Assessment for Unique Learners	New Course Added Clinical Requirement

3. School Principal and School Superintendent Revisions: Substantial work to the School Principal and School Superintendent Clinical Requirements has been completed and will be implemented beginning Fall 2022 with the new standards in place. The Clinical Practice for School Principal and School Superintendent Licensure outlines this new approach. The 2022 standard revisions were used for this revision.

PROGRESS: Clinical Practice and Partnerships (Ed 604): Oversight

The Director of Teacher Licensure is responsible for all aspects and levels of the undergraduate, licensure, and specialty areas of clinical practice (Ed 604.03, Ed 604.04, Ed 604.05, Ed 604.06, Ed 604.07, Ed 604.08). This includes student placements and hours; cooperating teacher selection and training; faculty mentor assignments; K-12 partnerships; policies and procedures; records and documentation; student, cooperating teacher, faculty, and site issues; and data collection and analysis. This position ensures quality control and the meeting of standards within the area of the Clinical Practice.

PROGRESS: Clinical Practice and Partnerships (Ed 604): Improvements to Policies, Processes, and Resources

The Director of Teacher Licensure has oversight of all policies, processes, and resources connected to the Clinical Practice for undergraduate and graduate licensure programs.

Policies and processes were substantially revised, to improve alignment of undergraduate and graduate programs. The table below details improvements in policies and procedures, implemented during the last year.

Culminating Clinical Calendar	Provides timelines and due dates for Culminating Clinical Practice requirements
<i>New England College Professional Educator Preparation Program Handbook</i>	Provides information to teacher candidates, cooperating practitioners, and school district administrators about the PEPP <ul style="list-style-type: none">• DOE Expectations• Professionalism• Gateways• Student Responsibilities• Advising• Field Experiences• Licensure Testing Requirements• Program Overview• Forms/Documentation• Policies and Guidelines• Accumulating Field Work Guide• Tracking Sheets• Defines roles of the New England College faculty, cooperating practitioner, and teacher candidates• Defines responsibilities and expectations of New England College faculty, cooperating practitioner, and teacher candidates

Student Gateway Tacker	Provides information on Gateways and Clinical Placements
PEPP Resource Page	Provides New England College faculty, cooperating practitioner, and teacher candidates information and resources for coursework, clinical placements, and candidate and program assessment
Cooperating Practitioner/Mentor Training	<p>The trainings cover important elements and requirements of the experience</p> <ul style="list-style-type: none"> • Meeting with New England College Faculty Advisor, Principal, Cooperating Practitioner, Student • Review of <i>New England College Professional Educator Preparation Program Handbook</i> • Review of Expectations and Timeline • Sign contract • Collect I-9
Licensure Candidate Information Meetings	<p>At key points within the program, teacher candidates meet with the Director of Teacher Licensure</p> <ul style="list-style-type: none"> • Orientation Meetings in Fall and Winter • Review and training State of NH Code of Ethics & State of NH Code of Conduct • Complete Suicide Prevention Training • Attend Professional Seminars • Attend Cumulating Fieldwork Experience or Internship Meeting
Clinical Documentation Process	<p>The Director of Teacher Licensure is responsible for all documentation within the clinical experience.</p> <ul style="list-style-type: none"> • Contact School/Principal/Cooperating Practitioner • Meeting with Student/Cooperating Practitioner about expectations and timeline • Sign Contract/Provide I-9 (if applicable) • Document on Student Placement Tracker

Clinical practice has been improved by a change in organizational structure and appointment of a sole manager, the Director of Teacher Licensure, who manages all clinical experiences. This is an improvement over two directors independently managing undergraduate and graduate clinical practice. Unity of control supports alignment of programs, consistent quality, better communication, and stronger partnerships. The Director of Teacher Licensure:

- assigns cooperating practitioners (according to Ed 604.03) and New England College faculty to undergraduate and graduate licensure candidates
- meets with cooperating practitioners and faculty prior to and throughout the placement
- ensures all paperwork is completed
- processes stipends
- monitors faculty workloads
- resolves issues

Clinical practice has been also improved by a substantial increase in compensation for cooperating teachers, from a token \$100 per student, to \$350 per student placement. This increase was implemented after review of Partnership Points Program revealed that it was unsustainable and should be terminated. The former Partnership Points Program supplemented the unattractive \$100 token payment, with barter points that could be accumulated and exchanged on demand, for graduate coursework tuition. Review of the Partnership Points Program revealed the barter arrangement was unsustainable, because on-demand redemption resulted in graduate courses running below break-even, due to low enrollment.

Clinical practice has been improved by identification of New England College content area faculty to collaborate with New England College PEPP field education faculty, to support teacher candidates prepare for the classroom. Prior to student teaching, teacher candidates work on pedagogy with PEPP field faculty and work on content lesson plans with content area faculty. Content faculty collaborate with PEPP field faculty, and the Director of Teacher Licensure, to identify student strengths and weaknesses, and track student progress. Content faculty observe at least one lesson during Student Teaching and receive a stipend of \$200, for each observation.

Regular triad meetings support Culminating Clinical Experiences. At the undergraduate and licensure levels, the New England College faculty work with the teacher candidate and cooperating practitioner to determine the progression of skill development and the gradual build of responsibilities. At the beginning of the culminating field experience, there is a triad meeting to discuss expectations, procedures and review the student teaching handbook. There are weekly check-ins by the New England College faculty to the cooperating practitioner and teacher candidate.

Regular triad meetings support Methods Teaching and Learning. At the undergraduate and licensure levels, New England College faculty work with the methods teacher candidates and

cooperating practitioner to discuss expectations and procedures for the Methods placement. New England College faculty check in weekly with the cooperating practitioner and teacher candidate. This 7-week placement gives teacher candidates the opportunity to observe in the classroom and teach lessons prepared by the candidate. The Methods placement is 15 hours a week.

K-12 Partnerships have been strengthened in the last year. A dedicated effort has been made to develop strong, highly collaborative K-12 partnerships with:

- Henniker School District
- Hillsboro-Deering School District
- Manchester School District (in process of establishing)
- Merrimack School District
- Wilton-Lyndeborough Cooperative School District

The PEPP has collaborated with the K-12 partners to identify learning indicators.

The institution has preliminary data that speaks to effectiveness of the K-12 partnerships. The PEPP has also collected and analyzed data that addresses 606.02(g). [See Clinical Partnerships and Practice Fall 2021 for preliminary data](#). Additional data is due to the PEPP in June of 2022 from the K-12 partners. *The assessment system shall be designed to utilize data regarding learning indicators of pk-12 students served by the PEPP's program completers, including but not limited to data provided to the institution by the department, for purposes of program assessment and continuous program improvement.*

A new resource is the Advisory Board, created to support the development of K-12 partnerships. As the pandemic eases, board members will also be invited to campus to attend classes, participate in activities, and share their expertise with students. The next advisory board meeting is scheduled for late spring 2022. [See Advisory Board Meeting Minutes](#). The advisory board will meet at least twice a year to:

- discuss program updates
- review curricular changes
- solicit recommendations for licensure questions
- develop clinical placements
- analyze candidate and program data
- mentor students in the field

Advisory board members include K-12 practitioners and New England College faculty:

- Kim Blaine: School Counselor, Bedford, NH
- Dr. Patricia Corbett: Dean of Undergraduate Programs and Director of Graduate Education Programs, New England College

- Emily Hill: Art Teacher, Wilton- Lyndeborough, NH
- Dr. Jessica Morris: Assistant Professor of Education, New England College
- Stephanie Parzick: Assistant School Principal, Henniker, NH
- Christine Tate: Special Educator and New England College adjunct faculty, Litchfield, NH
- Dr. Kristine Thibault: Director of Teacher Licensure, New England College
- Kim Yarlott, Assistant School Superintendent, Merrimack, NH

Specialty Areas: The PEPP has secured Dr. Michael Delahanty, a retired NH superintendent, to review and revise the clinical experience in the School Principal and School Superintendent programs. All requirements, documents, and processes will be revised to meet the new standards once approved. Dr. Delahanty will mentor and supervise candidates and cooperating practitioners beginning Fall 2022.

PROGRESS: Clinical Practice and Partnerships (Ed 604): Data, Two Cycles (Fall 2021 and Spring 2022)

Multiple measures are used to assess clinical partnerships and practice in the [Clinical Experience](#). Here are two cycles of data

- Cycle One: [Clinical Partnerships and Practice: Fall 2021 Data Cycle](#)
- Cycle Two: [Clinical Partnerships and Practice: Spring 2022 Data Cycle](#)

PROGRESS: Assessment System (Ed 606): Introduction and Background:

At the time of the November 2019 report to CTE, New England College had no assessment system in place for undergraduate and graduate licensure programs but did offer a proposal for an assessment system of undergraduate programs that had not been implemented.

In Fall 2021 and Spring 2022, New England College has implemented a functional, comprehensive assessment system for all licensure programs, at the undergraduate and graduate levels. Alignment of undergraduate and graduate licensure program assessment is documented in [PEPP Assessment Maps](#) (the School Principal and School Superintendent maps are under review and revision, Summer 2022) that are reviewed and updated annually. The assessment system includes data collection, data management, analysis, and use for continuous improvement.

PROGRESS: Assessment System (Ed 606): Foundations and Development

The assessment system was developed on these foundations:

- the mission of New England College
- four overarching principles of New England College’s PEPP

- program learning outcomes of New England College's PEPP
- Danielson's *Framework*
- INTASC standards
- NH State administrative code (standards)

The Mission of New England College

New England College is a creative and supportive learning community that challenges individuals to transform themselves and their world.

Four Overarching Principles of New England College PEPP are:

- Learner and Learning
- Content Knowledge
- Collaboration
- Professional Responsibility

Program Learning Outcomes of New England College PEPP are aligned with the institution's mission, organized by the program's four overarching principles, and state that the student will:

- *Demonstrate a commitment to life-long learning and teaching enhancement while applying learning as a means of becoming agents of change who can effectively identify and meet the needs of diverse learners and communities. (Learner and Learning)*
- *Analyze, reflect, and utilize research to improve one's own practice for continuous engagement and improvement in pedagogy and content area knowledge and standards. (Content Knowledge)*
- *Engage in professional learning communities to demonstrate an ability to work and effectively communicate with students, school professionals, and community members to understand, negotiate, and influence complex systems. (Collaboration)*
- *Establish high standards for professional and ethical practices to demonstrate a commitment to problem solving, decision making and compliance with school, district, state, and federal regulations. (Professional Responsibility)*

Danielson's Framework for Teaching provides the PEPP with common language and understanding of teaching and learning in the areas of:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

The Danielson *Framework for Teaching* provides the PEPP with a common language to discuss teaching and learning. Danielson is used as a required textbook throughout the licensure programs. Rubrics for assessment utilize Danielson indicators (Distinguished, Proficient, Basic, Unsatisfactory), and a corresponding four-point scale.

INTASC Standards also inform the graduate program. The curriculum maps include the INTASC Standards, along with course syllabi. Students address the standards within course assessments and in their final portfolio.

- Standard #1: Learner Development *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*
- Standard #2: Learning Differences *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*
- Standard #3: Learning Environments *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*
- Standard #4: Content Knowledge *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.*
- Standard #5: Application of Content *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*
- Standard #6: Assessment *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*
- Standard #7: Planning for Instruction *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*
- Standard #8: Instructional Strategies *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*
- Standard #9: Professional Learning and Ethical Practice *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*
- Standard #10: Leadership and Collaboration *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

PROGRESS: Assessment System (Ed 606): Description and Components

The system for assessment of candidates and programs is aligned across undergraduate and graduate programs.

The system for assessment includes these key elements, which are described in detail below:

- Gateways
- Program signature assessments
- Course signature assessments
- Rubrics
- Data collection and management
- Faculty collaboration

Gateways: The assessment system for undergraduate, graduate licensure and specialty area students is organized around five gateways. Students admitted to these programs are provided with a description of the gateways, in the *New England College Professional Educator Preparation Program Handbook*. Student progress through the Gateway system is documented in a database called the [Student Gateway Tracker \(screenshot\)](#).

Program Signature Assessments: All teacher candidates complete program signature assessments that are aligned with [Ed 610s, Principles, Program Learning Outcomes, and INTASC Standards](#), as applicable. Undergraduate and licensure students complete the same signature assessments. Specialty area students complete assessments that are applicable. Teacher candidate portfolios document signature assessment progress and results.

Course Signature Assessments: A candidate's knowledge of the standards, principles, and course learning outcomes of a particular course are assessed with course signature assessments and corresponding rubrics. Course signature assessments are usually a culminating assignment administered at the end of the course. Course signature assessments and rubrics are similar in the undergraduate and licensure courses, which is consistent with alignment of undergraduate and graduate programs. However, course signature assessments are differentiated, both in theory and practice, to ensure Ed 603.03(c), "*...the curriculum builds upon the candidates' cognitive development, reflective judgment, and functioning at higher conceptual levels.*" The similarities and differences between undergraduate and graduate course signature assessments are detailed in [Undergraduate vs. Graduate Assessment Overview](#).

A course signature assessment is administered in multiple courses, to measure and track growth of individual students, effectiveness of prerequisite courses, and quality of the program. A common assessment supports:

- measurement of student growth across each course
- connections to the field (each course requires a Fieldwork Practicum)
- analysis of the effectiveness of curriculum design coursework

- planning for subsequent practicum and methods courses
- analysis of program elements within and across licensure programs

One example of a course signature assessment administered in multiple courses is the UBD Unit, administered in methods courses (*Teaching English Language Arts, Teaching Math, Teaching Social Studies, and Teaching Science*) in Elementary Education and Special Education programs, at the undergraduate and licensure levels. Another example of a rubric administered at multiple points in a student’s career is the rubric used to assess progress and competencies in internships for specialty area students.

Rubrics: Rubrics have been developed for all program signature assessments and course signature assessments. Here is a [master list by course](#) of current rubrics associated with assessment of PEPP. For reliability and consistency, all rubrics have the same format and scoring indicators. A rubric template is provided to faculty, who create rubrics for their courses. The rubric scale is adapted from scales in Danielson’s *Framework for Teaching*, with four classes or categories: “Distinguished”, “Proficient”, “Basic”, and “Unsatisfactory”. Rubrics are scored in whole points, with four points corresponding to “Distinguished.” [Criteria](#) for each category have been established and shared with faculty and students, providing a common language, and understanding. Faculty meet regularly to collaboratively calibrate rubric scoring, analyze data, and plan course improvements.

Rubrics administered outside a Blackboard course, and rubrics that must be scored by external evaluators who do not have access to New England College’s Blackboard system, are administered through Qualtrics. Examples of rubrics administered outside a Blackboard course include rubrics associated with interviews for admission to the major, portfolios, TCAP, content assignments and general education assignments. Examples of rubrics that must be scored by external evaluators include clinical observations. Data collected through Qualtrics survey rubrics is manually uploaded to the Student Gateway Tracker database.

Data Collection and Management has been improved since New England College’s last progress report. The [Data Collection and Management](#) system collects data through rubrics in Blackboard course shells and surveys in Qualtrics. Data is managed through the Student Gateway Tracker and Blackboard. The Director of Teacher Licensure has oversight of the data collection and management systems. The Director works collaboratively with the Dean of Undergraduate Programs, the Director of Graduate Education Programs, fulltime faculty, and adjunct faculty, to ensure the successful implementation of the assessment system across undergraduate and graduate licensure programs.

New England College’s learning management system is Anthology Blackboard. Most assessment assignments and rubrics for assessment and grading (or both) are created in Blackboard. Students submit assignments and instructors grade assignments and conduct direct assessment, in Blackboard course shells.

New England College's assessment management system is Anthology Blackboard EAC Visual Data. Using EAC Visual Data, administrators access rubric data to generate and reports at the student, course, and program levels.

Upgrades to the institution's assessment management system, learning management system and PEPP data collection system are underway:

- In late spring 2022, the institution will fully activate the second module of Blackboard EAC Visual Data, providing capability to aggregate data across course shells, by student, by program, by standard, and by learning outcome, as detailed in [Using EAC Statistics for Rubrics and Tests 2020](#).
- In summer 2022, the institution will upgrade the LMS to Blackboard Ultra.
- In the near future, Education faculty plan to develop master course shells, to provide continuity across sections, and over time. Education course shells will have a similar look and common content, including licensure resources and materials supporting the assessment system. Master course shells are an innovation in the College's residential undergraduate programs but are used in most graduate and online undergraduate programs.

[Student Gateway Tracker](#), formally known as EDITH, is used to manage data related to individual students:

- Background information (name, contact information, home state for disclosure notification, licensure area, experience)
- Gateway data (test scores, grades, portfolio, interview, program signature assignments)

Systematic review, analysis and planning for continuous improvement is an essential component of the assessment system. Faculty collaboration across programs has contributed to a shared understanding of the purpose of assessment, use of rubrics, and calibration of scores. Evidence of effective faculty collaboration is documented in the minutes of [Education faculty meetings](#). Systematic review occurs in:

- Monthly [Data Meetings](#) convened by the Director of Teacher Licensure, for collaboration of core Education faculty on program assessment. A [data timeline](#) provides guidance for the work to be completed in each cycle. Planned initiatives include improvements in rubric design and administration, informed by experience and best practices. Additional participants include the Director of Graduate Education Programs, and the Administrative Assistant who manages assessment data.
- End-of-cycle meetings held at least once a semester, for fulltime and adjunct faculty collaboration, to review the [complete data cycle](#), and plan program improvements.

PROGRESS: Assessment System (Ed 606): Alignment with Hede Standards

The candidate assessment system is the hub of New England College PEPP Gateways, the Student Gateway Data Tracker, Data Points and oversight of PEPP by the Director of Teacher Licensure, as illustrated in this exhibit: [Ed 606.01 Candidate Assessment System](#)

Ed 606.01(a)(1) Prior to full admission into the program a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency

Undergraduate and licensure candidates demonstrate proficiency in numeracy and literacy by passing the Praxis Core Academic Skills test, to move through Gateway 2. Accepted students may submit SAT scores for consideration as evidence of proficiency in numeracy and literacy. Proficiency test scores and pass rates for all licensure candidates are monitored by the Director of Teacher Licensure.

Students are informed about the proficiency testing requirement at admissions, acceptance, in advising sessions and in introductory courses. Students are also informed about the testing requirement through the *New England College Professional Educator Preparation Programs Handbook*, program tracking sheets and the EAB Navigate Degree Works system.

Test score data is managed in two databases: the PEPP Student Gateway Tracker and the College's Banner system. The Banner system is accessed by students and advisors through EAB Navigate Degree Works, an institutional system for tracking student progress towards graduation.

Ed 606.01(a)(2) The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards

Student progress through Gateways is monitored weekly by the Director of Teacher Licensure, in consultation with Education faculty and the Director of Graduate Education Programs.

Monitoring capability was significantly improved in spring 2022 by adding Banner system codes for every licensure program. Now, upon admission to the institution, students in the undergraduate programs are coded in the College's Banner and Degree Works systems, as Education majors in the licensure areas. Upon acceptance to the major, a note is entered in Banner and appears in Degree Works coding the student as pursuing a specific licensure program. Degree Works now provides much more information for licensure students and advisors.

Key assessment points are organized under the framework of Gateways 1-4. Gateways include program signature assignments. Data is collected and reviewed within the data cycle.

Ed 606.01(a)(3) Assessment of candidate performance consists of multiple measures, including but not limited to observations and candidate work samples, using various methodologies with clearly articulated written performance criteria

Multiple assessments of candidate performance are collected, analyzed, and stored throughout the licensure programs:

- The PEPP has implemented a comprehensive [Gateway](#) system for all levels of licensure that contain acceptable levels of performance as clearly articulated on the Gateway document.
- The PEPP has multiple measures of assessments that include [Program Signature Assessments](#) and [Course Signature Assessments](#) with [accompanying rubrics](#).
- The PEPP has a [system of data management, collection](#), and analysis.
- Individual candidate data is stored on the [Student Gateway Tracker](#), in Banner, and [Degree Works](#).
- Candidates track their own progress within their portfolios and in Degree Works.
- The Director of Teacher Licensure maintains records, tracks student progress weekly, meets regularly with candidates, and collaborates with faculty and the Director of the Graduate Education Program.

Ed 606.01(a)(4) The assessment of candidate performance informs on-going program improvement.

The collection and analysis of the candidate data informs the work of the PEPP. The Director of Teacher Licensure oversees this process. Faculty meetings provide the formal vehicle for this work. This review leads to programmatic changes that include curricular revisions, policy and processes updates and additions, and additional student supports and resources. Decisions are tracked in a master spreadsheet.

(b) Post-baccalaureate PEPP’s shall have a data collection system that includes:

Ed 606.01(b)(1) A determination of the extent to which each candidate can demonstrate knowledge, skills, and dispositions required under the general education studies requirements in Ed 609 and the professional educational requirements of Ed 610, Ed 611, and Ed 612

	Documentation/Data Point/Process
Ed 609 General Education	Ed 609 Self-Assessment PEPP Assessment Maps Gen Ed Process (see Program Assessment System Fall 2021 Data Cycle) From Application to Recommendation
Ed 610 Professional Educator	Ed 610 Self-Assessment PEPP Assessment Maps Program Signature Assignments and Rubrics
Ed 611 Major Concentration	Self-Assessment Matrices PEPP Assessment Maps Course Signature Assignments Content Process (see Program Assessment System Fall 2021 Data Cycle) From Application to Recommendation

Ed 612 Specific Program Requirements	Self-Assessment Matrices PEPP Assessment Maps Program Signature Assignments and Rubrics From Application to Recommendation
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Ed 606.01(b)(2) A process to review each candidate’s transcript and other evidence of degrees, including a bachelor’s degree

Substantial work has been completed to ensure the transcript review process is comprehensive, accurate, and reliable. Reliability is increased through collaboration among the Director of Graduate Education Programs, the Registrar’s Office, and content faculty. Further, students are now coded as licensure candidates in a specific content area which provides a clearer vehicle for data collection. See [From Application to Recommendation](#).

Ed 606.02 Assessment System at the Post-Baccalaureate and Baccalaureate Level

Ed 606.02(a) A PEPP at the baccalaureate or post-baccalaureate level shall provide an assessment system necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification(s) sought by the candidate.

The PEPP has developed a comprehensive system to ensure quality of individual candidate preparation that includes a well-developed [Gateway](#) System; the identification of [Program Signature Assessments](#) and [Course Signature Assessments](#); and updated [Self-Assessment Matrices](#) within an [organized system of data management, collection, and analysis](#).

Ed 606.02(b)(1) Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs

The Director of Teacher Licensure has two primary responsibilities: oversight of the clinical practice and the assessment system. The PEPP follows a [Reporting Timeline](#) that includes data collection, data analysis, curricula revisions, policies and processes revisions, budgetary requests, undergraduate and graduate alignments, clinical practice revisions, and updates to program requirements.

Evidence that New England College is continuously and systematically gathering data for the purposes outlined in this standard is presented below.

Ed 606.02(b)(2) Demonstrate a process to make judgments based on the data collected

The collection and analysis of the program data informs the work of the PEPP. The Director of Teacher Licensure oversees this process. Faculty meetings provide the formal vehicle for this

work. This review leads to programmatic changes that include curricular revisions, policy and processes updates and additions, and additional student support and resources. Decisions are tracked in a master spreadsheet.

Ed 606.02(b)(3) Use the process for continuous program improvement to ensure the quality of individual candidate preparation

The PEPP has developed a comprehensive system to ensure quality of individual candidate preparation that includes a well-developed [Gateway System](#); the identification of [Program Signature Assessments](#) and [Course Signature Assessments](#); and updated [Self-Assessment Matrices](#) within an [organized system of data management, collection, and analysis](#).

Ed 606.02 (d) Certification programs at the post-baccalaureate level may lead to a post-baccalaureate degree, provided that a candidate in a post-baccalaureate program shall already have a bachelor's degree.

As noted above, substantial work has been completed to ensure the transcript review process is comprehensive, accurate, and reliable. Reliability is increased through a collaboration among the Director of Graduate Education Programs, the Registrar's Office, and content faculty. Further, students are now coded as licensure candidates which provides a clearer vehicle for data collection. See [From Application to Recommendation](#).

Ed 606.02 (e) The assessment system shall be designed to ensure that a PEPP assesses how candidates are advised and counseled throughout the program.

The Director of Teacher Licensure and the Director of Graduate Education Programs work closely with the Director of Academic Success who oversees all aspects of the advising process. All teacher candidates receive two advisors: a professional advisor in the Advising Center and a faculty advisor. Advising caseloads are monitored carefully to assure a quality process is sustained. This process is a shift in practice for the graduate licensure candidates. Previously, all students were advised by the Director of Graduate Education Programs, only. Since Summer 2021, students are provided additional support from a professional advisor. This creates another level of quality control within the process.

Undergraduate advisors use the EAB Navigate System, Degree Works, and tracking sheets to support their work with students. Navigate provides an overview of a student's GPA, grades, coursework by semester, alerts, and progress reports. Degree Works provides degree requirements and progress towards attainment. Tracking sheets are internal documents within the PEPP.

Graduate advisors use Degree Works and tracking sheets. Prior to Spring 2022, licensure requirements were not present in Degree Works. The requirements have been added to ensure requirements for licensure are met. Moving forward, the EAB Navigate System will be available for graduate students.

Ed 606.02 (f) The assessment system shall include an advisory process that ensures each candidate:

- (1) Understands the criteria for successfully meeting the requirements of his or her certification program***
- (2) Receives support in meeting the required criteria***
- (3) When necessary, is counseled out of teacher education and advised into exploration of other career options and programs of study***

All students receive a tracking sheet that outlines the program and testing requirements. Students can also access their degree requirements and degree completion information through Degree Works. Formally, the licensure requirements were not accessible in Degree Works. As of Spring 2022, these requirements are being added in Spring 2022. The advising model for the graduate programs has undergone extensive revisions. Formally, the Director of the Graduate Education Programs would advise all students in the program. Currently, there is a shared model of advising, like that of the undergraduate programs. This is a multi-step process:

- When a potential student is matriculated into one of our graduate programs in Education, their materials, including any transcripts, are sent to the Transcript Evaluators for review from the Admissions department. See from Admissions to Recommendation for more information.
- Once a student's evaluation has been marked as complete, an academic advisor reviews the transfer credit evaluation.
- For new students with no transfer credits awarded, the academic advisor creates a tracking sheet (in progress) which includes the course a student should be taking in their first term and the courses listed as still needed to complete the program requirements.
- For transfer students, the academic advisor reviews the courses that were approved and applied and will create a long-term schedule of the courses listed as still needed, omitting those approved and applied, to complete the program requirements.
- A welcome email is sent to the student from the academic advisor that outlines their long-term schedule, as well as their first term registration. This includes other relevant information students need to know related to books and the add/drop policy for the beginning of the term.
- The academic advisor sends frequent communication to new and returning students once the semester begins, regarding important deadlines such as registration for the next term, payment, and participation.
- When students are close to finishing program requirements, in collaboration with the Registrar's Office, students are sent the Intent to Graduate form.

The Director of Teacher Licensure and the Director of Graduate Education Programs work closely with the Associate Dean of Student Success, who oversees Advising, to ensure all candidates understand their program requirements and have access to the needed information. Advising caseloads are monitored and adjusted to ensure quality levels of service are attainable. During the Fall 2021 and Spring 2022, no adjustments to caseloads needed to be made. The Director of Teacher Licensure and the Director of Graduate Education Programs, along with the professional advisors, review candidate progression through their programs each term. The

graduate program operates on a 7-week term model. Thus, graduate licensure students receive many advising points in an academic year.

Average Advising Caseloads

	Undergraduate Faculty	Undergraduate Professional Advisor	Graduate Professional Advisor
Fall 2021	22	57	75
Spring 2022	22	45	74

Ed 606.02 (g) The assessment system shall be designed to utilize data regarding learning indicators of pk-12 students served by the PEPP’s program completers, including, but not limited to data provided to the institution by the department, for purposes of program assessment and continuous program improvement.

The PEPP has identified multiple measures to collect and analyze quantitative and qualitative data to better understand the impact on K-12 students. This has been accomplished through the development of strong partnerships with NH school districts.

PROGRESS: Assessment System (Ed 606): Two Cycles of Data (Fall 2021 and Spring 2022)

The PEPP has completed two cycles of data collection and analysis (Fall 2021 and Spring 2022). A cycle is defined by the Fall and Spring semesters. Data is also collected during the Winter and Summer terms.

- **Candidate Assessment Data**
 Cycle One: [Candidate Assessment System: Fall 2021 Data Cycle](#)
 Cycle Two: [Candidate Assessment System: Spring 2022 Data Cycle](#)

- **Clinical Partnerships and Practice Data**
 Cycle One: [Clinical Partnerships and Practice: Fall 2021 Data Cycle](#)
 Cycle Two: [Clinical Partnerships and Practice: Spring 2022 Data Cycle](#)

- **Program Assessment Data**
 Cycle One: [Program Assessment System: Fall 2021 Data Cycle](#)
 Cycle Two: [Program Assessment System: Spring 2022 Data Cycle](#)

PROGRESS: Program-specific Recommendations

The following items have been implemented into the PEPP at New England College for all licensure programs. These items address the specific concerns listed for Secondary English 5-12, General Special Education, Secondary Mathematics, and Secondary Life Science 7-12 and have also been discussed throughout this report:

- All undergraduate and graduate [self-assessment matrices](#) have been revised to reflect the curricula changes, [Candidate Assessment System](#) and [Program Assessment System](#).
- The undergraduate and licensure programs have undergone curricula, assessment, and process alignments.
- The [Director of Teacher Licensure](#) oversees all aspects of the Clinical Practice, Candidate Assessment System and Program Assessment System.
- The Transcript Review Process for licensure and specialty areas is clearly defined and implemented. See [From Application to Recommendation](#).
- Content faculty at New England College collaborate systematically with the PEPP.
- Updated [tracking sheets](#) are available for all licensure areas. Students and advisors use these.
- Teacher licensure coding has been added to all graduate students. Students are entered into the [Student Gateway Tracker](#).
- [Curricular changes](#) have been made to all licensure programs to reflect updated standards, undergraduate and graduate alignment, and the assessment system.
- General Special Education has been uncoupled from all licensure areas. It is now a stand-alone licensure program that meets all state requirements with a full Clinical Practice.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the July 14, 2022 meeting.

A. ACTION NEEDED

Antioch University New England (AUNE) is one of twelve institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board of Education formally approve changes in the current approval. [602.15(c)]

B. RATIONALE FOR ACTION

AUNE is eliminating all PEPPs “due to low enrollment”. **AUNE** submitted a Substantive Change Request to eliminate the remaining five (5) PEPPs set to expire **February 27, 2023**. No action is required for three (3) PEPPs; Elementary Education, Special Education, and Early Childhood Education. As such, the institution is requesting an immediate closure of Science Teacher for Grades 5-8; and an extension/elimination from the from the original conditional approval for Life Science Teacher for Grades 7-12 through 7/27/2023. [602.14(c)(3); 602.12 (f)]

(See attached Substantive Change Request (dated received 5/31/2022)).

Professional Educator Preparation Programs- Content Area(s)			Current Approval		Elimination/Closure	
507.18/612.03	Early Childhood Education Teacher (birth-grade 3)	MEd	Conditional	2/27/2023	Eliminate	2/27/2023
507.11/612.04	Elementary Education Teacher (k-6) (k-8)	MEd	Conditional	2/27/2023	Eliminate	2/27/2023
507.40/612.07	Special Education Teacher (age 5-21)	MEd	Conditional	2/27/2023	Eliminate	2/27/2023
507.29/612.22	Science Teacher for Grades 5-8	MS	Conditional	2/27/2023	Eliminate	6/14/2022
507.32/612.25	Life Science Teacher for Grades 7-12	MS	Conditional	2/27/2023	Extension/ Eliminate	7/27/2023

C. EFFECTS OF THIS ACTION

AUNE is not seeking re-approval at this time for all current PEPPs, nor will any additional candidates be admitted to these PEPPs. The requested extension for Life Science Teacher (7-12) allows for sufficient time for each currently enrolled candidate while affording the opportunity to meet all standards for program completion.

D. HISTORICAL BACKGROUND

- Prior Reviews: 2011- The previous full PEPP review was held in 2011 (5) programs;
2013- new program reviews occurred (SpEd)
2015- (DLS and LMS)
- Extensions: 2014 (thru 2019),
2017 (thru 2020),
2019 (thru 8/2021)
...extending six PEPP approvals for five additional years, and two PEPP approvals, for four additional years
- 11/20/2020: Division letter to AUNE re: RSA 189:13-a, VII requirement of Criminal history records check
- 4/12/ 2021: Division letter re: temporary suspension EIS authorization of online licensure recommendation submission of physical documentation to demonstrate 606.03 requirements have been met
- 5/25/2021: Division letter to AUNE re: Ed 602, 603, and 604 standards (early and culminating field experience requirements)
- 7/8/2021: The Board granted conditional approval through **02/27/2023** for (8) PEPPs- ECE; El.Ed; SpEd; DLS; Mid Sci; Life Sci; Princ; LMS
- 5/12/2022: The Board accepted the priority progress report w/ rec. prior to the current conditional approval exp. 2/27/23 a full re-review (appx 10/2022) w/ evidence verifying full implementation/compliance Ed 600 rules for ECE; ElEd; SpEd; Sci 5-8; and Life Sci 7-12; a secondary prog report shall be submitted no later than 8/31/2022

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X.

E. POSSIBLE MOTION

The State Board of Education approves the immediate expiration/elimination of the Science Teacher for Grades 5-8 program; and approves the extension/elimination of the Life Science Teacher (7-12) PEPP through **July 27, 2023**.

507.29/612.22	Science Teacher for Grades 5-8	MS	Conditional	2/27/2023	Eliminate	6/14/2022
507.32/612.25	Life Science Teacher for Grades 7-12	MS	Conditional	2/27/2023	Extension/ Eliminate	7/27/2023

Antioch University New England will address the 'teach-out' progress/updates in their annual report submission to the NHDOE through the Council for Teacher Education.

Action by the State Board: Appeal

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

- (1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

*Per 602.15(e)(1-3),

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

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

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

1. Please describe the substantive change request:

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

3. Explain the rationale for the change.

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

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

additional documentation included to support substantive change(s)

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

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

Ed 602.14 Substantive Program Changes during the Approval Period.

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

Date Received by NHDOE:

NHDOE/CTE Substantive Change Report Additional Documentation

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

612.03 Early Childhood Education & 612.04 Elementary

The last cohort, 2 students, enrolled for these areas will complete their program coursework in the Summer 2022 semester. Qualified faculty and advising will remain in place for these students.

Eight students completed the program prior to Summer 2022 and will be recommended prior to program approval termination if their licensure documentation is completed.

Students who do not complete the requirements to be recommended for licensure will have the option of seeking an alternative non-licensure degree.

612.07 Special Education

There will be one student enrolled in a field placement in Fall 2022 with an expected program completion in December 2022. A program advisor and a faculty supervisor with Special Education qualifications will remain in place for this student.

Two students completed the program prior to Summer 2022 and will be recommended prior to program approval termination if their licensure documentation is completed.

Students who do not complete the requirements to be recommended for licensure will have the option of seeking an alternative non-licensure degree.

612.22 Science for Grades 5-8

There are no remaining students in this program or who will be seeking licensure.

612.25 Life Sciences for Grades 7-12

One student who completed the program prior to Summer 2021 and three students who completed the program prior to Summer 2022 will be recommended prior to program approval termination if their licensure documentation is completed.

Extended Transition Plan Request:

The current end date for the program approval is February 27th, 2023. Three Life Science students have an expected program completion in early May 2023. We are requesting an extension for recommending these students for licensure. Qualified faculty and advising will remain in place for these students.

Students who do not complete the requirements to be recommended for licensure will have the option of seeking an alternative non-licensure degree.

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
101 Pleasant Street
Concord, NH 03301

Submitted to the State Board of Education for the July 14, 2022 meeting.

A. ACTION NEEDED

Upper Valley Educators Institute (UVEI) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board of Education formally review the recommendations and the final review team report and determine, the official program approval status of **UVEI's** PEPPs. [602.15(b)(c)]

B. RATIONALE FOR ACTION

The CTE accepted the review team's report and the associated approval recommendations. Additionally, the CTE unanimously (15 in favor) recommends to the State Board of Education full seven (7) year approval for the **Upper Valley Educators Institute** for the below listed twenty (20) licensure only PEPPs through August 20, 2029. [602.04(b)(1)]

C. EFFECTS OF THIS ACTION

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

D. HISTORICAL BACKGROUND

- August 2014: A moratorium was put on program approval site visits during 2013-2014 academic year due to the revision of Ed 600s; for UVEI, the Board approved extension of expiration through 8/31/2015
- June 2015: the Board approved full 7-year approval through 8/31/2022 (EIEd; ELA 5-12; ELA 5-8; Mod Lang-Fre, Germ, Span; Math 7-12; Math 5-8; Sci 5-8; Gen Sci; Ear/Spa Sci; Lif Sci; Chem; Phys; SS 5-12; SS 5-8; Princ); the Board approved conditional with 6-month progress report recommended for Visual Arts
- January 2017: the Board extended the expirations for all 14 IHEs
- December 2018: the Board approved Visual Arts through August 2022
- June 2019: the Board approved the New Program proposal for Curriculum Administrator through August 2022
- June 2020: the Board granted full approval of Ed 612.02, Reading and Writing Teacher (licensure) and Ed 614.02 Reading and Writing Specialist (licensure) programs through August 2022

E. POSSIBLE MOTION

The State Board of Education moves to grant **Upper Valley Educators Institute** full seven-year approval of the following twenty (20) licensure only programs through **August 30, 2029**. [602.15(c)(1)]

NH Ed. Standard(s)		Educator Preparation Program CONTENT AREA	Format Offered	Approval Recommendation	Proposed Expiry
507.33	612.26	Chemistry Teacher for Grades 7-12	Licensure	Full	08/30/2029
507.37	612.24	Earth and Space Science Teacher for Grades 7-12	Licensure	Full	08/30/2029
507.32	612.25	Life Sciences Teacher for Grades 7-12	Licensure	Full	08/30/2029
507.34	612.27	Physics Teacher for Grades 7-12	Licensure	Full	08/30/2029
507.29	612.22	Science Teacher for Grades 5-8	Licensure	Full	08/30/2029
507.11	612.04	Elementary Education Teacher (K-6)	Licensure	Full	08/30/2029
507.55	612.35	English Language Arts Teacher for Grades 5-8	Licensure	Full	08/30/2029
507.24	612.05	English Language Arts Teacher for Grades 5-12	Licensure	Full	08/30/2029
507.26	612.17	Mathematics Teacher- Middle Level (to Alg.1/Integ 1)	Licensure	Full	08/30/2029
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	Licensure	Full	08/30/2029
507.56	612.29	Social Studies Teacher for Grades 5-8	Licensure	Full	08/30/2029
507.28	612.28	Social Studies Teacher for Grades 5-12	Licensure	Full	08/30/2029
507.09	612.01	Visual Arts Teacher	Licensure	Full	08/30/2029
507.38	612.14	World Language Teacher- French, German, Spanish	Licensure	Full	08/30/2029
507.52	612.02	Reading and Writing Teacher	Licensure	Full	08/30/2029
SPECIALTY AREAS					
507.12	614.02	Reading and Writing Specialist	Licensure	Full	08/30/2029
506.04	614.04	Principal Instructional Leader	Licensure	Full	08/30/2029
506.05	614.13	Curriculum Administrator	Licensure	Full	08/30/2029

[602.04, 602.06, 602.15]

Action by the State Board: Appeal

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

- (1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

*Per 602.15(e)(1-3),

- (e) For all decisions of the state board, the following procedures shall apply:
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 - b. At the conclusion of action required by Ed 213.02.



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

**PROGRAM REVIEW REPORT: 2022
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**Upper Valley Educators Institute
194 Dartmouth College Highway
Lebanon, NH 03766**

Educator Preparation Program Review

Dr. Nicholas Marks	Chair	Granite State College/ Council for Teacher Education Representative
Dr. Kathryn McCurdy	Chair	University of New Hampshire/ Council for Teacher Education Representative
Laura A. Stoneking	Administrator	NH Department of Education Bureau of Educator Preparation and Higher Education

Upper Valley Educators Institute

NH Ed. Standard(s)		Educator Preparation Program CONTENT AREA	Degree/Format	REVIEWER
507.33	612.26	Chemistry Teacher for Grades 7-12 (including Science: General Requirements 507.30)	Licensure	Nathaniel Greene NHDOE; Prior Chemistry/Physics Teacher
507.37	612.24	Earth and Space Science Teacher for Grades 7-12 (including Science: General Requirements 507.30)	Licensure	Adrien Deshaies Belmont High School
507.32	612.25	Life Science Teacher for Grades 7-12 (including Science: General Requirements 507.30)	Licensure	Abby Blais Hudson Memorial Middle School
507.34	612.27	Physics Teacher for Grades 7-12 (including Science: General Requirements 507.30)	Licensure	Elizabeth Cardine Making Community Connections Charter School
507.29	612.22	Science Teacher for Grades 5-8 (including Science: General Requirements 507.30)	Licensure	Abby Blais Hudson Memorial Middle School
507.11	612.04	Elementary Education Teacher (K-6)	Licensure	Cynthia Lucero NHTI, Concord's Community College
507.55	612.35	English Language Arts Teacher for Grades 5-8	Licensure	Jill Pinard SAU #24 Instructional Coach
507.24	612.05	English Language Arts Teacher for Grades 5-12	Licensure	Jill Pinard SAU #24 Instructional Coach
507.26	612.17	Mathematics Teacher- Middle Level (to Alg.1/Integ 1) (including Mathematics: General Requirements 507.25)	Licensure	Anne Wallace NHDOE; Prior Math Specialist
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math) (including Mathematics: General Requirements 507.25)	Licensure	Scott Currier NHDOE; Prior Principal and Math Teacher
507.56	612.29	Social Studies Teacher for Grades 5-8	Licensure	Laura Derosa Hollis Brookline Middle School
507.28	612.28	Social Studies Teacher for Grades 5-12	Licensure	Harley Hall Merrimack High School
507.09	612.01	Visual Arts Teacher (K-12)	Licensure	Melissa Jones Littleton High School
507.38	612.14	World Languages Teacher- French, German, Spanish	Licensure	Cindi Hodgdon Conval Regional School District
507.52	612.02	Reading and Writing Teacher	Licensure	Christine Haight Hollis-Brookline High School
NH Ed. Standard(s)		SPECIALTY AREA(S)	Degree/Format	REVIEWER
507.12	614.02	Reading and Writing Specialist (K-12)	Licensure	Emily Darby SAU 16, R/W Specialist
506.05	614.13	Curriculum Administrator	Licensure	Kristi Damboise Mountain View Middle School
506.04	614.04	Principal Instructional Leader	Licensure	Linda Kalloger Retired Principal; CTE Representative

Section I: 2022 Executive Summary

A. Context:

University & Department

Upper Valley Educators Institute (UVEI) is an experiential, equity centered graduate school of education that prepares educators to reimagine education for diverse and complex communities, and to make an immediate and lasting impact. For more than 50 years, UVEI has trained new teachers and principals, helped experienced educators grow, and partnered with schools to support their continuous improvement. Founded by educators, UVEI programs are built on the proposition that great teachers and leaders are the heart of great schools.

UVEI's mission and program descriptions, described in brief below, are outlined in detail in the UVEI Academic Catalog & Candidate Handbook (see "[Mission and Core Values sections](#)" section) as well as on the [website](#) (see "About UVEI" page for mission.)

UVEI's mission is to prepare, inspire and support educators to improve the quality of education for learners in their classrooms, schools and communities. We do this by engaging reflective educators in developing their knowledge, understanding and clinical practice for the benefit of their students and colleagues.

UVEI has four programs (**bold faced** programs include licensure pathways included in this review):

- **#1- Teacher Program:**

The program, which includes the Teacher Internship Program, includes both licensure and degree pathways for aspiring and continuing teachers. The Teacher Intern Program licensure program: which is designed for career changers, paraeducators and other school linked personnel, and recent college graduates; offers pathways leading to recommendations in 16 New Hampshire licensure areas. The current 2021-2022 cohort includes 17 aspiring teachers. Four of these aspiring teachers are pursuing M.Ed. degrees in teaching.

(For a detailed description of the Teacher Intern Program, see the UVEI Academic Catalog & Candidate Handbook (see "[Teacher Internship Program](#)" section)).

UVEI Table 1. Teacher Licensure Areas

English Language Arts (5-12) English Language Arts (5-8) Mathematics, Middle Level Mathematics, Upper Level Social Studies (5-12) Social Studies (5-8)	Elementary Education (K-6) World Languages: French (K-12) World Languages: German (K-12) World Languages: Spanish (K-12) Visual Arts (K-12)	Chemistry (7-12) Earth/Space Science (7-12) Life Sciences (7-12) Science (5-8) Physics (7-12)
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- **#2- Educational Leadership Program:**

The program, which includes the Principal Internship Program, includes both licensure and degree pathways for aspiring and continuing educational leaders. The UVEI Principal Intern Program, which is the leadership licensure pathway, prepares educators for careers in school leadership, and is designed primarily for emerging leaders with rich background and expertise in teaching. Typically, over the course of one academic year, intern leaders work as apprentice principals in a school and under the guidance of a mentor leader. As interns' skills increase, they take on increasing responsibilities. The Principal Intern Program qualifies candidates for principal licensure, although individual candidates may have varied career goals that do not require licensure. Principal Internship Program candidates may engage in additional practice, study, and inquiry to earn additional licensure as district level curriculum leaders.

While the Principal Intern Program is not intended exclusively to prepare candidates for licensure (graduates may wish to pursue employment as a leader in a private or non-traditional setting that does not require licensure, or may pursue employment in training aligned roles such as school-linked non-profit leadership, teacher preparation, or other school leadership roles), graduation from the Principal Intern Program, together with a qualifying master's degree and qualifying educational experience, qualifies a candidate for a recommendation for licensure in the states of New Hampshire and Vermont. (Graduates may also, through [inter-state agreements](#), qualify for licensure in other states.) While completion requirements for designated programs are consistent with licensure requirements, there is no requirement that program graduates seek licensure.

UVEI is approved; based on completion of the Principal Intern Program, obtaining a qualifying master's degree (UVEI's MEd in School Leadership is a qualifying degree), and meeting state experiential requirements; to recommend completers for licensure in New Hampshire and Vermont in the following areas:

- Principal Instructional Leader (New Hampshire)
- Principal (Vermont)
- Director of Curriculum (Vermont)
- Curriculum Administrator (New Hampshire)

The 2021-2022 cohort includes 15 leaders in the Principal Internship Program. Two of these candidates are also enrolled in the Curriculum & Assessment Specialization, and four are pursuing M.Ed. degrees in school leadership. UVEI also offers a M.Ed. degree pathway in teacher leadership for teacher leaders who do not desire principal licensure.

(For a detailed description of the Principal Intern Program and the Curriculum and Assessment Specialization, see [Educational Leadership Program](#) section of the UVEI Academic Catalog & Candidate Handbook.)

- **#3- Literacy Educators Program:**

The Literacy Educators Program is intended to advance teachers' career goals related to teaching literacy (i.e., literacy interventionist, literacy core teacher), informal teacher leadership (e.g., modeling effective practice, leading professional development, facilitating grade level and department collaborative learning, peer coaching), and/or formal teacher/school leadership (i.e., serving as a literacy specialist). It is intended for experienced educators who already have formal training in literacy instruction and literacy teaching experience, and a track record of effectiveness in the area of literacy instruction and/or teacher leadership.

The program consists of two pathways: the *Literacy Teacher Pathway*, a one-year sequence focused on advanced literacy instruction and assessment practices. The *Literacy Specialist Pathway*, a two-year sequence that incorporates the Literacy Teacher Pathway but adds a literacy instructional leadership component during the second year. The Literacy Teacher Pathway is designed to lead to recommendation for licensure as a "Reading and Writing Teacher" in New Hampshire (NH Ed 507.52) and the Literacy Specialist Pathway is designed to also lead to recommendation for licensure as a "Reading and Writing Specialist" in New Hampshire (NH Ed 507.12) and a "Specialized Literacy Professional" in Vermont. Both specializations can partially fulfill the requirements for a UVEI Master of Education degree: MEd in Literacy Teaching or MEd in Literacy Leadership.

In 2021-2022 UVEI had seven candidates enrolled in the Literacy Specialist Pathway: five in the first year (focused on literacy instruction and assessment), and two in the second year (focused on literacy instructional leadership). Two of these candidates are working towards a M.Ed. degree in Literacy Teaching or Literacy Leadership.

(For a detailed description of the Literacy Educators Program, see the [Literacy Educators Program](#) section of the UVEI Academic Catalog & Candidate Handbook)

- **#4- Professional Education:**

UVEI professional education programs are not articulated with the licensure pathways and are therefore outside the scope of this review. UVEI professional education opportunities are designed to bring educators together for practical, collaborative, sustaining and transformational learning.

At UVEI, they believe that professional education is most meaningful and useful when the experience leads to practice that is demonstratively better. UVEI offers a number of opportunities for professional development leading to graduate credit.

(For a detailed description of the Professional Education Program, see the [Professional Education](#) section of the UVEI Academic Catalog & Candidate Handbook).

UVEI Approach:

UVEI's approach is consistent across all of these programs. Developed and refined over the course of our more than 50-year history, UVEI's approach emphasizes three elements: Extensive experiential learning (learning by doing), competency-based assessments (demonstrated performance), and inquiry that connects theory and practice (cyclically learning, practice, and analyzing). Candidates are immersed in the actual, authentic work of teaching and leading, under the guidance of experienced mentors and coaches. Candidates demonstrate competency in each of the teaching or leadership standards through a combination of assessments, including valid and reliable performance assessments, as well as evidence that emerges naturally from practice. Seminars are designed to foster deliberate practice, introducing new concepts and skills to be cyclically practiced, applied, examined, and practiced again. Together, these elements

ensure that UVEI candidates complete our programs as competent and experienced beginning teachers and leaders. Each of these elements are described in detail in the UVEI Academic Catalog & Candidate Handbook (see "[Learning by Doing](#)," "[Assessment Based on Performance](#)," and "[Collaborative Inquiry](#)" sections)

Professional Educator Preparation Programs Review- 2015

The most recent full program approval visit was conducted by the New Hampshire Department of Education (NHDOE) and the Council for Teacher Education (CTE) and was held on March 16, 2015.

The review of Upper Valley Educators Institute programs was conducted utilizing the recently revised state approval process. The focus was on the institution's collection and use of high-quality evidence to determine candidate and program effectiveness, and its application of this assessment evidence to continuous program improvement. In addition, each program is asked to respond to the State's current priorities related to K-12 education and the State Board's focus on rigor and teacher effectiveness.

Upper Valley Educators Institute provides post-baccalaureate educator preparation programs for classroom teachers in 16 different certification areas as well as a principal licensure program for school leaders. UVEI is affiliated with the Upper Valley Graduate School of Education for those candidates who wish to apply their certification competencies toward a master's degree program. The focus of this program review, however, is solely on the educator certification programs. Because UVEI focuses on post-baccalaureate educator and principal preparation, the review of candidate content knowledge occurs as part of the Admissions process. UVEI's candidates typically intern in schools in Vermont and New Hampshire and have regularly scheduled on-campus instructional seminars. During the program, emphasis is placed on experiential learning through the internship and competency-based assessment of knowledge, skills, and dispositions. Program competencies are aligned with state and national standards. At the time, UVEI was fully accredited by the Accrediting Council for Continuing Education and Training (ACCET).

UVEI has a robust and competency-based assessment system for candidate progress through the internship experiences. The team was impressed with the alignment of the Interstate New Teacher Assessment and Support Consortium (InTASC) standards and the NH Certification standards [Ed610.02, 612, 614] throughout the program options. The year-long internship provides candidates with multiple opportunities to develop and practice what they are learning in the personalized campus-based seminars, and to develop professional competence.

Priority Progress Report- 2015

Within six months, UVEI needs to address concerns in Visual Arts certification area. Overall, UVEI offers an effective teacher preparation program in the visual arts.

Progress Report to Address Following Recommendations

A Progress report was due after 6 months to address steps taken to strengthen the candidate assessment system of Ed612.01 (a) *In the area of personal artistry and artmaking: (boldface added)*

- (1) Demonstrating the depth of artistic knowledge by compiling a **personal portfolio of artwork** that shows a synthesis of concept development, personal voice, and technical skill in at least one medium.*
- (2) Demonstrating the breadth of artistic knowledge by compiling a **personal portfolio of artwork** that shows the development of technical skills and processes in each of the following art forms:*
- (3) Applying the creative process to the development of composition, subject matter, ideas, and selection of media as demonstrated through a **personal portfolio of artwork**.*
- (4) Developing a personal statement/philosophy to be included in a **personal portfolio of artwork** that demonstrates an integration of personal iconography and ideas using a breadth of media techniques, styles, and forms of expression; and*

UVEI commits to gathering data from program completers, field partners, employers, and the professional community. The process by which they review these data and use the results for program improvement is comprehensive.

Commendations- 2015

1. UVEI is to be commended on its use of competency-based assessment and its use of assessment data for continuous program improvement.
2. The UVEI Program Review website was outstanding and the staff's responsiveness to reviewer questions was impressive and demonstrated their understanding of the program approval process. They have been asked to share their work, both the website and the types of assessments they have developed, with other programs in the state.

3. UVEI is to be commended for its involvement with the New Hampshire Teacher Candidate Assessment of Performance (NH TCAP) project as part of the IHE network, and the piloting of several of these new assessments with their teacher candidates.

Other Program Recommendations- 2015

Targets for Improvement for Upper Valley Educators Institute

The following summarizes the targets for improvement and recommendations identified by the review team. Additional information is found in the individual reviewer reports.

1. Internship assessment:
 - a. Provide additional formalized opportunities for mentor teachers to provide input on interns' skills and knowledge in the classroom, as a way to provide more feedback on a greater range of standards, and to triangulate the review process more systematically. The team recognizes that this occurs informally but recommends a more formalized and consistent process be developed.
2. Content assessment:
 - a. Require PRAXIS II for content area certifications early, possibly upon acceptance, to help identify content areas that may need focus and development.
 - b. Utilize content area assessment in the candidate placement process, to ensure that candidates work to strengthen all areas of content knowledge as well as utilize areas of current strength. This could occur through communication with cooperating teachers and mentors early in the placement process. For example, if an aspiring art educator has never done pottery, then the mentor teacher needs to be able to teach it.
 - c. Involve content area experts from K-12 schools and other sources to help evaluate candidate knowledge and skill, to complement the transcript review process. Some content standards require performance demonstration which is difficult to assess through interviews or by a review of graded transcripts.

Summary of Findings on the Unit Candidate Assessment System- 2015

The Upper Valley Educators Institute has a comprehensive and rigorous candidate assessment system. All programs are carefully aligned to state standards as well as UVEI competencies, which are based on the InTASC standards. Candidate assessment is integrated with the intensive internship component of each program as well as the on-campus seminars and instructional modules, which are based on a series of research-based Inquiry Cycles and Competency Assessments.

Recommendations for Strengthening Candidate Assessment- 2015

1. Concerning Internship assessment:
 - a. Provide additional formalized opportunities for mentor teachers to provide input on interns' skills and knowledge in the classroom, as a way to provide more feedback on a greater range of standards, and to triangulate the review process that occurs among the intern, mentor teacher and, faculty coach more systematically. The team recognizes that this occurs informally, but we are recommending a more formalized and consistent process be developed.
2. Concerning Content assessment:
 - a. Require PRAXIS II for content area certifications early, possibly upon acceptance, to help identify content areas that may need focus.
 - b. Utilize content area assessment in the candidate placement process, to ensure that candidates work to strengthen all areas of content knowledge as well as utilize areas of current strength. This could occur through communication with cooperating teachers and mentors early in the placement process.
 - c. Involve content area experts from K-12 schools and other sources to help evaluate candidate knowledge and skill, to complement the transcript review process. Some content standards require performance demonstration which is difficult to assess through interviews or by a review of graded transcripts.

Summary of Findings- 2015

UVEI has an appropriate process to assess candidates' general knowledge based on prior academic experience.

UVEI accepts candidates with bachelor's degrees from accredited colleges or universities and uses the admissions process to review candidate compliance with the Ed 609.01 General Education Studies standards.

UVEI is to be commended for using the ten standards articulated by the Interstate New Teacher Assessment and Support Consortium (InTASC) as the basis for their Candidate Competency Assessment System. These standards align with the Ed 610.02 Professional Education Standards.

UVEI has a rigorous system for assessing candidate professional knowledge that integrates classroom-based instruction, candidate assessments, and internship experiences.

[NEW Professional Educator Preparation Programs Review- 2020](#)

Summary of Findings- 2020

UVEI proposed a Literacy Leader Program in spring 2020. Successful completion of the clinical and competency requirements of year one led to a recommendation for licensure in New Hampshire as Reading & Writing Teachers. The successful completion of year two will lead to a recommendation for licensure in New Hampshire as a Reading and Writing Specialist.

The review team concluded that both programs were well designed to prepare Reading and Writing Teachers and Specialists. This clinically intensive program offers the opportunity for teachers to develop their skills as a reading and writing teacher, with the option of continuing a second year to earn the specialist endorsement.

Applicants must have a minimum of two years of classroom teaching experience and an Elementary Education licensure before starting this program. It is a clinically intensive program for experienced educators who already have formal training in literacy instruction. The development of this program was in response to partner schools' requests for more practical, job-embedded professional learning opportunities.

The program was organized into separate learning strands. For the Reading & Writing Teacher licensure, the strand is "Effective Literacy Teaching." The second-year strand is "Instructional Leadership in Literacy." Both of these strands have clinical experiences, modules, and seminars embedded into the program. These strands are aligned with the NH standards for both of these licensure areas. Data-driven decision-making was evident throughout the program.

Both NEW PEPPs, the Reading and Writing Teacher and the Reading and Writing Specialist, were recommended and approved for full approval through August 31, 2022.

B. Introduction and Overview of 2022 Visit:

A Memorandum of Understanding (MOU) was developed between the Council for Teacher Education (CTE) Review Chairs, the NHDOE, and Upper Valley Educators Institute and was finalized on September 24, 2021, to identify the process, materials, templates, and standards what would be used as well as logistics. (See *Appendix*)

Before the actual on-site visit scheduled for March 21, and 22, 2022, a series of meetings and phone conversations were held with either/or the co-chairs, the NHDOE representative, and key personnel from UVEI to discuss the process and requirements and additional evidence sought for reviewers.

On Wednesday, February 2, 2022, the co-chairs and the NHDOE conducted a reviewer training session orientation for the program review process, the content reviews, and focus; and the institution's system for candidate assessment, program assessment, and clinical partnerships and practice for the review team. Reviewers received an electronic link and password to the UVEI Self-Assessment materials and the prepared Google Site to enable each to conduct the review of individual content programs in preparation for the on-site visit.

C. 2022 Key Findings:

Overall, this program review team found evidence of UVEI having effective clinical practices, a clinical assessment system embedding well-structured program benchmarks, and a program assessment system that provides documentation of program quality and ongoing program assessment.

1. Commendations:

- a. Clinical Partnership & Practice
 - i. The internship module, embedded throughout the program, provides an excellent clinical experience opportunity to UVEI students.
 - ii. The triad model of candidate support provides ample opportunity for candidates to be guided through clinical experiences in a supportive manner.
 - iii. UVEI maintains excellent relationships with partner schools, through regular communication with school administrators.
 - iv. The evaluation process for internship sites is extensive and is rooted in determining which sites best meet individual candidate needs.
- b. Candidate Assessment
 - i. UVEI utilizes multiple methods of candidate assessment with specific benchmark that are evaluated systematically to ensure candidates are making progress towards completion.
- c. Program Assessment
 - i. UVEI has a well written and thorough Candidate Handbook. This clearly outlines the program options, the admissions requirements and process,
 - ii. UVEI has a strategic plan for gathering programmatic data from its current candidates, graduates, and employers. UVEI consistently demonstrates high graduate satisfaction rates (97% from last 5-year average), job placement rates (97%), and employer satisfaction rates (96%). These satisfaction rates are reflected in both 1 year out and 5 year out surveys. UVEI also has well above national average retention rates for 5-year post program completion in both is Teacher Intern Program and Principal Intern Program (both around 75%).
- d. Programs
 - i. See Section IV. Individual Content Program Reports.

2. Recommendations that Require Responsive Action through Progress Report(s):

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

3. Terms of Approval and Annual Reporting to Address Recommendations:

Please refer to the following individual reports for Recommendations that need to be addressed in the Annual Report.

- I. Science Teacher for Grades 5-8
- II. World Language (French, German, and Spanish)
- III. Reading and Writing Teacher
- IV. Curriculum Administrator

Section II: 2022 Clinical Partnerships & Practice

1. Summary of Findings- 2022 Clinical Practice Model:

UVEI's clinical model aligns with best practices in the field of education. Teacher candidates engage in experiences in clinical settings as a co-requisite for all work undertaken as part of their programs. Teacher interns meet regularly with UVEI faculty and complete internship work at partner schools that are determined prior to enrollment. Discussion occurs with teacher interns and supervising faculty members to ensure placement sites meet candidate needs and goals.

The expectations for interns are clearly articulated in the UVEI Operating Policies and Procedures publication (2022) and clinical experiences are based on extensively documented best practice:

- *The rationale for our model of clinical experience draws on situated learning theory, which argues that learning is most effective when the learner is actively involved in the learning process, when it takes place as a collaborative rather than an isolated and/or asynchronous activity, and when it is in a context relevant to the learner (Greeno, Collins, & Resnick, 1996; Lave & Wenger, 1991).*
- *With this in mind, the starting assumption of the UVEI curriculum is that pedagogical content knowledge (as well as many other forms of applied knowledge) comes primarily from situated learning in a community of practice (Lave & Wenger, 1991).*
- *The notion of learning through situated experience has gained traction in the professional and research literature on teaching and leading in schools. Research has found that teachers' and leaders' purposeful and collaborative examination of their practice (Grossman, Hammerness, & McDonald, 2009; Kazemi & Franke, 2004; van Es & Sherin, 2009) is a promising pathway towards professional improvement. Furthermore, research on deliberate practice has highlighted the importance of extensive and targeted practice, both in developing expert performance (Ericsson, Charness, Hoffman, & Feltovich, 2006) and in teacher development (Hammerness et al., 2005).*
- *All of this points to the importance of extensive clinical practice and a clear connection between clinical practice, course content, and collaborative learning (Darling-Hammond, Hammerness, Grossman, et. al., 2005; Darling-Hammond & Oaks, 2019).*

UVEI has developed a clear set of guidelines for all aspects of the internship experience. The internship is an integral aspect of the program, constituting approximately 80% of a candidate's time in the program. Sites are extensively evaluated and accommodate situations both in which a candidate may already have a professional relationship with a site or may be seeking guidance on an appropriate site based on goals. Field site mentors are evaluated to ensure they have suitable credentials and sufficient experience as practicing educators and are provided with extensive training and support documenting their role and providing expectations for their support of interns.

Supervising faculty from UVEI are responsible for evaluating field sites and verifying field site mentor credentials. In addition to confirming field site mentor licensure and years of experience, supervising faculty contact the principal and/or superintendent of the proposed intern site and guide candidates in arranging meetings with proposed mentors to ensure intern sites will meet student needs.

In situations where a clinical site may not meet all experience requirements for candidates, secondary sites are similarly vetted. Students may also work with secondary mentors in instances where the best available mentors do not meet all mentor qualification requirements, including but not limited to additionally qualified teachers in the school, retired educators, or assigned UVEI faculty coaches supplementing the mentoring.

The support of the intern by UVEI faculty and intern site mentors provides a 'triad' system in which regularly held meetings with all parties are scheduled on a monthly basis, and more frequently in situations of specific intern need.

2. Commendations:

- a. The internship module, embedded throughout the program, provides an excellent clinical experience opportunity to UVEI students.
- b. The triad model of candidate support provides ample opportunity for candidates to be guided through clinical experiences in a supportive manner.
- c. UVEI maintains excellent relationships with partner schools, through regular communication with school administrators.
- d. The evaluation process for internship sites is extensive and is rooted in determining which sites best meet individual candidate needs.

3. Recommendations that Require Responsive Action: [Ed 604]

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Evidence examined includes:

- UVEI Operating Policies and Procedures (2022)
- UVEI Program Description Narratives – (2) Curriculum [Ed 603]
- UVEI Program Description Narratives – (5) Assessment of Candidates [Ed 606]
- UVEI Program Description Narratives – (9) Candidate Selection and Completion Requirements [Ed 606]
- Interview with current students and alumni (March 21, 2022)

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

A. The Institution's Candidate Assessment System-

1. Summary of Findings- 2022 Candidate Assessment System:

UVEI has a well-developed system for assessing candidate effectiveness, and the process is thoroughly documented in the self-study materials provided to the review team. All candidates are evaluated at the time of admission, and upon acceptance to their respective programs are continually evaluated through the time of program completion. Assessment data is tracked through JumpRope© to ensure candidates are meeting all required program competencies.

Admission Evaluation Criteria

- Confirmation of prior degree(s)
- Grade point average
- Praxis Core results
- Transcript evaluation of prior coursework
- Letters of reference
- Written response(s) to essay questions
- Interview

Intern Site Evaluation

- A discussion between the candidate and the faculty member supervising their placement about their goals and the type of setting they are seeking (seeking to understand the candidate's priorities in terms of proximity, type of classroom/school, career goals, interests, and current networks).
- The supervising faculty checks the UVEI data re: intern feedback on prior mentors.
- The supervising faculty confirms the mentor's licensure status in the relevant state database and records their licensure in the UVEI database.
- The supervising faculty member then contacts the principal and/or superintendent of appropriate placement setting(s) to discuss the availability of qualified and willing mentors.
- The supervising faculty guides the candidate in arranging to meet with/visit/observe the proposed mentor(s) settings (when feasible).
- The supervising faculty member meets with the candidate and/or the proposed mentor (as feasible), or otherwise confirms that qualifications and expectations are clear.
- When a match is determined, the supervising faculty confirms with the proposed mentor (consistent with the local policy, other procedures may also be followed).
- Background checks for the hosting site are conducted in accordance with the hosting site's policies and procedures.
- For any candidates enrolled in a New Hampshire licensure pathway(s), candidates complete the required New Hampshire DOE background check procedures (for candidates selected to the program on or after January 1, 2022).

Fall Semester

- Multiple clinically based performance assessments aligned with elements of the Program Standards of Competency. Faculty coaches enter determination into Jumprope©.
- End of fall semester review:
 - Candidates self-assess on the program standards of competency.
 - Faculty review candidates' performance and make a holistic determination of candidates' competency on each standard
- To progress, candidates must:
 - Be at 'developing' or above in all program standards in order to progress to spring semester
 - Have met all clinical requirements of the program

Spring Semester

- Multiple clinically based performance assessments aligned with elements of the Program Standards of Competency. Faculty coaches enter determination into Jumprope©.
- End of spring semester progress review:
 - Candidates self-assess on the program standards of competency
 - Faculty review candidates' performance and make a holistic determination of candidates' competency on each standard

- To complete the program, candidates must:
 - Be at ‘demonstrating’ or ‘applying’ (depending on the program and standard) or above in all program standards in order to complete the program
 - Have met the clinical requirements of the program (and all state licensure requirements)

Coursework and Field Experiences

- Candidates are required to be continuously engaged in the program and to be making sufficient progress toward the required standards and levels of competency based on established assessments, holistic reviews of progress, and meeting the expectations for engagement in professional learning.
- Candidates are monitored for satisfactory academic progress throughout the program to ensure they are making sufficient academic progress towards program completion including:
 1. Passing “grades” in all “courses”
 2. Timely progress toward graduation
- In a program with a competency-based assessment system like UVEI’s, the conventional avenues for accumulating course grades and credits are replaced by ongoing reviews of candidates’ progress by supervising faculty members.
- At regular intervals, UVEI faculty and candidates (together with mentors when applicable) review the accumulated evidence for each standard and make a determination of progress towards competency.
- There are multiple opportunities for faculty to examine candidates’ work more formatively, as it is embedded in teacher and leaders’ inquiry cycles.

Culminating Experience – New Hampshire Teacher Candidate Assessment of Performance (NH TCAP)

<i>NH TCAP Strand</i>	<i>What to Do</i>	<i>What to submit</i>
Contextualizing Learners and Learning	<ul style="list-style-type: none"> ● Provide relevant information about your instructional context and your students as learners in the Classroom Profile Form and Contextualizing Learners and Learning Commentary. 	<ul style="list-style-type: none"> ● Classroom Profile Form ● Contextualizing Learners and Learning Commentary
Planning and Preparing	<ul style="list-style-type: none"> ● Identify a central focus for a learning segment of 3–5 lessons. (See guidelines in Planning and Preparing Strand on page 12). ● Create lesson plans, instructional materials, and assessments for this learning segment. ● Respond to the prompts in the Planning and Preparing Commentary, explaining your thinking behind the plans. 	<ul style="list-style-type: none"> ● Lesson Plans, Instructional Materials, and Assessments ● Planning and Preparing Commentary
Instructing Students and Supporting Student Learning	<ul style="list-style-type: none"> ● Read the Videotape Guidelines. Teach and videotape all your lessons in the learning segment. ● After each lesson, review the videotape and write daily notes on student learning (see Reflecting Strand for prompts). ● Identify the video clip(s) you will submit (based on Videotape Guidelines). ● Respond to the prompts in the Instructing Students and Supporting Learning Commentary, analyzing your teaching and your students’ learning in the video clip(s). 	<ul style="list-style-type: none"> ● One or two Video Clip(s) totaling no more than 15 minutes ● A copy of any relevant materials (not limited to handouts, writing on the board, overheads, and posters). ● Instructing Students and Supporting Student Learning Commentary <i>**Daily notes on student learning (submit in Reflecting and Growing Professionally Strand)**</i>
Assessing Student Learning	<ul style="list-style-type: none"> ● Select one assessment (including a rubric or evaluative criteria) from the learning segment. ● Collect student work from your entire class. ● Select three student work samples that represent a range of understanding. ● Respond to the prompts in the Assessing Student Learning Commentary analyzing student learning, describing feedback to students, and identifying next steps in instruction. 	<ul style="list-style-type: none"> ● Student Work Samples ● Evaluative Criteria or Rubric ● Assessing Student Learning Commentary
Reflecting and Growing Professionally	<ul style="list-style-type: none"> ● Reflect daily on each lesson immediately after teaching. ● Respond to the prompts in the Reflecting and Growing and Professionally Commentary about what you learned from teaching this learning segment. 	<ul style="list-style-type: none"> ● Daily Notes on Student Learning ● Reflecting and Growing Professionally Commentary
Using Academic Language	<ul style="list-style-type: none"> ● Incorporate your knowledge of your students’ academic language development as well as key academic language throughout the NH TCAP. 	<p>**This strand is assessed throughout the NH TCAP. There is nothing additional to submit.**</p>

2. Commendations:

UVEI utilizes multiple methods of candidate assessment with specific benchmark that are evaluated systematically to ensure candidates are making progress towards completion.

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

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Evidence examined includes:

- a. UVEI Operating Policies and Procedures (2022-2023)
- b. UVEI Academic Catalog and Candidate Handbook (2022-2023)
- c. UVEI Program Description Narratives – (5) Assessment of Candidates [Ed 606]
- d. UVEI Program Description Narratives – (9) Candidate Selection and Completion Requirements [Ed 606]
- e. UVEI Teacher Candidate Assessment of Performance (NH TCAP) Overview Brief
- f. Interview with current students and alumni (March 21, 2022)
- g. Interview with faculty and administrators (March 21, 2022)

B. The Institution's Program Assessment System-

1. Summary of Findings- 2022 Program Assessment System:

UVEI has designed and implemented a systematic annual data collection process. The data collection includes surveys from candidates and alumni as well as feedback from faculty [Ed 606.02.b.1]. Candidates and alumni report that they are asked for feedback at the end of each unit (monthly) and then more extensively at the end of each semester. UVEI maintains records of graduates that document completion rates, job placement rates, employer satisfaction rates, Praxis 2 completion, and retention rates [Ed 606.02.b.4 and Ed 606.02.b.5]. These surveys are both available by year as well as on 5-year aggregated averages.

Annually, UVEI submits a report to the Council for Teacher Education. This report documents changes or updates in candidate population, curricular initiatives, funding and financial structures, and responses to regional and state needs [Ed 606.02.b.5 and Ed 606.02.b.6]. UVEI faculty report difficulties in gaining access to learning and achievement indicators for the students of their graduates [Ed 606.02.g]. However, UVEI has sought to gather this data. In lieu of large-scale achievement data, UVEI reports working with graduates of its program who continue in the Master of Education to analyze individual student work for the purposes of data driven curriculum, instruction, and assessment decisions.

Processes are in place for faculty to annually provide feedback as well as plan for adjustment to structure of the program or content [Ed 606.02.b.2 and Ed 606.02.b.3]. Faculty report that this reflection and planning time happens each summer in between academic years. During this time, UVEI faculty also report dedicating time to analyzing candidate assessments. Candidate assessments include (among others) NH TCAP (Teacher Intern Program) and the Cross District Case Study (Principal Intern Program), and these assessments are aligned to UVEI's standards of competency. Analyses of candidate assessments are traced to the aligned UVEI standards of competency, and the faculty then further review performance on assessments to larger programmatic structures. The UVEI team utilizes data to drive programmatic change which includes the following adjustments [Ed 606.02.c]: changes to focus/topics during seminar time, providing additional resources (e.g., within school placements; employment opportunities), and changes in program structure (e.g., day/time of seminar, multiple school placements, increased communication with school-based mentors).

There is a clearly articulated advising model where each candidate is assigned a faculty coach. Faculty coaches for each candidate are matched based on specific programs and/or certification requirements, ensuring content feedback and support [Ed 606.02.a]. Faculty coaches review content preparation with candidates as well as develop a course of study to meet program and certification requirements. Candidates are eligible to pursue a post-baccalaureate degree under advisement from their faculty coach [Ed 606.02.d]. This advisory process includes conversations, feedback, and documentation of assessments both faculty coach and candidate self-assessment [Ed 606.02.f.1 and Ed 606.02.f.2]. An advisory process is in place for candidates who are not making adequate progress in the program, including a tiered support structure of support [Ed 606.02.f.3]. UVEI has a programmatic structure in place where, if candidates are not making adequate progress, the faculty come together to provide support to continue in the program or pursue other career options.

2. Commendations:

- ❖ UVEI has a well written and thorough Candidate Handbook. This clearly outlines the program options, the admissions requirements and process,
- ❖ UVEI has a strategic plan for gathering programmatic data from its current candidates, graduates, and employers. UVEI consistently demonstrates high graduate satisfaction rates (97% from last 5-year average), job placement rates (97%), and employer satisfaction rates (96%). These satisfaction rates are reflected in both 1 year out and 5 year out surveys. UVEI also has well above national average retention rates for 5-year post program completion in both is Teacher Intern Program and Principal Intern Program (both around 75%).

3. Recommendations that Address Unmet Standards: [Ed 606.02]

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Evidence examined includes:

- Academic Catalog and Candidate Handbook
- UVEI Annual Report to the Board, 2020 – 2021
- Meeting with current candidates and alumni
- UVEI Annual Report to the Council for Teacher Education
- Meeting with UVEI Faculty

Section IV: Specific Licensure Programs

PEPP's Included in 2022 Review:

NH Ed. Standard(s)		Educator Preparation Program CONTENT AREA	Degree/Format	Current Expiration Date
507.33	612.26	Chemistry Teacher for Grades 7-12	Licensure	August 31, 2022
507.37	612.24	Earth and Space Science Teacher for Grades 7-12	Licensure	August 31, 2022
507.32	612.25	Life Sciences Teacher for Grades 7-12	Licensure	August 31, 2022
507.34	612.27	Physics Teacher for Grades 7-12	Licensure	August 31, 2022
507.29	612.22	Science Teacher for Grades 5-8	Licensure	August 31, 2022
507.11	612.04	Elementary Education Teacher (K-6)	Licensure	August 31, 2022
507.55	612.35	English Language Arts Teacher for Grades 5-8	Licensure	August 31, 2022
507.24	612.05	English Language Arts Teacher for Grades 5-12	Licensure	August 31, 2022
507.26	612.17	Mathematics Teacher- Middle Level (to Alg.1/Integ 1)	Licensure	August 31, 2022
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	Licensure	August 31, 2022
507.56	612.29	Social Studies Teacher for Grades 5-8	Licensure	August 31, 2022
507.28	612.28	Social Studies Teacher for Grades 5-12	Licensure	August 31, 2022
507.09	612.01	Visual Arts Teacher	Licensure	August 31, 2022
507.38	612.14	World Language Teacher- French, German, Spanish	Licensure	August 31, 2022
507.52	612.02	Reading and Writing Teacher	Licensure	August 31, 2022
SPECIALTY AREAS				
507.12	614.02	Reading and Writing Specialist	Licensure	August 31, 2022
506.04	614.04	Principal Instructional Leader	Licensure	August 31, 2022
506.05	614.13	Curriculum Administrator	Licensure	August 31, 2022

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

1. Summary of Findings:

The Chemistry program leads to Chemistry 7-12 certification and aligns with NH state regulations Ed 612.26 and Ed 507.33(c). The content standards for this certification area include structure and properties of matter, chemical reactions and energy, nuclear and environmental design processes, and engineering design processes. These content strands are in addition to the general content standards for science teachers that are more process oriented. The general content standards include a focus on approaching inquiry design and the Next Generation Science Standards (NGSS). This inquiry focus is encapsulated in the Secondary Science Investigation of National Standards and Effective Science Instruction course through UVEI which also uses the textbook *Ambitious Science Design* to capture a more holistic view of science teaching and instructional design across any grade level.

The design of the program at UVEI is such that candidates come to the program with a substantial history of content knowledge and background already in place. This is ensured with the requirement that candidates have 30 credit hours in their content area, in this case Chemistry. The UVEI Matrix for Content Proficiency is an excellent tool for documenting and reviewing a candidate's prior course load and content knowledge and allows candidates to input qualifying learning experiences aligned to each of the major content strands identified from Ed 612.26 and Ed 507.32. Candidates are required to have a minimum of 7.5 hours in each of the content strands, through previous college course-work and other educational experiences such as, but not limited to, study groups, peer mentoring opportunities, action research projects, and professional readings. The candidate is also required to pass the Praxis II Chemistry content exam, which covers all the major content strands.

While in the program, candidates work directly with a mentor and complete a personalized program to build their competency in instructional design and practices. This includes an internship practicum in the classroom where candidates apply their learning and building upon their instructional competency. This capstone practicum experience allows the candidates to expand their classroom knowledge to the real world and engage with students in one or more of the major content strands identified above. Ultimately, the emphasis on significant prior content knowledge, a Praxis II Chemistry passing score, and a classroom-based practicum experience fulfill each of the content requirements identified in Ed 612.26 and Ed 507.32.

2. Commendations:

None

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. **Annual Report to Address the Following the Recommendation/s:**

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

UVEI relies heavily on candidates' own content knowledge and background coming into the program, and supplements that with their program where necessary, with a heavy emphasis on coaching and mentoring through the internship phase of licensure requirement.

5. Evidence Supporting the Rating Includes:

Licensure PEPP with candidates tended towards a heavy reliance on the internship aspect of the program and the mentoring side of UVEI, and the application documents display a heavy reliance on candidates' previous knowledge gained prior to UVEI program. This is in line with the mission of UVEI to support candidates that are moving or transitioning from one job or role to a new one, as opposed to post-secondary students attempting a baccalaureate degree for the first time.

1. Summary of Findings:

Based on this review, the subject area standards for Earth & Space Science (Ed 612.24) are being met by program requirements. Upon entering the program candidates are required to have a minimum of 30 credit hours in the specified subject area. The candidate must then complete a self-assessment of the specified standards to ensure that all subject area competencies have been met. This self-assessment is then reviewed in conjunction with faculty member where a plan is developed to ensure any gaps in understanding are appropriately addressed through additional course work from an accredited institution. In addition to completing content area matrices for the self-assessment, candidates are further required to pass the Praxis II subject area test as a requirement for program completion. Program placements/clinical placements also further reinforce the importance of attaining a sufficient understand of subject area content in its application within classroom settings. It is expected and clearly communicated that a functional understanding of the content is required for effective classroom applications.

Candidate Assessment:

Progress towards program standards is tracked in Jumprope© where evidence and outcomes for individual pieces of evidence ranging from practicums, performance assessments, coursework, modules, and more are tracked and later used to make a holistic determination on the candidates' progress towards all program standards within the specified discipline.

Program Assessment:

Data are aggregated by exporting data from Jumprope© where trends in individual standards to acquire licensure are tracked by candidate. Additionally, the program builds in comprehensive process to collect feedback on the program itself from both candidates, faculty, and participating mentors. This allows for targeted modifications to the program to address any potential insufficiencies or weaknesses.

Clinical Partnerships and Practice:

The entire program is based on clinical experiences, involving both a fall and spring placement. While in placements, candidates still participate in seminars, but emphasis is on the clinical experience itself. Candidates are expected to work towards an application of their subject areas into classroom settings by exploring a wide range of pedagogical practices.

2. Commendations:

The clinical nature of the program and emphasis on reflective practice. There is a clear focus on developing skill and confidence in applying subject knowledge through multiple placements and experiences. The experience, as designed, stresses clear communication between the candidate, faculty, and professional mentors to work towards developing a skillset using subject knowledge that will ultimately translate well into classroom settings. Determinations in ability are based on a body of evidence where feedback is continuous and insightful. When paired with an emphasis on reflective practice this produces a quality clinical experience.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

Syllabi:

- **200:** The Teacher Internship Placement (Syllabus)
- **215a** Introduction into Content Knowledge & Application
- **215b** Inquiry into Content Knowledge & Application

Literature

- Ambitious Science Teaching

Interviews/Presentations:

- Chris Ward (Academic Dean)
- Candidate Panel
- Page Tompkins

1. Summary of Findings:

This Life Sciences for Grades 7-12 Professional Educator Preparation Program at Upper Valley Educators Institute is a competency based, post-baccalaureate program primarily based in experiential learning which provides a flexible pathway to licensure. Through analyzing the various forms of evidence provided by UVEI, sufficient evidence was found to validate that all of the general education standards required by Ed 610.02 and the general science standards required by ED 612.23 have been sufficiently addressed within the courses, field work, and other requirements of the program. The Life Science specific standards for grades 7-12 as required by Ed 612.25 were also found to have been sufficiently addressed.

The 7-12 Life Science specific standards, required by Ed 612.25, are checked for proficiency during the admissions process and are required to have been covered in a candidate's prior coursework as this content is outside of the scope of what UVEI will provide candidates during their time in the program. Currently, if there are any minor gaps in content knowledge proficiency, candidates can show proficiency in those gaps by taking additional coursework through other institutions, completing self-study, or completing projects, among other options, as approved by the faculty content expert. This work can be done concurrently with their UVEI coursework and field placements. If major gaps exist, however, then candidates may be required to take additional coursework prior to being granted acceptance into the program. UVEI does have candidates build upon their content knowledge in the "Content Knowledge and Application" course (215) so although a majority of content knowledge is to be learned prior to entering the program, the program is certainly not devoid of the usage of content knowledge. In this course "candidates investigate the content standards of their discipline, study the content knowledge in their discipline that is a foundation for their teaching, and apply subject-specific pedagogies to their classroom practice with feedback". Candidates are also utilizing their content knowledge every day within their various field placements. UVEI does also require students to pass the Biology Praxis prior to the completion of the program, not only because it is a requirement for state licensure, but because it is another way for candidates to demonstrate competence in their content area knowledge. All of these additional methods are ways in which UVEI helps to ensure that students have, and are utilizing, their content knowledge in both authentic and practical ways throughout their program.

Throughout a candidate's time in the program, they are assessed through a competency-based system utilizing rubrics by their Faculty Coach. Their Faculty Coach is someone with the most relatable experience to the area of licensure for which the candidate is pursuing and follows the candidate through their entire program. This means that the candidate is only ever assessed by the coach even if coursework is through various other faculty members. This allows the coaches to have a unique relationship with their candidates, intimately knowing where candidates are advanced or lagging behind and helping their candidates to demonstrate sufficient competency in all required areas by the end of their program. Candidates also assess themselves and their progress throughout their program and reflect with their Faculty Coach on areas of strength and weakness as well as how to continue to develop those areas. UVEI's competency-based system includes six levels, ranging from "Insufficient Evidence (E)" where a candidate would truly be showing little or no evidence in meeting a standard, to Demonstrating (D) where a candidate is at the expected level of showing the knowledge and practice of a beginning educator, up to Integrating (I) which is if a candidate is truly showing an expert level of knowledge and practice. Although rubrics are utilized to help determine competency on each performance assessment that students take part in, a candidate's competency in each area and across all areas is holistically assessed by their coach utilizing professional experience and judgment. For this reason, calibration between faculty members for levels of competency on specific assessments and for candidates across their entire program is vital to ensure validity and equity. Faculty meet throughout the year as needed and frequently during the summer to ensure that their competency-based grading system is being utilized effectively. They have also gathered anchor texts for all assessments at varying levels of competency for faculty reference when determining a current candidate's competency level on a particular assessment. Overall, at the end of the program, the TCAP is used as the primary assessment tool for determining a candidate's competency as a whole, in addition to taking into account their performance assessments during their program's coursework and their clinical field experiences.

The Teacher Internship Program at UVEI as a whole utilizes program assessment to engage in reflection about the effectiveness and quality of their program primarily during the summer. As their program is a one-year program, each year they are able to review quantitative evidence such as TCAP scores and Praxis II scores as well as more holistic qualitative data from their competency-based grading system on assessments and candidates' overall competency as they complete the program. Systems are in place for collecting both qualitative and quantitative data, including the use of the Jump Rope system which is where Faculty Coaches store competency grades for their candidates throughout their entire time in the program. This system allows the coaches to see a comprehensive overview of how students are doing in each major competency area as well as in each individual standard or on each performance assessment within

competencies. The UVEI faculty utilizes a four-part system for assessing their program and ensuring continuous improvement through a never-ending cycle which includes Diagnosing, Planning Action, Taking Action, and Evaluation. Each year data is reviewed, and possible areas of weakness are identified, and a main problem of practice is chosen as the focus for the upcoming year. Corrective actions can then be planned and then put into action during the upcoming semester and then evaluated later on for effectiveness. UVEI also conducts surveys to gain feedback on candidate, mentor, and faculty satisfaction as well, so that all stakeholders involved during the program are satisfied with their experience or if not, for changes to be implemented. This cycle of program assessment and feedback is continuous so that there is always growth and improvement occurring, which is the mark of a quality program that wants to always be effectively adapting to the frequent, and sometimes unpredictable, changes within the field of education so that they can ensure they are preparing quality candidates.

Candidates of the Teacher Internship Program take place in early, often, and ongoing field experience throughout their entire program concurrent with their coursework. Candidates may often have multiple placements (a fall and spring placement), ensuring that they are exposed to and gain experience in multiple grade levels and/or content areas that fall within the licensure area(s) candidates are seeking. Timesheet Logs are completed in order for candidates to prove a sufficient amount of experience hours and many performance assessments within their coursework involve putting pedagogy into action within their placements so that theory really becomes practice and more valuable and genuine feedback can be given to candidates by both their mentors and their Faculty Coach. Observations are completed to help give evidence and information towards determining the competency level of candidates and all parties communicate frequently while working with candidates although mentors have no formal role in the evaluation process. UVEI's vision for its candidates' mentors is to provide support and coaching in the field versus being an additional source of evaluation. Current candidates and alumni spoke highly about the experience overall, and the knowledge and skills they gained throughout their year-long placement(s) as part of their program. They felt that it was the most authentic and real-world way to truly implement what they were learning in their coursework and to be able to reflect on and continue growing their practice. The clinical experience portion of the Teacher Internship Program is certainly a highlight.

Overall, although this program has been designed to meet the standards, there are additional collegial suggestions for additions to the program that may help future candidates of this program be more prepared for the expectations of 7-12 Life Science teachers out in the field. These professional suggestions have been provided at the end of the report for UVEI's consideration. With UVEI's small, but strong, education faculty and experiential curriculum it appears to be a strong post-baccalaureate licensure program. Therefore, after reviewing all evidence available, the reviewer recommends this program for Full Approval with a rating of Effective (3).

2. Commendations:

Overall, this program is unique and should be commended for its intense connection with its candidates and ensuring a rich program where all candidates get exactly what they need in order to be successful during their program and after they've been hired in the field. This is done through an extremely experiential, flexible, personalized, and competency-based program.

- ❖ Candidates within the program are made to do half of their internship within a middle school setting and the other half of their internship in a high school setting. This is fantastic, as typically candidates are made to do only one or the other, and there is a large difference between 7th and 12th grades (the full range of the licensure candidates are seeking) in both content and the students the candidate is working with. Doing this is very beneficial for candidates to have a more well-rounded experience and be more comfortable in both school levels so they can feel more prepared no matter where they choose to take a position after completing the program.
- ❖ Candidates' entire programs are grounded in experiential learning where students are learning by doing the entire year alongside their coursework. Taking part in a year-long field experience placement (whether that is the same placement all year or multiple placements) really provides candidates the opportunity to have a full and rich experience where theory can be put into authentic practice versus only doing a shorter culminating field experience at the end of the program.
- ❖ UVEI also provides a program that can be extremely flexible and personalized to meet their candidates' needs and having a unique competency-based program ties into this experience. The flexibility and personalization provided to candidates also allows UVEI to meet their candidates where they are at, just as we try to do in the classroom. It also allows a wider range of candidates to be able to enter into and complete the program, including those already in the field in other capacities wishing to pursue an additional license. The competency-based system also adds to this by allowing faculty to more accurately fill the specific gaps of each candidate to ensure that they are well prepared in all areas for the real world, it also allows them to provide extensive, useful, personalized feedback for continued growth to push candidates to a higher level when candidates are ready as opposed to treating all students the same.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

All Evidence listed below was obtained through the UVEI Program Review 2022 Google site provided by UVEI or through interviews coordinated by the UVEI Faculty and the NHDOE Review Team.

- Education Courses Syllabi: 200-The Teacher Internship Placement, 210-The Learner & Learning Environments, 215-Content Knowledge & Application, 220 - Planning, Assessment, & Instructional Strategies, 225 - Professional Learning & Collaboration
- Upper Valley Educators Institute Documents
 - UVEI Academic Catalog & Handbook
 - UVEI TIP Curriculum Map
 - UVEI Matrix for Content Proficiency Secondary Sciences - Life Science 7-12
 - Descriptions, Templates, Rubrics, and Documents for Various Performance Assessments
 - PEPP Enrollment Data from 2019 through 2022
 - TCAP Data Analysis 2015-2021
 - Praxis II Pass Rates 2013-2021
 - Assessment for Program Improvement
- Interviews
 - Chris Ward, Academic Dean & Sciences Faculty (in person)
 - Candidate & Alumni Panel (via Zoom)
- Completed Self-Assessment Worksheets
 - 610.02 General Teaching
 - 612.23 General Science Teaching
 - 612.25 Life Sciences for Grades 7-12
- Previous UVEI Site Visit Report from 2015
 - 612.23 General Science Teaching
 - 612.25 Life Sciences for Grades 7-12

1. Summary of Findings:

The Secondary Physics 7-12 [Ed 612.27] licensure program at UVEI is designed for candidates who have already achieved success in their postsecondary study of their intended content area. The program is a flexible and responsive pathway that values the prior knowledge of its applicants and provides personalized opportunities for completion of NH Department of Ed requirements. Given the prerequisites for UVEI application (passing the Praxis Core test as well as 30 postsecondary credits in the discipline area) graduate success on the Praxis II is essentially guaranteed. The specificity of the Physics courses that candidates bring to the table as applicants ensures that gaps in content knowledge are easily identified and targeted for personalized instruction that is explicitly mapped to the Next Generation Science Standards.

Secondary Physics candidates tackle content area gaps through the “10 Teaching Standards of Competency” common throughout all UVEI programs. Each student completes a “hyper-personalized” course of study. Candidates have a maximum of 150% of their planned course of study to complete the program. For a 10-month internship, this means they have 15 months to complete with proficiency being one indicator of success. Additionally, proficiency is one important indicator of success, and candidates do need to meet the experiential requirements of the program (clinical hours, placement days). A significant portion of the candidate experience is the Internship program. Candidates work alongside mentoring professionals to refine their practice, with opportunities for both substitute teaching and solo teaching.

2. Commendations:

The emphasis on immersive field experiences via the internship program, which utilizes “cyclical clinical supervision cycles and quarterly progress reviews to identify strengths, areas for growth, needed practice and measures of success for each candidate and each standard.” The internship program includes, but is not limited to:

- A minimum of 4 solo teaching days,
- Three-way meetings with the candidate and UVEI faculty coach,
- Participation in the planning, preparation, organization, teaching and assessment, and
- Parent conferences and team meetings.

The UVEI Physics 7-12 program is **highly personalized** and designed specifically for each candidate. It begins with an inventory of assets. From there, the staff then design a clear, competency-based program of study designed to demonstrate continuous improvement.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

- Secondary Science Investigation of National Standards and Effective Science Instruction, consists of five science-focused seminars including:
 - “NGSS Framework & Ambitious Science Teaching”
 - “Science and Engineering Practices and Eliciting Students’ Ideas”
 - “Crosscutting Concepts and Modeling”
 - “Supporting Ongoing Changes in Student Thinking”
 - “Planning with Disciplinary Core Ideas and Anchoring Phenomena”
- UVEI Matrix for Content Proficiency Secondary Sciences allows candidates to catalog and document their prior coursework and experiences.
- Internship Placement which includes Observation of Instruction - Engaging Students in Learning. UVEI Assessment System includes both specific and holistic competency evaluations for all the teaching standards.

1. Summary of Findings:

The Science for Grades 5-8 Professional Educator Preparation Program at Upper Valley Educators Institute is a competency based, post-baccalaureate program grounded in experiential learning which provides a flexible pathway to licensure. Through analyzing the various forms of evidence provided by UVEI, sufficient evidence was found to validate that all of the general education standards required by Ed 610.02 and the general science standards required by Ed 612.23 have been sufficiently addressed within the courses, field work, and other requirements of the program. A more thorough process, however, is recommended to be in place for ensuring that all candidates have met the Ed 612.22 standards focused on the science specific content for grades 5-8.

Currently the Science for Grades 5-8 standards, required by Ed 612.22, are checked for proficiency during the admissions process and are required to have been covered in a candidate's prior coursework as this content is outside of the scope of what UVEI will provide during their time in the program. The current process, however, only checks for a certain number of coursework hours in each major science "area" (Life Science, Earth Space Science, and Physical Science) as opposed to ensuring the coursework taken within each area fully covers all of the more specific standards within each area of science. The recommendation below, asks that that process be refined with increased thoroughness when checking for alignment of prior coursework and require increased hours or prior coursework within each science area. Currently, if there are any minor gaps in content knowledge proficiency, candidates can show proficiency in those gaps by taking additional coursework through other institutions, completing self-study, or completing projects, among other options, as approved by the faculty content expert. This work can be done concurrently with their UVEI coursework and field placements. If major gaps exist, then candidates may be required to take additional coursework before being granted acceptance into the program. UVEI does, however, build upon content knowledge in their "Content Knowledge and Application" course (215). In this course "candidates investigate the content standards of their discipline, study the content knowledge in their discipline that is a foundation for their teaching, and apply subject-specific pedagogies to their classroom practice with feedback". UVEI also requires students to pass the Middle School Science Praxis prior to completion of the program, not only because it is a requirement for state licensure, but because it is another way for candidates to demonstrate competence in their content area knowledge. All of these additional methods are ways in which UVEI helps to ensure that students have, and are utilizing, their content knowledge in both authentic and practical ways throughout their program.

Throughout a candidate's time in the program, they are assessed through a competency-based system utilizing rubrics by their Faculty Coach. Their Faculty Coach is someone with the most relatable experience to the area of licensure for which the candidate is pursuing and follows the candidate through their entire program. This means that the candidate is only ever assessed by the coach even if coursework is through various other faculty members. This allows the coaches to have a unique relationship with their candidates, intimately knowing where candidates are advanced or lagging behind and helping their candidates to demonstrate sufficient competency in all required areas by the end of their program. Candidates also assess themselves and their progress throughout their program and reflect with their Faculty Coach on areas of strength and weakness as well as how to continue to develop those areas. UVEI's competency-based system includes six levels, ranging from "Insufficient Evidence (E)" where a candidate would truly be showing little or no evidence in meeting a standard, to Demonstrating (D) where a candidate is at the expected level of showing the knowledge and practice of a beginning educator, up to Integrating (I) which is if a candidate is truly showing an expert level of knowledge and practice. Although rubrics are utilized to help determine competency on each performance assessment that students take part in, a candidate's competency in each area and across all areas is holistically assessed by their coach utilizing professional experience and judgment. For this reason, calibration between faculty members for levels of competency on specific assessments and for candidates across their entire program is vital to ensure validity and equity. Faculty meet throughout the year as needed and frequently during the summer to ensure that their competency-based grading system is being utilized effectively. They have also gathered anchor texts for all assessments at varying levels of competency for faculty reference when determining a current candidate's competency level on a particular assessment. Overall, at the end of the program, the NH TCAP is used as the primary assessment tool for determining a candidate's competency as a whole, in addition to taking into account their performance assessments during their program's coursework and their clinical field experiences.

The Teacher Internship Program at UVEI as a whole utilizes program assessment to engage in reflection about the effectiveness and quality of their program primarily during the summer. As their program is a one-year program, each year they are able to review quantitative evidence such as TCAP scores and Praxis II scores as well as more holistic qualitative data from their competency-based grading system on assessments and candidates' overall competency as

they complete the program. Systems are in place for collecting both qualitative and quantitative data, including the use of the Jump Rope system which is where Faculty Coaches store competency grades for their candidates throughout their entire time in the program. This system allows the coaches to see a comprehensive overview of how students are doing in each major competency area as well as in each individual standard or on each performance assessment within competencies. The UVEI faculty utilizes a four-part system for assessing their program and ensuring continuous improvement through a never-ending cycle which includes Diagnosing, Planning Action, Taking Action, and Evaluation. Each year data is reviewed, and possible areas of weakness are identified, and a main problem of practice is chosen as the focus for the upcoming year. Corrective actions can then be planned and then put into action during the upcoming semester and then evaluated later on for effectiveness. UVEI also conducts surveys to gain feedback on candidate, mentor, and faculty satisfaction as well, so that all stakeholders involved during the program are satisfied with their experience or if not, for changes to be implemented. This cycle of program assessment and feedback is continuous so that there is always growth and improvement occurring, which is the mark of a quality program that wants to always be effectively adapting to the frequent, and sometimes unpredictable, changes within the field of education so that they can ensure they are preparing quality candidates.

Candidates of the Teacher Internship Program take place in early, often, and ongoing field experience throughout their entire program concurrent with their coursework. Candidates may often have multiple placements (a fall and spring placement), ensuring that they are exposed to and gain experience in multiple grade levels and/or content areas that fall within the licensure area(s) candidates are seeking. Timesheet Logs are completed in order for candidates to prove a sufficient amount of experience hours and many performance assessments within their coursework involve putting pedagogy into action within their placements so that theory really becomes practice and more valuable and genuine feedback can be given to candidates by both their mentors and their Faculty Coach. Observations are completed to help give evidence and information towards determining the competency level of candidates and all parties communicate frequently while working with candidates although mentors have no formal role in the evaluation process. UVEI's vision for its candidates' mentors is to provide support and coaching in the field versus being an additional source of evaluation. Current candidates and alumni spoke highly about the experience overall, and the knowledge and skills they gained throughout their year-long placement(s) as part of their program. They felt that it was the most authentic and real-world way to truly implement what they were learning in their coursework and to be able to reflect on and continue growing their practice. The clinical experience portion of the Teacher Internship Program is certainly a highlight.

Overall, although this program has been designed to meet the standards, there are, however, additional collegial suggestions for additions to the program that would help future candidates of this program be more prepared for the expectations of 5-8 Middle Grade Science teachers out in the field. These professional suggestions have been provided at the end of the report for UVEI's consideration. With UVEI's small but strong education faculty and curriculum it appears to be a strong post-baccalaureate licensure program. Therefore, after reviewing all evidence available, the reviewer recommends this program for Full Approval with a rating of Effective (3).

2. Commendations:

Overall, this program is unique and should be commended for its intense connection with students and ensuring a rich program where all students get exactly what they need in order to be successful during their program and after they've been hired in the field. This is done through an extremely experiential, flexible, personalized, and competency-based program.

- ❖ Candidates' entire programs are grounded in experiential learning where students are learning by doing the entire year alongside their coursework. Taking part in a year-long field experience placement (whether that is the same placement all year or multiple placements) really provides candidates the opportunity to have a full and rich experience where theory can be put into authentic practice versus only doing a shorter culminating field experience at the end of the program.

UVEI also provides a program that can be extremely flexible and personalized to meet their candidates' needs and having a unique competency-based program ties into this experience. The flexibility and personalization provided to candidates also allows UVEI to meet their candidates where they are at, just as we try to do in the classroom. It also allows a wider range of candidates to be able to enter into and complete the program, including those already in the field in other capacities wishing to pursue an additional license. The competency-based system also adds to this by allowing faculty to more accurately fill the specific gaps of each candidate to ensure that they are well prepared in all areas for the real world, it also allows them to provide extensive, useful, personalized feedback for continued growth to push candidates to a higher level when candidates are ready as opposed to treating all students the same.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This review team recommends the following to be addressed through the Council for Teacher Education Annual Report during this approval period:

- a. Refine the content proficiency verification process for checking prior coursework in order to show sufficient content knowledge prior to admission so it more adequately ensures proficiency in all Earth Space, Life Science, and Physical Science Ed 612.22 standards.
- b. An increased amount of coursework hours should be required during the content proficiency verification process in each “area” of science (Life Science, Earth Space Science, and Physical Science) covered within the Ed 612.22 standards.

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

All Evidence listed below was obtained through the UVEI Program Review 2022 Google site provided by UVEI or through interviews coordinated by the UVEI Faculty and the NHDOE Review Team.

- Education Courses Syllabi: 200-The Teacher Internship Placement, 210-The Learner & Learning Environments, 215-Content Knowledge & Application, 220 - Planning, Assessment, & Instructional Strategies, 225 - Professional Learning & Collaboration
- Upper Valley Educators Institute Documents
 - UVEI Academic Catalog & Handbook
 - UVEI TIP Curriculum Map
 - UVEI Matrix for Content Proficiency Secondary Sciences - Science for Grades 5-8
 - Descriptions, Templates, Rubrics, and Documents for Various Performance Assessments
 - PEPP Enrollment Data from 2019 through 2022
 - TCAP Data Analysis 2015-2021
 - Praxis II Pass Rates 2013-2021
 - Assessment for Program Improvement
- Interviews
 - Chris Ward, Academic Dean & Sciences Faculty (in person)
 - Candidate & Alumni Panel (via Zoom)
- Completed Self-Assessment Worksheets
 - 610.02 General Teaching
 - 612.23 General Science Teaching
 - 612.25 Sciences for Grades 5-8
- Previous UVEI Site Visit Report from 2015
 - 612.23 General Science Teaching
 - 612.25 Sciences for Grades 5-8

1. Summary of Findings:

UVEI has a unique and comprehensive program to obtain all the necessary knowledge, skills, and dispositions to be recommended for licensure in Elementary Education. Candidates come to UVEI as a post-baccalaureate program and already have a myriad of experiences.

The standards for Elementary Education address many content areas and the UVEI program is designed to address standards through coursework, key assignments, Teaching Standards Review Progress Document/Jump rope, along with a substantive clinical model. Acceptance into the program is dependent on having a minimum of a bachelor's degree with a GPA of >3.0, passing scores for Praxis Basic Academic Skills Assessment, and at least one course in each of the content areas of science, social student, math, and language arts. Through the admissions process UVEI reviews candidate transcripts as it aligns with standards. Candidates who have any unmet content standards must meet with their faculty advisor and devise a plan on how to address the incomplete areas. UVEI offers a menu of options to address unmet standards which includes course work, workshops, or extensive supplemental activities. Coursework is closely aligned with clinical experiences focusing on outcomes embracing their philosophy of "learn through practice".

The licensure pathway for Elementary Education offers courses designed to have a sequential understanding of the professional education standards and Elementary Education standards. Courses are richly intertwined with clinical experiences where candidates directly apply focus assignments into their placements. Placements are varied and require multitude grade levels to be able allow the candidate exposure to a range of grade levels. Throughout the program, candidates meet with a designated faculty to make sure they are on track being able to meet standards.

2. Commendations:

- ❖ UVEI does an outstanding job considering the standards and finding innovate and comprehensive ways for candidates to meet the standards – specifically with their embedded clinical model.
- ❖ They also have a personalized approach with coaching. They make connections and specialize their advising model which has a holistic consistent touch point for candidates.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Teacher Preparation program performing at the **Effective Level** consistently.

5. Evidence Supporting the Rating Includes:

- UVEI Assessment System
- Observation of class/instruction
- Matrix alignment with Elementary Education standards
- Interview with UVEI faculty
- Interview with UVEI support personnel
- Interview with UVEI current students
- Admissions process/transcript review
- Admissions Content Assessment process
- Review of TCAP data

1. Summary of Findings:

The Upper Valley Educators Institute English Language Arts teacher preparation program for grades 5-8 meets all New Hampshire Department of Education standards. Prior to enrollment, candidates must demonstrate completion of 30 credits in English including American, British and young adult literature; reading; writing; language usage; speaking and listening; and media literacy in their undergraduate programs. They must also pass the Praxis Core exam before starting the program. Candidates further demonstrate their content knowledge by passing the Praxis II exam in English Language Arts (ELA) by the end of the program.

The foundation of the program is personalized, and experiential learning supported by faculty coaches. Candidates participate in two semesters of fieldwork experiences that provide them the opportunity to apply their content knowledge. Candidates are assigned to fieldwork experiences at two middle schools. It is within these fieldwork experiences that candidates have the opportunity to demonstrate their knowledge of pedagogy in each of the ELA content standards. A current ELA candidate described the numerous opportunities the fieldwork experiences have provided him to design and implement lessons and assessments in various areas.

Throughout the program, candidates are required to reflect on their practice and articulate the rationale behind the instructional choices they make. Reflection is embedded in various program requirements including Four Progress Review Self-Assessments. Further reflection is embedded in assignments such as Lesson Study Performance Assessment Submission Template and Analysis of Student Work Performance Assessment Submission Template. Throughout the program, candidates are expected to ground their work in research-based best practices.

The ELA licensure program culminates with the completion of the TCAP project which requires candidates to assign a written response to a complex text. TCAP scores are reviewed annually as part of the program's improvement cycle.

2. Commendations:

The program excels at providing a student-centered experience within the robust UVEI Framework for Effective Teaching.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Program/Certification Rating:

Effective-3: Teacher Preparation program performing at the *Effective Level*.

5. Evidence Supporting the Rating Includes:

- Based on a review of the ELA Matrix for Content Proficiency, candidates demonstrate content knowledge through the completion of 30 credits in English Language Arts Content.
- The Zoom meeting with students and alumni who are teaching (3/20/22) showed that candidates felt well prepared by the UVEI program. Based on a review of various documents available on the UVEI Google Site, students have multiple opportunities to observe, design, and implement instruction.
 - Engaging Students in Differentiated Learning & Demonstrating Subject-Specific Pedagogy
 - 220 Planning, Assessment & Instructional Strategies
 - TIP Curriculum Map 2021-2022
 - TCAP Subject Guidebooks
 - TCAP analysis 2015-2021 (Raw Data tab)

- An interview with English Language Arts content expert and Director of Teacher Education Programs, Kristen Downey (3/20/22) revealed that application of knowledge of pedagogy in the areas of language usage, reading, writing, literature, speaking and listening, and media literacy are embedded throughout the program informally through the fieldwork experiences and that any gaps are discussed in the regular, individual conferences with the faculty coach.
- Candidates routinely practice being reflective practitioners as observed in the ELA Social Studies Seminar class (3/21/22). Examples from the UVEI Google Site include:
 - Analysis of Student Work Performance Assessment Submission Template
 - Lesson Study Performance Assessment Submission Template

1. Summary of Findings:

The Upper Valley Educators Institute English Language Arts teacher preparation program for grades 5-12 meets all New Hampshire Department of Education standards. Prior to enrollment, candidates must demonstrate completion of 30 credits in English including American, British and young adult literature; reading; writing; language usage; speaking and listening; and media literacy in their undergraduate programs. They must also pass the Praxis Core exam before starting the program. Candidates further demonstrate their content knowledge by passing the Praxis II exam in English Language Arts (ELA) by the end of the program and completing Matrix for Content Proficiency ELA.

The foundation of the program is personalized, and experiential learning supported by faculty coaches. Candidates participate in two semesters of fieldwork experiences that provide them the opportunity to apply their content knowledge. Candidates are assigned to fieldwork experiences at both the middle and high school levels. It is within these fieldwork experiences that candidates have the opportunity to demonstrate their knowledge of pedagogy in each of the ELA content standards. A current ELA candidate described the numerous opportunities the fieldwork experiences have provided him to design and implement lessons and assessments in various areas.

Throughout the program, candidates are required to reflect on their practice and articulate the rationale behind the instructional choices they make. Reflection is embedded in various program requirements including Four Progress Review Self-Assessments. Further reflection is embedded in assignments such as Lesson Study Performance Assessment Submission Template and Analysis of Student Work Performance Assessment Submission Template. Throughout the program, candidates are expected to ground their work in research-based best practices.

The ELA licensure program culminates with the completion of the TCAP project which requires candidates to assign a written response to a complex text. TCAP scores are reviewed annually as part of the program's improvement cycle.

2. Commendations:

- ❖ The program excels at providing a student-centered experience within the robust UVEI Framework for Effective Teaching.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Program/Certification Rating:

Effective-3: Teacher Preparation program performing at the *Effective Level*.

5. Evidence Supporting the Rating Includes:

- Based on a review of the ELA Matrix for Content Proficiency, candidates demonstrate content knowledge through the completion of 30 credits in English Language Arts Content.
- The Zoom meeting with students and alumni who are teaching (3/20/22) showed that candidates felt well prepared by the UVEI program. Based on a review of various documents available on the UVEI Google Site, students have multiple opportunities to observe, design, and implement instruction.
 - Engaging Students in Differentiated Learning & Demonstrating Subject-Specific Pedagogy
 - 220 Planning, Assessment & Instructional Strategies
 - TIP Curriculum Map 2021-2022
 - TCAP Subject Guidebooks
 - TCAP analysis 2015-2021 (Raw Data tab)
- An interview with English Language Arts content expert and Director of Teacher Education Programs, Kristen Downey (3/20/22) revealed that application of knowledge of pedagogy in the areas of language usage, reading, writing, literature, speaking and listening, and media literacy are embedded throughout the program informally through the fieldwork experiences and that any gaps are discussed in the regular, individual conferences with the faculty coach.
- Candidates routinely practice being reflective practitioners as observed in the ELA Social Studies Seminar class (3/21/22). Examples from the UVEI Google Site include:
 - Analysis of Student Work Performance Assessment Submission Template
 - Lesson Study Performance Assessment Submission Template

1. Summary of Findings:

The Upper Valley Educators Institute (UVEI), located in Lebanon, NH offers a fully competency-based internship post-baccalaureate program allowing for a more flexible and non-traditional pathway for teacher-licensure in New Hampshire. The Middle Level Mathematics (Upper Elementary – Algebra I/Integrated 1) program at the Upper Valley Educators Institute adequately addresses the rules found in ED 612.17 (507.25&507.26), creating an adequate licensure program for those wishing to teach mathematics at the Middle Level. Evidence is seen throughout the coursework, the seminars, and the competency-based internship culminating in completion of the NH TCAP. Teacher mentors and a faculty coach provide continuous feedback and support as the candidate progresses through their learning and the program. This, along with the assessment of competencies, with an emphasis on reflective practice throughout the program helps to ensure that the candidate is ready for licensure and the classroom.

Candidate Assessment System:

The UVEI Middle Level Mathematics (Upper Elementary – Algebra I/Integrated 1) certification program is thoughtfully designed to support candidates with sufficient mathematics content knowledge. The candidate assessment system for entry into the program requires successful completion of a bachelor's program w/ transcript review with a minimum of 30 hours in content area coursework, GPA of 3.0 or better, and a passing score on Praxis Core.

Throughout the program, the candidate assessment system uses multiple measures in assessing candidates progress in meeting the general teaching and content area beginning teacher competencies through the conclusion of their one-year internship, passage of the Praxis II in content area, and completion of the NHTCAP. Coaching, seminars, and field experiences provide candidates with numerous opportunities to demonstrate their gaining proficiency of the professional educational requirements of Ed 610 and Ed 612.17 which address Ed 507.25 (Mathematics Teacher: General requirements) and Ed 507.26 (Mathematics Teacher: Middle Level).

Program Assessment System:

UVEI has created and implemented systems of assessment to ensure success of the Middle Level Mathematics Educator Preparation program in graduating candidates who will be prepared in content knowledge and pedagogy.

For the candidate:

The UVEI Assessment System includes both analytical and holistic determinations of competency, which includes, but is not limited to:

- Transcript reviews
- Teaching and Content area standards progress review with meeting competencies for licensure
- Praxis II – content area
- Candidate Self-Assessment review and final review of by content area expert
- NH TCAP

For the program:

UVEI has developed a continuous system of program review, which includes, but not limited to:

- Faculty review of candidate performance ---system in place with calibration protocols for review of student work; includes anchor papers
- System in place for looking at and reviewing program and candidate data
- Feedback from current candidates and alumni
- Faculty meets weekly as a group look at candidate work, progress, and what needed for supports and learning – use of candidate assessments in reviewing program
- Past program reviews

Clinical Partnerships and Practice:

The UVEI program is a competency based clinical assessment model that allows for an ongoing reflective practice for teacher candidates. The yearlong supervised internship, often completed in two settings of one semester each, ensures that candidates have multiple opportunities to develop content and pedagogical knowledge and skills as they experience the classroom environment. Candidates must meet competencies in Feedback, from mentor teacher(s) and a faculty coach is provided, and reflective practices developed throughout. The faculty coaches work on a coaching model of providing support along with constructive feedback rather than having a purely evaluative role.

Mentor teachers, several who are program alumni, are provided guidance as mentors. Good matches are looked at also between candidates and mentor teachers. Weekly journals from candidates provide a window to UVEI coaches in assessing the need for additional supports or interventions.

Candidates, coaches, and mentors meet together at designated times to assess candidate's progress. Candidates also meet regularly with their faculty coaches. At the end of each semester, the candidate completes a self-assessment on the standards showing their progress in meeting these. The faculty coach reviews this along with along with evidence, including assessments, work, in order to show that competencies have been met, and sufficient academic progress made in order to move forward in the program. Should deficiencies and/or areas of insufficient progress be determined, there is a tiered system of support that is then put into place. In the content area standards, a content area expert also reviews the candidate's self-assessments to ensure that these are met appropriately.

2. Commendations:

Having a full competency-based program, which is flexible and personalized, and includes a yearlong internship with supporting seminars, is to be commended. This supports an alternative pathway to licensure for those entering the field from other careers and/or expanding their education careers.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Program/Certification Rating:

Effective-3: Teacher Preparation program performing at the *Effective Level*.

5. Evidence Supporting the Rating Includes:

All Evidence listed below was obtained through the UVEI Program Review 2022 Google site provided by UVEI or through questions responded to and interviews coordinated by the UVEI Faculty and the NHDOE Review Team.

- Education Course descriptions and outlines which include:
 - 200-The Teacher Internship Placement,
 - 210-The Learner & Learning Environments,
 - 215-Content Knowledge & Application,
 - 220 - Planning, Assessment, & Instructional Strategies,
 - 225 - Professional Learning & Collaboration
 - 230 and 235 – Introductory Level Effective Teaching
- Upper Valley Educators Institute Documents
 - UVEI Academic Catalog & Handbook with description program and of courses/seminars
 - UVEI Matrix for Content Proficiency General/Middle Level Mathematics
- Descriptions, Templates, and Documents for Various Assessments
 - TCAP and Praxis II data
- Presentations and questions responded to by – Chris Ward and Page Thompkins: overview of program, walk through of Jump Rope, and questions responded to during cycle of review.
- Interviews
 - Adam Norwood, World Languages/Mathematics (in person)
 - Candidate & Alumni Panel (via Zoom)
- Completed Self-Assessment Worksheets
 - Ed 609.01-505.02 General Education Requirements
 - Ed 612.17/507.25c and 507.26c Mathematics --- Middle Level
- Previous UVEI Site Visit Report from 2015
 - Focused on Middle- and Upper-Level Mathematics report sections

1. Summary of Findings:

The Upper Valley Educators Institute (UVEI), located in Lebanon, NH offers a fully competency-based internship post-baccalaureate program allowing for a more flexible and non-traditional pathway for teacher-licensure in New Hampshire. The Upper-Level Mathematics (Algebra 1 through Discrete Math and Calculus) program at the Upper Valley Educators Institute adequately addresses the rules found in ED 612.18/507.27, creating an adequate licensure program for those wishing to teach mathematics at the Upper Level. Evidence is seen throughout the coursework, the seminars, and the competency-based internship culminating in completion of the NH TCAP. Teacher mentors and a faculty coach provide continuous feedback and support as the candidate progresses through their learning and the program. This, along with the assessment of competencies, with an emphasis on reflective practice throughout the program helps to ensure that the candidate is ready for licensure and the classroom. The UVEI Assessment System includes both analytical and holistic determinations of competency, which includes, but is not limited to:

- Transcript reviews
- Teaching and Content area standards progress review with meeting competencies for licensure
- Praxis II – content area
- Candidate Self-Assessment review and final review of by content area expert
- NH TCAP

UVEI has developed a continuous system of program review which includes, but not limited to:

- Faculty review of candidate performance ---system in place with calibration protocols for review of student work; includes anchor papers
- System in place for looking at and reviewing program and candidate data
- Feedback from current candidates and alumni
- Faculty meets weekly as a group to look at candidate work, progress, and what is needed for support and learning.

The UVEI Upper-Level Mathematics (Algebra 1 through Discrete Math and Calculus) certification program is thoughtfully designed to support candidates with sufficient mathematics content knowledge. The candidate assessment system uses multiple measures in assessing beginning teacher competencies commencing with an application for acceptance into the program through completion of the culminating experience, NH TCAP. The candidate assessment system for entry into the program requires successful completion of a bachelor's program with transcript review with a minimum of 30 hours in content area coursework, GPA of 3.0 or better, and passing score on Praxis I.

The candidate assessment system uses multiple measures in assessing beginning teacher competencies commencing with the UVEI Matrix for Content Proficiency, which is designed to determine the content knowledge candidates have met through prior course work, through the conclusion of their one-year internship, passage of the Praxis II in content area, and completion of the NH TCAP. Coaching, seminars, and field experiences provide candidates with numerous opportunities to demonstrate their gaining proficiency of the professional educational requirements of Ed 610 and Ed 612.18.

2. Commendations:

Having a full competency-based program, which includes a yearlong internship with supporting seminars, is to be commended. This supports an alternative pathway to licensure for those entering the field from other careers and/or expanding their education careers.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Program/Certification Rating

Effective-3: Teacher Preparation program performing at the *Effective Level*.

5. Evidence Supporting the Rating Includes:

All Evidence listed below was obtained through the UVEI Program Review 2022 Google site provided by UVEI or through questions responded to and interviews coordinated by the UVEI Faculty and the NHDOE Review Team.

- Education Courses Syllabi: 200-The Teacher Internship Placement, 210-The Learner & Learning Environments, 215-Content Knowledge & Application, 220 - Planning, Assessment, & Instructional Strategies, 225 - Professional Learning & Collaboration
- Upper Valley Educators Institute Documents
 - UVEI Academic Catalog & Handbook with description program and of courses/seminars
 - UVEI Matrix for Content Proficiency Upper-Level Mathematics
 - Descriptions, Templates, and Documents for Various Assessments
 - NH TCAP and Praxis II data
- Presentations and questions responded to by – Chris Ward and Page Thompkins: overview of program, walk through of JumpRope©, and questions responded to during cycle of review.
- Interviews
 - Adam Norwood, World Languages/Mathematics (in person)
 - Candidate & Alumni Panel (via Zoom)
- Completed Self-Assessment Worksheets
 - Ed 612.18/507.27c Mathematics --- Upper Level
- Previous UVEI Site Visit Report from 2015
 - Focused on Middle- and Upper-Level Mathematics report sections

1. Summary of Findings:

The Upper Valley Educators Institute (UVEI) program places an emphasis on clinical experience as it puts pedagogy into practice and aims to prepare individuals to enter into the field of education and/or allow current educators to further their knowledge and skillset in the area of leadership. Candidates are admitted to the program upon transcript review and completion of 30 credit hours in the area of social studies. UVEI candidates begin the program immersed in a year-long internship alongside seminar work that supplement what is being learned in the classroom. Successful completion of the program and eligibility for licensure is based on meeting the standards, NH TCAP, and passing the Praxis II. The program at UVEI is highly regarded by alumni and experiences a high rate of completion.

Candidate progress is performance-based and tracked based on competencies that are addressed through assessments and reviewed by the candidate's coach, an individual who typically is assigned based on their expertise in the subject area of interest. Coaches for teacher certification are typically overseeing four candidates. This process allows students to receive quick, thorough, targeted feedback, which aims at promoting candidate growth using the following criteria: Insufficient evidence (E), Beginning (B), Developing (V), Demonstrating (D), Applying (A), and Integrating (I). Meeting the standards is determined using a holistic approach. This grading design is flexible, allowing students to take more time if needed to meet standards.

In addition to monitoring student assignments from all seminar coursework, coaches serve as intermediaries who collect anecdotal evidence from the teacher mentors. This data is collected during a variety of meetings including triad meetings between the coach, teacher mentor, and candidate that occur at least four times per year. Furthermore, informal meetings occur between the candidate and coach (weekly, every other week, or monthly, depending upon the needs of the candidate) to discuss the candidate's progress and any existing issues.

For individuals involved in the Social Studies 5-8 Ed 612.29/507.56c, their experiences are personalized during the seminar work and through exchanges with their coach and most importantly through fieldwork. Seminar work (e.g., 215 Inquiry into Content Knowledge & Application and 220 Planning, Assessment & Instructional Strategies) requires participants to dig deeper as they apply their content knowledge in practicing pedagogical skills.

In terms of meeting the standards for licensure, UVEI candidates are expected to enter the program with content knowledge coursework previously met (standards 1-3). If a candidate has existing holes in their coursework, they are guided in finding any necessary courses with an institution other than UVEI to ensure a solid base of social studies content knowledge. The UVEI program focuses more on providing candidates opportunities to demonstrate their pedagogical knowledge (standard 5) through seminar assignments and intensive fieldwork. These assessments include 'Lesson Study,' 'Understanding by Design,' and 'Observation of Instruction,' which provide evidence of pedagogical knowledge. Seminar work encompasses 16 artifacts that include exploration of essential questions, close-reading, and exposure to the C3 Framework. A number of these assignments are repeated, to hopefully show student progress gaining and applying pedagogy.

Candidate Assessment Notes:

The Upper Valley Educators Institute is committed to receiving feedback at the micro and macro levels. During an observation of a seminar session, it was observed that candidates closed out the sessions with 'deltas and pluses' to provide seminar instructors with immediate knowledge of candidate needs for the next seminar. Individuals in the program are up to date with current social studies content and issues in education such as knowledge about the C3 Standards and the current divisive concepts legislation.

Program Assessment Notes:

Clinical experience is four days per week over the two semesters. Candidates involved in the UVEI program experience an intensive year-long internship, typically in two settings to provide experience in different grade-level experiences and different school settings. In particular, candidates for social studies 5-12 licensing are encouraged to explore fieldwork at both the middle and high school levels.

UVEI works to appropriately match a candidate with a mentor in a school setting. There is a procedure if the match fails. Furthermore, candidates engage in cross-district case partners who compare and contrast their clinical experiences. This provides an opportunity to gain knowledge about different school settings (size, location, etc.). Candidates also experience at least one site visit to observe a school setting outside of their internship. Teacher mentors are utilized to guide students and are not viewed as assessors, allowing for a greater level of collaboration. Mentors are in constant contact with coaches to monitor candidate progress.

2. Commendations:

Candidates are immersed in the classroom as their primary mode of learning and gain knowledge through hands-on learning. This is essential to establish knowledge of classroom management, pedagogy, content knowledge, and the daily demands of the classroom.

The use of competencies monitored by a coach allows candidates the opportunity to work towards meeting standards with specific feedback and a flexible timeline. Scoring is completed by coaches who have in-depth personal knowledge of candidates and frequently calibration protocols and anchor papers to ensure interrater reliability.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

- Interviews: Chris Ward, Page Tompkins, and Kristen Downey
- Observations: Seminar for Elementary Social Studies (Zoom) and Seminar for Secondary Social Studies (Zoom)
- Focus Group: Alumni and Candidate Panel (Zoom)
- Documents: UVEI Program Overview, UVEI Academic Catalog & Candidate Handbook, Previous UVEI Site Report 2015 - Ed 612.29 Social Studies Education (5-8)
- Assessments: 612.29 Social Studies 5-8 Self-Assessment 2022, NH TCAP, UVEI Self-Assessment, Transcript Review/Social Studies Matrix for Content Proficiency, Understanding by Design Performance Assessment, Teaching Standards Progress Review Reflection, Observation of Instruction, Lesson Study Performance Assessment

1. Summary of Findings:

This Secondary Grades 5-12 Social Studies Professional Educator Preparation Program at Upper Valley Educators Institute is a competency-based, post-baccalaureate program primarily based on experiential learning which provides a flexible pathway to licensure. Through analyzing the various forms of evidence provided by UVEI, sufficient evidence was found to validate that all of the general education standards required by Ed 610.02 and the social studies standards required by ED 612.28 have been sufficiently addressed within the courses, fieldwork, and other requirements of the program.

The Secondary Grades 5-12 Social Studies specific standards, required by Ed 612.28, are checked for proficiency during the admissions process. UVEI cadre informally evaluates the candidate's prior college coursework in the various specialties within the Social Studies certification to identify any content gaps. Upon admission, UVEI requires 30 credit hours of social studies courses from previous coursework. UVEI provided detailed processes for identifying minor gaps that can be filled through UVEI's Content Knowledge and Application Course where "candidates investigate the content standards of their discipline, study the content knowledge in their discipline that is a foundation for their teaching." In cases where major gaps exist, teacher candidates will seek coursework from a regionally accredited college or university to supplement their content knowledge. In cases where coursework is deficient for certification, UVEI will ask a candidate to defer their admission until the coursework meets standards. UVEI also requires social studies candidates to pass the Social Studies 5-12 PRAXIS test before graduating, preferable after the 1st semester of coursework. While the state requires this test for licensure, UVEI also utilizes it to ensure content knowledge before recommending the

Candidate Assessment Notes:

UVEI assigns each candidate to a Faculty Coach who maintains the responsibility for assessing the candidate throughout the entirety of their time in the program. This is somewhat unique to UVEI's holistic evaluation approach in that each course's facilitator does not maintain the responsibility of evaluating a candidate's progress. This allows for a level of familiarity that appears to improve the flow of feedback between the candidate and the Faculty Coach. UVEI's evaluation system eschews a traditional alphanumeric system in favor of a scale that aligns with a scale often seen in teacher evaluation systems. These levels are: Insufficient Evidence (E), Beginning (B), Developing (V), Demonstrating (D), Applying (A), Integrating (I). UVEI utilizes a program called, "Jump Rope®" to track the candidate's performance in the required licensure areas. Students do not have continual access to this platform, but their faculty coach will review them with a candidate at set times. Candidates also self-assess as part of each course, as well as receive ratings from their faculty coach. Social Studies candidates must also pass the Praxis II test, a step that UVEI requires for completion of the course, but one they recommend be completed before the halfway point. The final assessment used by UVEI in whether to recommend a candidate for licensure rests on the results of the TCAP. UVEI places emphasis on a holistic assessment of a candidate's performance over time. As a result, Faculty Coaches apply more weight to the most recent evaluations as they are more representative of a candidate's progress throughout the program.

Program Assessment System Notes:

Candidates must perform, at the very least, at the "Demonstrating" level of competency by the end of the year. Jump Rope remains the main platform for tracking progress. There are different strands within each Standard, each assessed using a formative assessment. Once each strand has several assessments throughout the program, candidates receive a holistic rating on each Standard. This measurement includes quantitative measures (different strands) and qualitative measures (final rating). Social Studies candidates are normally assigned to a Faculty Coach with extensive experience as a secondary social studies educator. From here, two additional faculty members form a group to assess the first few assessments to establish as a calibrated baseline for ratings across the program. There are several meetings a week, conducted remotely, where candidates meet to roundtable specific elements of the licensure program as evidenced in their fieldwork. These formal feedback sessions also occur over the summer where students continually evaluate feedback from faculty, outside test results such as TCAP or Praxis II, and have the opportunity to provide feedback to their faculty coach.

This review also occurred within important shifts within legal processes related to the teaching of divisive concepts in the state. UVEI formally addressed the new law via their seminars with candidates. Teacher candidates provided evidence of this via a weekly seminar conducted via Zoom. The candidates displayed exceptional familiarity with the law and acknowledged that they've included these processes in their clinical practices.

Clinical Practice Notes:

Social studies candidates are placed, when possible, in different settings for each of their semesters. For candidates in the Social Studies 5-12 program, this includes a semester teaching at the Middle School level and another at the High School level. This purposeful design helps candidates prepare for teaching roles in both settings. They are assigned mentors at their schools who informally monitor the candidate in the classroom but are not responsible for formal evaluation of the candidate's performance. At the end of the semester, the student completes a self-assessment and, along with notes from the Mentor Teacher, meets with their Faculty Coach to review their progress. If there is a deficiency, UVEI provides a structured, tiered support system to candidates who do not yet show sufficient progress in showing proficiency in each standard. It is important to note that the Mentor Teacher plays a role as a mentor and not as a formal observer. This also mirrors the mentor/mentee structures found in most secondary schools within New Hampshire.

UVEI's program is an effective means to ensure teacher candidates are prepared for entry into the profession. There are several suggestions to help UVEI improve its processes for future Social Studies 5-12 cohorts. These appear at the end of this report for UVEI's evaluation. UVEI has a concise and organized curriculum in preparing new Social Studies educators. Therefore, after reviewing all evidence available, the reviewer recommends this program for full approval with a rating of Effective (3).

2. Commendations:

This program's intense focus on clinical performance is worthy of commendation. This learning is flexible and highly personalized. The purposeful placement of social studies candidates in both middle and high school settings ensures that candidates are well-prepared for all grades within the certification field.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

All Evidence listed below was obtained through the UVEI Program Review 2022 Google site provided by UVEI or through interviews coordinated by the UVEI Faculty and the NHDOE Review Team.

- Education Courses Syllabi: 200-The Teacher Internship Placement, 210-The Learner & Learning Environments, 215-Content Knowledge & Application, 220 - Planning, Assessment, & Instructional Strategies, 225 - Professional Learning & Collaboration
- Upper Valley Educators Institute Documents
 - UVEI Academic Catalog & Handbook
 - UVEI Curriculum Map
 - Descriptions, Templates, and Documents for Various Assessments
- Interviews
 - Chris Ward, Academic Dean & Page Thompson, President (in person)
 - ELA and Social Studies Candidate Seminar (via Zoom)
- Completed Self-Assessment Worksheets
 - 612.28 Social Studies 5-12
- Previous UVEI Site Visit Report from 2015
 - 612.28 Social Studies 5-12

1. Summary of Findings:

The Upper Valley Educator Institute offers a one year fully competency based and assessed immersive teacher education licensure program for individuals looking to become K-12 certified visual arts teachers. With clear competency standards and learning outcomes, students dive into a clinical experience from the beginning, engage in cycles of inquiry, develop units and lessons of study with assessments, have personal performance assessments, engage in self-evaluations in addition to evaluations of progress by their coaches and mentors. Faculty coaches consistently monitor student progress and utilize a “feedback loop” model to ensure clarity and encourages reflection, while instructing research-based content in seminars to deepen understanding with discussion.

Candidates interested in this pathway must have achieved a bachelor’s level art degree from an accredited college or university with at least 30 credits in a focused visual arts program. With application materials, candidates must provide documentation of having passed the Praxis Core and maintained at minimum of a 3.0 GPA or higher at their previous accredited institution. In addition to all application materials, visual art candidates must submit a portfolio of artwork and artist statement.

With UVEI’s program focus on developing great educators and leaders, candidates must bring an extensive background of visual arts knowledge and experience. Notes provided in the previous 2015 report expressed concerns regarding the need for candidates to submit a personal portfolio of artwork and have a competency-based analysis to assess the artistic strength of candidates. Furthermore, it was mentioned that a stronger review process may support the discovery of candidate’s strengths and weaknesses, which could better determine their coach and mentor placement, providing the opportunity to work with their coach and/or mentor to grown in any areas that could be lacking. UVEI does require candidates to submit a personal portfolio of work and has developed a Content Proficiency Visual Art Matrix to assess visual literacy, history, culture, and aesthetic content for the candidate to complete during their first semester to document strengths and potential gaps. Levels are development are clearly defined (insufficient evidence, beginning, developing, demonstrating, applying, and integrating), and candidates offer information regarding course information, credits, credit hours, discussion of the learning experience, grade when applicable, year, evidence of learning for 6 areas under the topic of visual literacy, with the addition of five areas under history, culture, and aesthetic content.

Candidates selected for UVEI’s teacher licensure pathway in the visual arts have an intensive year of coursework and immersion. From the beginning students are paired with a UVEI faculty coach and a mentor teacher. Students engage in a series of courses while working physically in the classroom during their first and second semester, with quarterly meetings of the student, mentor, and coach to discuss progress, and have two official observations by their coach. Student competency progress is continuously monitored via JumpRope©. Students who are falling short in some competency areas will work with their coach to create a plan for improvement and growth to achieve competency. This visual art pathway to K-12 licensure culminates with NH TCAP. For students in this program that wish to go further, UVEI presents further coursework with advanced knowledge and research design level work featured in additional classes that may take 1.5 to 2 additional years to complete, allowing students to achieve a Master of Education if they desire.

2. Commendations:

- ❖ UVEI mission states that they aspire to, “prepare, inspire, and support educators to improve the quality of education for learners in their classrooms, schools and communities.” Through their use of coaching methods, monitoring of student growth via competencies, cycles of inquiry, and immersion into the classroom from the start pushes teacher candidates towards excellence. In conversation with Emily Gridwood and Chris Ward mentioned an appreciation of working with teacher candidates, enjoying their enthusiasm and that it pushes their own practice as current teachers to be even better educators.
- ❖ UVEI’s support of their students along their pathway has a constant feedback loop between the student, coach, and mentor teacher allows for acknowledgements of strong work, areas to improve/grow and self-reflection.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

Evidence reviewed supporting this program's rating included:

- UVEI Academic Catalog
- UVEI Program Description Narratives
- UVEI Visual Arts Self-Assessment
- UVEI Teaching Standards of Competency & Advanced Teaching Standards of Competency lists
- UVEI 200 The Teacher Internship Placement
- UVEI Teacher Program Curriculum
- UVEI 215 Content Knowledge & Application
- UVEI 220 Planning, Assessment & Instructional Strategies
- UVEI TIP Progress Review Reflection
- UVEI Observation of Instruction
- UVEI Key Assessment Data & Analysis
- Discussion with Emily Girdwood (Visual Art Teacher) and Chris Ward
- UVEI Matrix Content Proficiency in Visual Art
- UVEI TCAP Brief Overview
- UVEI NH TCAP 2015-16 Visual Art Guidelines

World Languages Teacher ED 507.38/612.14
French, German, a/o Spanish
Recommendation for Program Approval: Full Approval
Reviewer Name(s): Cindi Hodgdon

1. Summary of Findings:

UVEI Candidates come into the program with 30+ credit hours in world languages. They are assessed on their competencies based on the state WL standards. Additionally, they have to pass the Praxis 2. A clinical practice model is in place to ensure candidates have ample opportunities to hone their craft in the classroom. A systematic process including mentorship and coaching is in place for assessing candidate outcomes.

The World Language (WL) program at UVEI is small. There have only been two candidates to go through the program and none in the current cohort. Additionally, the coach in charge of WL is new to the position and has not undergone the process with a WL candidate yet. There was also no opportunity to converse with a previous WL candidate. With this in mind, the evaluation below is based more on general impressions and looking at all WL documents on hand.

Finally, the basic underpinnings for supporting candidates in their quest to become certified are the same in theory across the board. World Language requirements at UVEI are directly copied from the state standards. At UVEI, candidates truly learn the logistics of being in a classroom. WL acquisition is practically an afterthought.

2. Commendations:

- ❖ Personalized, ongoing one on one coaching and feedback
- ❖ Overlap in certification (licensure) program and master's program

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

a. Beginning with the admitted cohort of 2022–2023, UVEI will require that all World Language candidates (French, German, and Spanish) have completed or have a plan to complete the immersion requirement, as outlined in ED 507.38(b)(2). Specifically, require study abroad or an immersion program in a country where the target language is used as part of the program completion. All NH licensure Pathways require the study abroad or intensive experience. Taking courses at a US university does not necessarily mean students can navigate meaning in an immersive setting. Immersion experiences also prepare candidates for knowledge of cultural products, perspectives, and practices in the target language.

[...] (2) Except as provided for ASL, an intensive experience at the advanced level in the target language, such as, but not limited to:

a. A term of residence in the country/community of the target language;

b. A service-learning experience requiring the use of the target language; or

c. A term of residence in a certified total immersion program in the target language; and [...] [507.38(b)(2)]

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

UVEI's rating based on the following:

Program alignment to state WL standards

One-on-One mentorships and coaching

Seminars at UVEI which focus on pedagogy, current topics, and collaboration among others

5. Evidence Supporting the Rating Includes:

- UVEI Assessment System
- WL Matrix for Content Proficiency
- Observation of Instruction
- State WL Standards
- Interview with UVEI faculty
- Admissions Content Assessment process
- List of Learning Activities for WL candidates based on Gilsan and Donato 2017 textbook.
- TCAP portfolio from former WL candidate

1. Summary of Findings:

The UVEI Reading Teacher Certification program is relatively new, with much of its curriculum development taking place last year, according to my interview with Kristen Liu. Candidates for this licensure spend considerable time in the actual classroom setting in area schools and learn by observing and practicing under the supervision of a cooperating teacher and a UVEI mentor. It is generally a competency-based program that relies heavily on developing and evaluating its candidates within the clinical setting. The academic content is covered in the seminars/modules. Candidates must meet standards consistent with those of the International Literacy Association. Program requirements include candidates be at the "Developing level" or higher to earn credit for the fall; and they must be at the "Competent level" or higher to earn credit in the spring.

As part of the clinical experience, candidates in their practicums must engage collaboratively with veteran teachers to develop, reflect upon, and study their own teaching practices as well as study the teaching practices of others. They are required to work closely with mentors and special education teachers to learn assessment practices that inform instruction and/or intervention. They are required to develop an understanding of curriculum and examine ways to integrate reading and writing across the curriculum in a way that focuses on consistent reading strategies for students. Curriculum study includes the Common Core State Standards. Candidates are required to demonstrate community engagement by running parent-teacher conferences and/or IEP meetings or by participating in such meetings. They must also conduct a case study of one of their students, which is an important program requirement.

This reviewer found through the program materials that many important literacy topics are included in the various modules. There seems to be a reliance on certain authors whose names and materials surface frequently. Some of the experiences, assignments, or reflections intended to generate evidence of a candidate's mastery of the academic material were less clearly described or hard to locate, making the review process somewhat cumbersome. The academic component of the program offered several readings on the assigned topics. It appeared that reflections on the readings were assigned in many instances. It was not clear whether candidates routinely generated their own formal written compositions synthesizing the scholarly research literature and noting its implications for practice. The aspect of the program that was more clearly described was the clinical, hands-on experience, which inherently gives candidates an inside look at the daily work of a Reading and Writing Teacher and opportunities to develop and apply the necessary practical knowledge and skills under supervision.

2. Commendations:

- ❖ Topics that are well-developed are assessment, diversity, and child and adolescent development.
- ❖ Given that this program is reportedly new, it appears to have a good foundation so far.
- ❖ The clinical setting and case study components are important parts of the candidates' preparation.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

- a. With regard to student privacy, provide candidates with learning opportunities that enable them to understand what is and is not allowed under FERPA. [(b)(5)(a)(3)]
- b. Explicitly and specifically describe how candidates will demonstrate their ability to identify, explain, compare, and contrast the theories and research. [(b)(1)(e)(1)]
- c. Add more resources on stages of spelling development. [(b)(1)(g)(3)]
- d. Add resources pertaining to encoding (manuscript, cursive, and technology) and denote explicit details on how knowledge of teaching these will be demonstrated. [(b)(1)(g)(6)]
- e. Describe more explicitly the ways in which candidates engage students in reading for personal, academic, and professional reasons, and in writing to communicate content, including feelings, ideas, and knowledge, for a purpose to an audience. [(b)(2)(c)(3)]
- f. Describe more explicitly the ways that candidates' teaching of text and sentence organization, word choice, and voice will be assessed for effectiveness in addressing these needs. [(b)(2)(c)(6)]

Other notes:

- aa. Explicitly describe the Deeper Learning Units. Only through conversation with Kristen Liu did the reviewer learn more about how some standards are being addressed through those units.
- bb. Explicitly describe the content of the Vermont Writing Collaborative, since it appears to be a core resource. Annotated bibliographies would help show how all the readings and resources relate to the standards.
- cc. Consider organizing the content of the program in two ways: (1) use a linear framework that follows the sequence of the standards; this will help to ensure that reviewers do not miss details or evidence that you want us to see; and (2) use a separate framework, but with the same information, that shows the scope and sequence of the program and how the candidates will progress through it from beginning to end.

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

Effective-3: Teacher Preparation program performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

- 612.02 Reading & Writing Teacher Self-Assessment 2022 - Google Docs
- *240a Introduction to Advanced Literacy Instruction and Assessment*
- *240b Inquiry into Advanced Literacy Instruction and Assessment*
- UVEI Program Review 2022 - Literacy Program Curriculum (google.com)
- Interview with Kristen Liu, Program Coordinator, for elaboration on how standards are addressed when not clear from the UVEI resources.

1. Summary of Findings:

In order to apply to the Reading Specialist program at UVEI, the applicant must first have three years of classroom teaching experience, as well as a master's with a literacy focus (or concurrently be enrolled in the UVEI Master's program). Once accepted, the candidate must first complete the first year of coursework to become a Reading and Writing Teacher, and then complete an additional year to become a Reading Writing Specialist. The first year focuses on NHDOE ED 614.02 Reading and Writing Specialists standards 1-5 & 10, whereas the second year focuses on standards 4&5, as well as 6-10.

Literacy Standard 4: Modeling Advanced Literacy Assessment Practices.

Literacy Standard 5: Demonstrating Literacy Intervention Approaches.

Literacy Standard 6: Facilitating collective teacher learning in literacy instruction.

Literacy Standard 7: Facilitating individual teacher learning in literacy instruction.

Literacy Standard 8: Leading data-based improvement in literacy.

Literacy Standard 9: Supporting systems level literacy instructional program coherence.

Literacy Standard 10: Engaging in professional learning & collaboration

The coursework for the second year is as follows:

(204) Clinical Placement in Literacy Instruction

At the core of the experiential learning approach at UVEI is engaging candidates in research, informed reflective inquiry, deliberate practice, and is aided by program structures such as one-on-one coaching, inquiry cycles, and progress reviews. Staying abreast of knowledge of current issues, practices, and policies related to the diagnosis, assessment, and instruction of reading and writing and analysis of student work is innate in this course.

(204a) Introduction to Advanced Literacy Instruction and Assessment

The core of this class is examining the research foundations of literacy, including child and adolescent development, cognitive foundations of reading, the role of culture in literacy teaching and learning, and linguistic foundations of literacy. These concepts are examined in the context of reviewing the history of reading and literacy research. Addressing individual student needs, such as utilizing appropriate strategies for developing their reading and writing skills, is woven throughout.

(240b) Inquiry into Advanced Literacy Instruction and Assessment

Inquiry in this course focuses upon how people learn and their background knowledge, vocabulary, comprehension strategies, meaning and motivation. The major components of reading and writing instruction are embedded, as well as word study. (Candidates demonstrate knowledge of the development of spelling, its instruction, and its relationship to word meaning, recognize and identify stages of student progress in spelling through an inquiry into structured word study and spelling.)

2. Commendations

As a whole, UVEI should be commended for having a holistic view of post-baccalaureate education, while simultaneously being analytical in nature. The UVEI Assessment Model is based on the competency-based model, as opposed to the typical model of letter grades. They literally practice what they preach! The clinical experience is a core piece to this program, so the implication of skills in context is showcased within this approach. UVEI faculty also provide feedback based on the model via a six-point rubric which is tied to The New Hampshire Task Force on Effective Teaching.

Furthermore, candidates' progress is tracked on a digital platform entitled JumpRope©, which offers opportunities to do self-reflection, receive ongoing feedback based on the competencies of The New Hampshire Task Force on Effective Teaching, and calibrate candidates' mastery of the content. The small ratio of candidates to professors enables easy accessibility, ongoing coaching, and deep professional connections. Furthermore, not only does UVEI support this kind of ongoing self-evaluation, but this institution also metacognitively reflects on itself as well. Each fall and spring, faculty members meet to recalibrate their assessment expectations, review the TCAP, candidate feedback, job placement rates, candidate employment rates and look back to see how successful their own instruction is.

As for the Literacy Specialist track, UVEI is in good hands with Kristen Liu at its helm of the Literacy Educator Programs. She has lots of related experience, is thoughtful, curious, looking for feedback, and continually reflecting on the structure of her programming versus current research and best practices in our field. During conversations with Ms. Liu and Christine Haight, the Reading and Writing Teacher reviewer, this reviewer was very impressed with the faculty member's openness in debating her current textbooks, lectures, and resources with current practices in public education and professional development practices. She is clearly looking to make her program as strong as it can possibly be, and clearly wants to grow and evolve UVEI's approach to educating Literacy leaders over time.

In my opinion, this is the ticket to all strong education- the willingness to reflect, the openness to change, the desire to be collaborative, and the ability to seek outside resources. Aside from my suggestions listed below, UVEI has that ticket in the Literacy Educator Program. Ms. Liu is a strong advocate for literacy and understands the complexities of this role in education.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

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

Effective-3: Educator Preparation program performing at the **Effective Level.**

As stated in Ed 614.02, the Reading and Writing Specialist Self-Assessment, UVEI has demonstrated consistently how standards are addressed and explored within this post-baccalaureate institution.

5. Evidence Supporting the Rating Includes:

Syllabi- At UVEI, to become a Reading Specialist, the candidate must first complete a year as a Reading and Writing Teacher and then complete an additional year to become a Reading Specialist. The first year focuses on standards 1-5 & 10 and the second year focuses on standards 4&5, as well as 6-9. The syllabi were shared with me for the Literacy Specialist track, and I was able to see the titles of the required texts and articles. It is my understanding that unlike other programs at UVEI, for this certification, all content is provided by in-house coaches.

In order to apply to the Reading Specialist program at UVEI, the applicant must first have three years of classroom teaching experience, as well as a master's with a literacy focus (or concurrently be enrolled in the UVEI Master's program). Once accepted, the candidate must first complete the first year of coursework to become a Reading and Writing Teacher, and then complete an additional year to become a Reading Writing Specialist. The first year focuses on NH DOE ED 614.02 Reading and Writing Specialists standards 1-5 & 10, whereas the second year focuses on standards 4&5, as well as 6-10.

Literacy Standard 4: Modeling Advanced Literacy Assessment Practices.

Literacy Standard 5: Demonstrating Literacy Intervention Approaches.

Literacy Standard 6: Facilitating collective teacher learning in literacy instruction.

Literacy Standard 7: Facilitating individual teacher learning in literacy instruction.

Literacy Standard 8: Leading data-based improvement in literacy.

Literacy Standard 9: Supporting systems level literacy instructional program coherence.

Literacy Standard 10: Engaging in professional learning & collaboration

The coursework for the first year is as follows:

(204) Clinical Placement in Literacy Instruction

Engaging candidates in research informed reflective inquiry and deliberate practice, aided by program structures such as one-on-one coaching, inquiry cycles, and progress reviews, is at the core of the experiential learning approach to the learning at UVEI. Staying abreast of knowledge of current issues, practices, and policies related to the diagnosis, assessment, and instruction of reading and writing and analysis of student work is innate in this course.

(204a) Introduction to Advanced Literacy Instruction and Assessment

The core of this class is examining the research foundations of literacy, including child and adolescent development, cognitive foundations of reading, the role of culture in literacy teaching and learning, and linguistic foundations of literacy. These concepts are examined in the context of reviewing the history of reading and literacy research. Addressing individual student needs, such as utilizing appropriate strategies for developing their reading and writing skills, is woven throughout.

(240b) Inquiry into Advanced Literacy Instruction and Assessment

Inquiry into how people learn addresses background knowledge, vocabulary, comprehension strategies, meaning and motivation. The major components of reading and writing instruction are embedded, as well as word study. (Candidates demonstrate knowledge of the development of spelling, its instruction, and its relationship to word meaning, recognize and identify stages of student progress in spelling through an inquiry into structured word study and spelling.)

The coursework for the second year is as follows.

(205) Clinical Placement in Literacy Instructional Leadership

Candidates complete supervised, integrated, and extended practica/clinical experiences that include both collaborative and coaching roles with teacher(s) and schoolwide collaboration and leadership for instructional practices, curriculum design, and professional development, and family/community–school partnerships; practicum experiences are ongoing in school-based setting(s); supervision includes observation and ongoing feedback by qualified faculty coaches. The program thus introduces candidates to the realities of the curriculum leader’s world.

(285a) Introduction to Instructional Leadership in Literacy

This learning stand requires candidates to engage in collaborative inquiry into research, the practitioner and expert knowledge base, and applied skills of literacy instructional leadership. At the same time, candidates are engaged in clinical practicums that include coaching teachers; facilitating literacy focused teacher learning; analyzing current curriculum and practice in the clinical setting; and articulating a shared, equity-oriented vision for teaching and learning in the content area.

(285b) Inquiry into Instructional Leadership in Literacy

Literacy leaders are professionals who work with individual and groups of teachers and to facilitate schoolwide improvement of literacy teaching and learning. Additionally, Literacy Specialists must understand the processes of coaching, professional learning, organizational leadership, and assessment. This learning stand requires candidates to further engage in collaborative inquiry into research, the practitioner and expert knowledge base, and applied skills of literacy instructional leadership.

Interview- As stated above, Kristen Liu’s openness and willingness to candidly reflect upon her own resources and willingness to metacognitively reflect and evolve their programming was paramount. Her textbooks and resources were current, her knowledge of the current debates in the reading development field were on target, and her clarifying questions demonstrated her willingness to evolve the current UVEI syllable to include other resources and research in our field. Specific suggestions are listed within the content field.

Class Observations- Not Applicable

Evidence- Graduation Employment rate, salary earned, etc. was not shared, but the panel of current candidates and graduates was very positive about the support they received during the program, through licensure, and through job placement.

Self-Assessment- UVEI’s Self-Assessment Rubric explain in depth the process, theories, and guiding principles within my field at depth. My concern is in regard to content, which is listed within the Suggestion section.

Evidence of self-reflection- In the presentation to the group, several examples of self-reflection were shared.

1. Chris Ward spoke to the biannual reflection and gathering of faculty members to look at Praxis scores, employment rates and more. (None of these were shared, but they were spoken of.)
2. During the panel discussion of current candidates and graduates, four panelists spoke about how they had to review their previous education, fill in a rubric of how their previous education experiences meet what certification they are seeking. One student took classes through CCVT, and another said her previous experiences were “enough” to meet the requirements.
3. Another spoke of how each course ended with a “pluses and minuses” of that particular course- what went well, what the candidates wished the course would change.

1. Summary of Findings:

Candidate Assessment System

Candidates come to UVEI's Leadership program by already being an experienced educator and sometimes with a master's degree in education. In order to be accepted into the Leadership program, candidates must have an interview with a faculty member, have maintained a 3.0 or higher GPA for their undergrad and/or Master's and maybe have taken a Statistics course. Using all of this evidence, candidates are then immediately placed in an internship program, both for the principal's program and the curriculum administration add-on.

Curriculum Leadership candidates work through each of the standards outlined in this program through standard specific and/or holistic rubrics throughout each course. Some rubrics are attached to specific performance assessments, or some are based on formative readings/discussions. Holistic rubrics are attributed to judgments from faculty members on how the candidate is progressing through a specific standard based on the entire progression of evidence that candidate has produced. These rubrics are given back in a timely fashion so that candidates can have meaningful feedback and collaborate with their mentors on how to improve.

Assessment data, summative and formative, comes from many sources, such as self-assessments/progress reflections, faculty assessments on performance tasks, the Principal Intern Program reflection, a final faculty progress review and mentor assessments in situated learning environments. Rubrics are the main source of assessment data. The rubrics evaluate each competency in the Curriculum and Administration Standards on an Insufficient Evidence, Beginning, Developing, Demonstrating, Applying and Integrating range of abilities.

Specific key assessments, mainly summative assessments, and holistic rubrics are gathered and then reviewed by faculty members to determine a candidate's progress in the program. These key assessments are common for each candidate and directly link back to the competency standards for the course. The key assessments for this program are the following: case study, systems level improvement project and data-based inquiry project, along with all of the key assessments from the Principal's Leadership program. All of the evidence is examined, and a decision is made individually by each faculty member. There seems to be some inconsistency on how faculty members determine where a candidate comprehensively lands on the progression of competence for each course. Some faculty members base their judgment on the preponderance of evidence for each candidate, whereas others use more recent evidence to show improvement from the beginning of the course.

All assessment data is stored in an online grading system called Jumprope©. Jumprope© organizes each candidate's rubric scores by standard or assessment. Each faculty member is responsible for maintaining that data. However, it doesn't seem consistent if candidates can see that data information in real time. Candidates do express that with the faculty's timely return of rubrics and extensive feedback, access to Jumprope© doesn't really seem necessary. Overall, candidates are assessed through a competency-based system, paired with research-based rubrics and differentiated coaching.

Program Assessment System

Assessment data is determined through calibrated rubrics at the individual sub-strand level of each standard. Faculty members get together to evaluate key assessments and anchor evidence to calibrate their ratings on the rubrics. Using the assessment data from those calibrated rubrics, faculty members then make judgments holistically on the candidate's performance for each standard or course competency. By the end of the fall semester, each candidate needs to be at least at a Developing level in the standards level of rubrics to move forward to the next semester. Clinical mentors are given the opportunity to provide feedback to both the candidate and faculty member, but ultimately the faculty member makes the determination on the rubric rating score.

Each summer the faculty gets together to review the assessment data for each cohort based on the key assessments and rubrics. Each candidate is given the opportunity to complete a survey based on their experiences in the program. These surveys were discussed, but none of them were collected and shared as data. While interviewing alumni, it became apparent that current faculty still reach out to past candidates for reflective information to better their programs. The faculty gather all their data from current candidates, past candidates and key assessment data and use their own data-based inquiry cycle, which they do teach candidates in this program; examine data, make appropriate inferences, then make an action plan linked to the data. Questions and solutions are determined based on the inferences, which are molded into an action plan for the next year. Sometimes those action plans are put into place sooner, since the institution is so small. One such inference was made in the Systems level Improvement Project at the last summer

faculty meeting, that equity was not really examined in this project. The new 2022 rubrics now include a piece of that equity standard that candidates must incorporate into their project.

Clinical Partnerships and Practice

From the initial interview with UVEI, a candidate will be matched with a mentor and placed in a school setting. How that match is made seems to be inconsistent. UVEI tries to match candidates with alumni so that the school setting better understands how their Leadership program works. However, that is not always the case. Each mentor, candidate, faculty and principal of the school setting (if necessary, in the Curriculum Admin. program) will sit down and sign a partnership agreement.

There are currently no formal evaluations for the mentor and clinical partnership school. The mentor is required to be licensed and commit to working through the full year program. There are some opportunities for mentors in school placements for training, such as a course on instructional coaching and mentoring or equity coaching and then becoming a part of a professional group of teachers and educational leaders.

This clinical internship is at the heart of the Leadership program. Students work through their course work and apply immediately at that clinical placement school. The Director of the Leadership program made it clear that the closer candidates can physically be to their mentor during the school day, the better. This way candidates can get the full experience of what a Principal or Curriculum Administrator manages. Candidates can observe different experiences and then be brought in to discuss how situations were handled or how the candidate might handle a situation.

As part of the Curriculum Administrator standards, experiencing certain situations or technologies is a part of the required elements for licensure. Due to few formalizations of the clinical partnership, it is hard to guarantee that a candidate would be able to experience all situations needed to encompass the requirements laid out in the licensure standards. In the 201 Leadership Intern Program syllabus, there is a list of expectations for the mentor and placement school, which could be in the signed partnership agreement. That agreement was not included as evidence. Along with those expectations, there is a chart of a suggested timeline for progress reviews for certain experiences for the leadership candidate. Other courses, such as 273 Inquiry into Positive School Climate, also help to incorporate these required experiences into their syllabus. However, there doesn't seem to be evidence that each candidate would be guaranteed those experiences in order to fulfill the licensure requirements, such as building partnerships and engaging with families, community and businesses. In the UVEI Operating Policies and Procedures document, it outlines what happens if not all required experiences are encountered within that particular clinical partnership. A second school placement would be introduced to the candidate to fulfill any lingering licensure requirements.

The clinical partnership placement is maintained throughout the year long program. All course work is completed within the lens of working in the candidate's school placement. There is an opportunity for candidates to experience other schools through the Cross District Case Study.

Mentors work closely with their candidate on a daily basis. Mentors are encouraged to conduct their relationship in a coaching capacity, rather than an evaluative perspective. As part of the responsibilities of the mentor outlined in the 201 Leadership Placement Intern Program, mentors are asked to plan for their candidate to have an increasingly significant leadership role as the school year progresses. Triad meetings, meetings between mentor, candidate and faculty member, happen frequently to discuss the candidate's progress in the school placement when the faculty member cannot be there for an observation. Mentors are encouraged to share their observations with the faculty member, but ultimately it is the faculty member who will be critiquing the candidate based on their performance using the standards-based rubrics.

2. Commendations:

In the Leadership program, each candidate is immediately matched with a mentor in a school setting. This means that from day one, candidates will be linked, shadowing and experiencing exactly what their future will entail and see how their coursework directly relates to experiences in their future career.

The care in which faculty members go to ensure that candidates are successful and thriving in their program is exemplary. Timely feedback on rubrics, extensions as part of their intervention process and the flexibility to customize programs to candidates is inspiring. In an interview, a candidate spoke about how they heard a faculty member describe UVEI as "small but mighty". This is a very accurate picture of the core beliefs that faculty members uphold that permeates everything that UVEI does in their Leadership program.

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

- a. Formalizing the clinical partnership expectations to meet the requirement of Ed 604.06 for “sufficient opportunities to demonstrate the ability to acceptably perform the competencies described...” [604.06]
- b. Connecting the required experiences in 201 Leadership Intern Program to the 610/614 competencies [604.06]
- c. Fully describe, to the best of your ability due to competency-based grading, how faculty members holistically evaluate candidates on their progress for a standard [604.06(c)]

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

Effective-3: Educator Preparation programs performing at the **Effective Level**.

5. Evidence Supporting the Rating Includes:

All course syllabi, with included performance assessments, self-assessments, reflections and rubrics
Candidate and alumni interviews
Assessment Data by cohorts from key assessments
Leadership (Principal and Curriculum Admin.) curriculum maps
UVEI Academic Catalog
UVEI Board Policies and Mission Statement
UVEI Operating Policies and Procedures Handbook
Narratives from faculty members on 606's, 610's, 604's and 614's
Presentations from Dean of UVEI, Director of Leadership Program, President of UVEI

1. Summary of Findings:

Upper Valley Educators Institute (UVEI) offers an intense Principal Leadership Program that prepares Principal candidates for State Licensure. This unique program entails a yearlong Internship Program in which the prospective Principal is totally immersed into the realities of the world of school administration. The Intern works closely with their Principal mentor and is exposed to every aspect of school administration. The Intern, Site-based Mentor and the Faculty Coach from UVEI work in tandem to assist the Intern to navigate the challenge, and experience successes in the world of school administration. This team approach at UVEI focuses on calibrating student work, and continuous improvement of best practices for UVEI.

The Institute utilizes a comprehensive assessment system. Faculty members assess candidates on their progression towards competency using standards-based rubrics.

This system is imbued with key components that reflect the core values of the Institute. The assessments are an integral part of the content and pedagogy of the courses. The JumpRope© assessment is a standards-based tool that tracks student progress. The syllabi/PIPP Curriculum Map is rich in content and practice. The Action Research Standards are embedded in the syllabi.

2. Commendations:

- ❖ UVEI utilizes feedback from Alumni, employment surveys and PK-12 strands to make continuous improvements to the program.
- ❖ Cross- District component, which enables Principal Interns to compare and contrast various schools regarding leadership, culture and climate, etc.
- ❖ JumpRope© Standards Based Assessment system
- ❖ One to one coaching for each Intern
- ❖ Key Assessment Data process for the Improvement Project and Demonstrating Diagnosis and Design.
- ❖ Principal Candidate interns in a school with a Principal mentor and coach from UVEI.
- ❖ Support is provided for Principal interns with job applications, interviewing and coaching
- ❖ Case study assessments that feature learning by doing

3. Recommendations that Require Responsive Action:

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

This program meets all NH Department of Education Standards and does not require responsive action(s).

ii. Annual Report to Address the Following the Recommendation/s:

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Program/Certification Rating

Highly Effective-4: Educator Preparation program performing at the **Highly Effective Level.**

5. Evidence Supporting the Rating Includes:

The most recent data assessments, (August 2021), of the Improvement Project and the Demonstration Diagnose and Design both have an average score of 3 (applying), this rating is above the expected performance.

Based on this information, UVEI added an Equity focus to their program. More group discussion was also added into their curriculum so that students can model this practice as aspiring leaders.

Meeting with UVEI Director School Leadership Program

Zoom with alumni and current students

Self -assessment matrix

Principal Instructional Leader State Standards

Syllabi with key assessment and rubrics

Review of case study assignments

IV. Proposed motion to the Council for Teacher Education

A. The Review Team recommends full approval through August 30, 2029, for the below listed PEPPs

[602.06]

NH Ed. Standards		CONTENT AREA(S)	Format	Approval	Recommended Expiry
507.33	612.26	Chemistry Teacher for Grades 7-12	Licensure	Full	8/30/2029
507.37	612.24	Earth and Space Science Teacher for Grades 7-12	Licensure	Full	8/30/2029
507.32	612.25	Life Sciences Teacher for Grades 7-12	Licensure	Full	8/30/2029
507.34	612.27	Physics Teacher for Grades 7-12	Licensure	Full	8/30/2029
507.29	612.22	Science Teacher for Grades 5-8	Licensure	Full	8/30/2029
507.11	612.04	Elementary Education Teacher (K-6)	Licensure	Full	8/30/2029
507.55	612.35	English Language Arts Teacher for Grades 5-8	Licensure	Full	8/30/2029
507.24	612.05	English Language Arts Teacher for Grades 5-12	Licensure	Full	8/30/2029
507.26	612.17	Mathematics Teacher- Middle Level (to Alg.1/Integ 1)	Licensure	Full	8/30/2029
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	Licensure	Full	8/30/2029
507.56	612.29	Social Studies Teacher for Grades 5-8	Licensure	Full	8/30/2029
507.28	612.28	Social Studies Teacher for Grades 5-12	Licensure	Full	8/30/2029
507.09	612.01	Visual Arts Teacher (K-12)	Licensure	Full	8/30/2029
507.38	612.14	World Language Languages Teacher- French, German, Spanish	Licensure	Full	8/30/2029
507.52	612.02	Reading and Writing Teacher	Licensure	Full	8/30/2029
SPECIALTY AREA(S)					
507.12	614.02	Reading and Writing Specialist (K-12)	Licensure	Full	8/30/2029
506.05	614.13	Curriculum Administrator	Licensure	Full	8/30/2029
506.04	614.04	Principal Instructional Leader	Licensure	Full	8/30/2029

B. Council for Teacher Education Reactors: [602.10]

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

- Dr. Laura Wasielewski, Saint Anselm College
- Dr. Diane Monico, Rivier University

C. Possible Motion to CTE:

- The CTE makes a motion to recommend to the State Board of Education full seven (7) year approval for the Upper Valley Educators Institute for the above listed licensure only PEPPs through August 30, 2029.

Appendix A: Program Performance Levels

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

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

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

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

Memorandum of Understanding
*Upper Valley Educators Institute,
 NH Council for Teacher Education
 & The New Hampshire Department of Education*

I. PURPOSE OF THE MEMORANDUM:

This memorandum will specify expectations for the institutional program approval process for the Upper Valley Educators Institute's (UVEI) professional educator preparation programs. This review will be conducted under the guidelines of Ed 602.06:

Recent program approval history includes:

- 03/2015: A site visit was conducted to review all programs. The report was sent to CTE on May 21st 6/25/2015.
 - The Board granted full seven-year approval through 8/31/22 for: Elementary Education (K-6), ELA (grades 5-12), ELA (grades 5-8), Modern Languages (French, German and Spanish), Math (grades 5-8), Math (grades 7-12), Mid. Level Science (grades 5-9), (science: General Requirement), Earth/Space Science (grades 7-12), Life Science (grades 7-12), Chemistry (grades 7-12), Physics (grades 7-12), Social Studies (grades 5-12), Social Studies (grades 5-8), School Principals
 - The Board granted conditional approval through 8/31/22, with a six-month progress report for the Visual Art PEPP. UVEI to satisfy reviewer concern regarding artistic expression standard; the Art Ed PEPP will be recommended for full approval with expiration to coincide with the other UVEI programs.
- 12/13/2018: The Board granted full program approval (certification only) through August 2022 for Visual Arts
- 6/13/2019: The Board approved UVEI program through August 2022 for Curriculum Administrator.
- 7/09/2020: The Board granted UVEI full approval- Reading/Writing Teacher (licensure) and Reading/Writing Specialist (licensure) PEPPs through 8/31/22

This full on-site program review will be conducted through administrative rules of Ed 602.06, Option 1:

Option 1 shall be the review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s) which results in one of the following:

- (1) Approval for up to and not to exceed 7 years;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval.

II. IMPORTANT DATES:

- a. **Wednesday, February 2nd, 2022:**
 - i. Reviewer training will occur (GSC Concord / synchronous remote option)
 - ii. Availability of electronic materials
 - iii. UVEI to provide the review team (Co-chairs, NH Department of Education (DOE), and reviewers, etc.) with a tentative outline of the on-site visit schedule
 1. Appointments with individuals or groups to be interviewed
 2. Classes and field-placement sites to be visited (if requested, with sufficient lead time / if possible)
 3. Work time for the team
 4. Specified time for team members to discuss issues and questions with co-chairs
 5. Closing meeting time with the institution, and
 6. Information on lodging, parking, directions to the institution, and meals
 - iv. Reviewer training (Wednesday, February 2nd, 3:30pm to 5:30pm – and snow accommodations via remote)
 - v. Reviewer training will be comprised of:
 1. Orientation by the DOE on the program review process;
 2. Guidance for electronic access to the IHE's self-assessment report

Memorandum of Understanding
*Upper Valley Educators Institute,
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 & The New Hampshire Department of Education*

3. Orientation by UVEI on the institution’s systems for candidate assessment, program assessment, and clinical partnerships and practice;
4. Orientation on how the institution intends to meet the content standards for the proposed programs
5. Completed self-assessment matrices;
6. UVEI to provide review team (Chair, NHDOE, Reviewer(s), etc.) with a tentative outline of the site review visit schedule

b. Prior to March 21/22 site visit

- i. Co-chairs will schedule biweekly check-ins with reviewers to facilitate preparing individual report data prior to the site visit date

c. Monday, March 21 – Tuesday, March 22, 2022:

- i. On-Site Program Review Visit at UVEI in Lebanon, NH
- ii. Potential reviewer lodging accommodations for Sunday, March 20th and Monday, March 21st
 1. UVEI will work with co-chairs and reviewers to identify those who would need accommodations.

- d. The exit meeting will be held before departure on/about the end of the final review day. The chair and DOE will provide a general overview of the review and highlight any concerns; final recommendations will be in the team report once completed

e. Tuesday, March 29, 2022: On-site review reports due to Chairs (Ed 602.10)

- f. **By 4/13/2022:** The Program Review Chair(s) will forward the draft report to the NH DOE (Ed. 602.10 (b)(1))

- g. **By 4/27/2022:** The NH DOE will send the final draft review to UVEI for an assessment on accuracy and content (Ed. 602.10 (b)(2))

- h. No later than Wednesday, **May 11, 2022**, the institution will return the team report to the chairs and NHDOE within two weeks of receipt (Ed. 602.10 (b)(3));

- i. **Thursday, June 16, 2022:** Final Report reviewed by Council for Teacher Education for recommendations

- j. **Thursday, July 14, 2022:** Program Review to State Board of Education

III. PROGRAMS TO BE REVIEWED:

- a. Upper Valley Educators Institute will utilize the existing ED 600 standards (and the corresponding Ed 500 content/licensure standards) for the proposed new program(s). Upper Valley Educators Institute will provide a description of the assessment system used to provide evidence and data to inform continuous improvement for the following content areas:

➤ 507.09 / 612.01	Visual Arts Teacher	Licensure
➤ 507.11 / 612.04	Elementary Education Teacher (K-6)	Licensure
➤ 507.24 / 612.05	English Language Arts Teacher (5-12)	Licensure
➤ 507.38 / 612.14	Modern Languages Teacher – Spanish	Licensure
➤ 507.38 / 612.14	Modern Languages Teacher – French	Licensure
➤ 507.38 / 612.14	Modern Languages Teacher – German	Licensure
➤ 507.26 / 612.17	Mathematics Teacher, Middle Level	Licensure
➤ 507.27 / 612.18	Mathematics Teacher, Upper Level	Licensure
➤ 507.29 / 612.22	Science Teacher (5-8)	Licensure
➤ 507.37 / 612.24	Earth and Space Science Teacher (7-12)	Licensure
➤ 507.32 / 612.25	Life Sciences Teacher (7-12)	Licensure
➤ 507.33 / 612.26	Chemistry Teacher (7-12)	Licensure
➤ 507.34 / 612.27	Physics Teacher (7-12)	Licensure
➤ 507.28 / 612.28	Social Studies Teacher (5-12)	Licensure
➤ 507.56 / 612.29	Social Studies Teacher (5-8)	Licensure
➤ 507.55 / 612.35	English Language Arts Teacher (5-8)	Licensure
➤ 506.04 / 614.04	Principal Instructional Leader	Licensure
➤ 506.05 / 614.13	Curriculum Administrator	Licensure
➤ 507.52 / 612.02	Reading and Writing Teacher	Licensure
➤ 507.12 / 614.02	Reading and Writing Specialist	Licensure

The review will examine the preparedness of the institution to continue to offer the above referenced programs and program

Memorandum of Understanding
*Upper Valley Educators Institute,
NH Council for Teacher Education
& The New Hampshire Department of Education*

alignment to state standards, which would extend UVEI's existing full approval by no more than seven years. The team will discuss the changes being made by UVEI to move to the new Ed 600 standards, examine progress made, offer technical assistance, and produce a program approval report detailing findings.

- b. The review and subsequent report will prioritize the programs' and institution's demonstration of:
 - i. To what degree will the program prepare candidates for state licensure in the content and pedagogy standards (Ed 610 and 612 a/o 614)? What evidence exists demonstrating candidate preparation?
 - ii. To what degree will the program demonstrate institutional and programmatic alignment to the state's candidate and program assessment standards? What evidence exists demonstrating program and institutional alignment?
 - iii. To what degree does the program demonstrate institutional and programmatic alignment to clinical partnership and practice standards?

IV. SPECIFICATIONS:

- a. The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a DOE representative, and reviewer(s) for each of the proposed programs. Where appropriate, one reviewer may review more than one program. The **NHDOE** is responsible for identifying appropriate reviewers (Ed. 602.06) and shall be responsible for final decisions regarding the review team membership.

**Note: Unforeseen circumstances may warrant substitutions for a review team member.*

- b. The NH DOE will provide to **UVEI** a copy of:
 - i. Program Approval Report Format
 - ii. DOE Reviewer Training Material (for new program reviewers)
- c. **UVEI** will provide as much of its information as possible in digital format for review in advance of the review: including, but not limited to:
 - i) New Program Proposal documents
 - ii) Phone and/or video interviews with appropriate on-campus personnel responsible for proposing and implementing this new program
 - iii) Most recent on-site review report, with description of how the institution addressed recommendations and areas for growth
 - iv) Syllabi for applicable courses
 - v) Curriculum Vitae of faculty members involved in programs
 - vi) Plans of Study
 - vii) Link to College Catalogue (or pdf version)
 - viii) Educator Preparation Handbook and Guidelines
 - ix) Admissions criteria and processes for applicable programs
 - x) Program Assessment Description(s), plans
 - xi) Clinical Partnerships and clinical experience frameworks
 - xii) Hard copies will be available upon request
- d. Additional evidence to be scheduled if requested by either the Reviewer and/or the Chair:
 - i) Interviews with faculty, candidates, cooperating practitioners, clinical supervisors and administrators
 - ii) Candidates for interviews are selected at random (to the best extent possible) and will be scheduled by the institution
 - iii) Reviewers will be notified of the option of observations of course(s). Course/class observations shall be requested at least one week in advance if possible (as a courtesy to notify the class Professor)
- e. Details of the review visit
 - i) Representatives of UVEI will orient the team to the building and to the overall institution's approach and philosophy

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*Upper Valley Educators Institute,
 NH Council for Teacher Education
 & The New Hampshire Department of Education*

- ii) Review Team will have allotted meeting time to organize work plans and schedules
- iii) To allow time for the reviewer(s) to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit with faculty, candidates, cooperating practitioners, clinical supervisors, administrators and program graduates
- iv) The Review Team will have working lunches to discuss information gathered; develop questions for UVEI for ongoing discussion, etc.
- v) The exit meeting will be held before departure. The chair and DOE will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once completed
- vi) A printer will be available to the team

V. Points of Contact

UVEI: Chris Ward

Academic Dean and Graduate Studies Coordinator
 194 Dartmouth College Highway
 Lebanon, NH 03766
 603.678.4888 (O)
 206.947.2944 (C)
 Email: cward@uvei.org

CTE: Kathryn McCurdy, Review Co-Chair

Clinical Assistant Professor
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CTE: Nick Marks, Review Co-Chair

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 Granite State College
 25 Hall Street
 Concord, NH 03301
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 603.833.6506 (C)
 Email: nicholas.marks@granite.edu

NHDOE: Laura A. Stoneking

Administrator
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 NH Department of Education
 101 Pleasant Street
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 603.271.4196 (O)
 603.573.6078 (C)
 Email: Laura.A.Stoneking@doe.nh.gov

Christopher Ward

Christopher Ward (Sep 23, 2021 14:03 EDT)

Representative of Upper Valley Educators Institute
 Academic Dean and Graduate Studies Coordinator

Sep 23, 2021

Date

Kathryn McCurdy

Kathryn McCurdy (Sep 24, 2021 12:09 EDT)

Representative of Council for Teacher Education
 Clinical Assistant Professor

Sep 24, 2021

Date

Nicholas Marks

Nicholas Marks (Sep 24, 2021 12:46 EDT)

Representative of Council for Teacher Education
 Dean

Sep 24, 2021

Date

Laura A. Stoneking

Laura A. Stoneking (Sep 24, 2021 12:49 EDT)

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

Sep 24, 2021

Date

2022 UVEI Program Review MOU

Final Audit Report

2021-09-24

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Memorandum of Understanding
January 2021 Addendum
Upper Valley Educators Institute,
NH Council for Teacher Education
& The New Hampshire Department of Education

I. PURPOSE OF MOU- ADDENDUM:

This addendum to the memorandum of understanding (MOU) specifies expectations for the institutional program review and approval process for the Upper Valley Educator's professional educator preparation programs. Due to current circumstances around COVID-19, the Review Team Chairs, and the NHDOE and in consultation with the Institution, have opted to move the Reviewer Training to a fully remote option via video- conferencing. Pursuant to the original signed MOU (9/2019), the parties agree to the modifications of the MOU specific to the modality of the training and the remaining elements of the original MOU dated September 24, 2021, will remain in effect.

This review will be conducted under the guidelines of Ed 602.06.

II. IMPORTANT DATES:**a. Wednesday, February 2nd, 2022:**

- i. Reviewer training will occur (Synchronous remote format)
- ii. Availability of electronic materials
- iii. UVEI to provide the review team (Co-chairs, NH Department of Education (DOE), and reviewers, etc.) with a tentative outline of the on-site visit schedule
 1. Appointments with individuals or groups to be interviewed
 2. Classes and field-placement sites to be visited (if requested, with sufficient lead time / if possible)
 3. Work time for the team
 4. Specified time for team members to discuss issues and questions with co-chairs
 5. Closing meeting time with the institution, and
 6. Information on lodging, parking, directions to the institution, and meals
- iv. Reviewer training (Wednesday, February 2nd, 3:30pm to 5:30pm – remote)
- v. Reviewer training will be comprised of:
 1. Orientation by the DOE on the program review process;
 2. Guidance for electronic access to the IHE's self-assessment report
 3. Orientation by UVEI on the institution's systems for candidate assessment, program assessment, and clinical partnerships and practice;
 4. Orientation on how the institution intends to meet the content standards for the proposed programs
 5. Completed self-assessment matrices;
 6. UVEI to provide review team (Chair, NHDOE, Reviewer(s), etc.) with a tentative outline of the site review visit schedule

b. Prior to March 21/22 site visit

- i. Co-chairs will schedule biweekly check-ins with reviewers to facilitate preparing individual report data prior to the site visit date

c. Monday, March 21 – Tuesday, March 22, 2022:

- i. On-Site Program Review Visit at UVEI in Lebanon, NH
- ii. Potential reviewer lodging accommodations for Sunday, March 20th and Monday, March 21st
 1. UVEI will work with co-chairs and reviewers to identify those who would need accommodations.
- d. The exit meeting will be held before departure on/about the end of the final review day. The chair and DOE will provide a general overview of the review and highlight any concerns; final recommendations will be in the team report once completed
- e. **Tuesday, March 29, 2022:** On-site review reports due to Chairs (Ed 602.10)
- f. **By 4/13/2022:** The Program Review Chair(s) will forward the draft report to the NH DOE (Ed. 602.10 (b)(1))
- g. **By 4/27/2022:** The NH DOE will send the final draft review to UVEI for an assessment on accuracy and

Memorandum of Understanding
January 2021 Addendum
*Upper Valley Educators Institute,
NH Council for Teacher Education
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- a. No later than Wednesday, **May 11, 2022**, the institution will return the team report to the chairs and NHDOE within two weeks of receipt (Ed. 602.10 (b)(3));
- b. **Thursday, June 16, 2022**: Final Report reviewed by Council for Teacher Education for recommendations
- c. **Thursday, July 14, 2022**: Program Review to State Board of Education

III. Points of Contact

UVEI: Chris Ward
Academic Dean and Graduate Studies Coordinator
194 Dartmouth College Highway
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Christopher Ward

Christopher Ward (Jan 26, 2022 14:42 EST)

Representative of Upper Valley Educators Institute
Professional Educator Preparation Program

Jan 26, 2022

Date

Kathryn McCurdy

Kathryn McCurdy (Jan 27, 2022 12:37 EST)

Representative of Council for Teacher Education
Review Team Chair

Jan 27, 2022

Date

Nicholas Marks

Nicholas Marks (Jan 27, 2022 13:13 EST)

Representative of Council for Teacher Education
Review Team Chair

Jan 27, 2022

Date

Laura A. Stoneking

Laura A. Stoneking (Jan 27, 2022 14:40 EST)

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

Jan 27, 2022

Date

2022 UVEI PEPP Review MOU - Amended 2022 0126

Final Audit Report

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Upper Valley
Educators Institute

**New Hampshire Program Review
DRAFT Schedule
March 21–22, 2012**

Monday, March 21st

8:30–9:00a Review Team Time

9:00–10:00a Welcome, Introductions, and Program Overview

- Chris Ward, Academic Dean
- Page Tompkins, President
- Kristen Downey, Director of Teacher Education Programs
- Elijah Hawkes, Director of School Leadership Programs
- Kristen Liu, Literacy Educator Programs Coordinator
- Adam Norwood, Coordinator of the Barnes Initiative for Collaborative Learning
- Andrea Feid, Business and Operations Manager
- Marie McCormick, Registrar and Operations Associate

10:00–11:00a Assessment System (Program, Candidate), Clinical Practice and Partnerships

- Chris Ward, Academic Dean (faculty)
- Page Tompkins, President (faculty)
- Kristen Downey, Director of Teacher Education Programs (faculty)
- Elijah Hawkes, Director of School Leadership Programs (faculty)
- Kristen Liu, Literacy Educator Programs Coordinator (faculty)
- Adam Norwood, Coordinator of the Barnes Initiative for Collaborative Learning (faculty)

11:00a–noon Subject Matter Panel faculty (Subject Matter)

- Adam Norwood, Faculty (World Languages, Math)
- Chris Ward, Faculty (Sciences)
- Page Tompkins, Faculty (Social Studies)
- Kristen Downey, Faculty (English Language Arts)

11:00a–noon Leadership and Literacy Program Faculty Meeting

- Kristen Liu, Literacy Educator Programs Coordinator (Reading and Writing Teacher, Reading and Writing Specialist)
- Elijah Hawkes, Director of School Leadership Programs (School Principal, Curriculum Administrator)

12:00–1:00p Lunch

1:00–3:30p Reviewer and Chair Work Time

- All Staff and Faculty Available

3:30–4:30p Alumni and Candidate Panel (Zoom)

3:30–4:00p Subject Matter Faculty Meeting

- Emily Girdwood, Adjunct Faculty (Visual Art)

4:30–5:00p Reviewer and Chair Check in

5:00–5:30p Chair check in with Page and Chris

Tuesday, March 22nd

- 9:00a–3:00p Reviewers can observe the teacher internship program seminar, which takes place all day (Zoom)
- Morning: Content Strands for Elementary Science and Social Studies; Secondary ELA and Social Studies
 - Afternoon: Critical Friends Groups

Reviewer Work time with faculty and staff available most of the day either in person or through zoom.

Staff and Faculty available:

- Chris Ward, Academic Dean
- Page Tompkins, President
- Kristen Downey, Director of Teacher Education Programs
- Elijah Hawkes, Director of School Leadership Programs
- Kristen Liu, Literacy Educator Programs Coordinator
- Adam Norwood, Coordinator of the Barnes Initiative for Collaborative Learning
- Andrea Feid, Business and Operations Manager
- Marie McCormick, Registrar and Operations Associate

- 3:00–4:00p Exit Discussion
- Chairs with all Staff and Faculty
-

Appendix E: Suggestions

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

Visual Arts Teacher (K-12) Program:

It may be helpful for candidates to have a resource that defines what kinds of artistic work to be submitted in a portfolio collection. On the UVEI self-assessment, in area 1 under how the program addresses the standard, it is mentioned that candidates, "...submit a portfolio of artistic work that demonstrates the required elements, including skill and voice, techniques, forms, methodologies, and personal artist statement." How does UVEI define "required elements"? Perhaps expanding on this area for better clarity/transparency will better support the candidates and individual reviewing the portfolios.

Elementary Education Teacher (K-6) Program:

- When considering the transcript review, could there be a consistent, universal way of reviewing the transcript and making recommendations for filling in any deficiencies.
- Given the teacher/paraprofessional shortage in both NH and Vermont, have you considered altering the schedule to support your host schools by not releasing candidates weekly? Perhaps consider having class time in the evening or weekend.
- Devise a mechanism to track opportunities to meet all standards across multiple grade levels. Example – if you are working in a first-grade classroom, a systematic way to address content in the range of grades (k- 6).
- Consider allowing students access to Jumprope© to be able to review their own progress.

Mathematics Teacher- Middle Level (to Alg.1/Integ 1) Program:

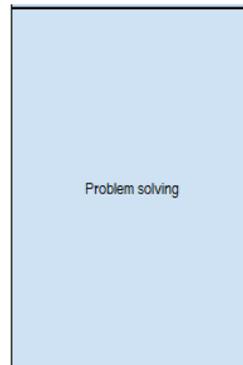
It may be helpful and beneficial to create Candidate self-assessment sheets in the secondary math (General, Middle-, and Upper-level Mathematics) competencies that include all of the Ed 507.25, Ed 507.26, and Ed 507.27 wording rather than self-assessment sheets that leave off some of the competencies and sub-competencies and use broad categories. This will help ensure that all competencies and criteria within are met both as the candidate does their self-assessment as well as when the transcript review and final content area review is done by the content area expert.

Example:

Ed507.25(c)(2): In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:
a. Use problem-solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:
1. Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;
2. Use problem-solving to develop one's own mathematical knowledge;
3. Reflect upon one's own and others' solutions and the problem-solving process; and
4. Refine problem-solving strategies, as needed;

This...

rather than...



this.

English Language Arts Teacher for Grades 5-12 Program:

Look for ways to ensure that candidates demonstrate that they have applied their knowledge of pedagogy in the range of ELA specific areas. Consider adding a tracking sheet for candidates to monitor their demonstration of knowledge of the pedagogy in language usage, reading, writing, literature, speaking and listening, media literacy (#7-12) throughout their field experience.

English Language Arts Teacher for Grades 5-8 Program:

Look for ways to ensure that candidates demonstrate that they have applied their knowledge of pedagogy in the range of ELA specific areas. Consider adding a tracking sheet for candidates to monitor their demonstration of knowledge of the pedagogy in language usage, reading, writing, literature, speaking and listening, media literacy (#7-12) throughout their field experience.

Life Science Teacher for Grades 7-12 Program:

- Strongly encourage candidates seeking an endorsement in one 7-12 area, such as Life Science, to investigate the possibility of also pursuing a second area of licensure if they have the necessary prior coursework to do so, or if they could have the necessary coursework easily, as they enter the program. Having multiple areas of endorsement at the high school level allows candidates to be more flexible in what courses they could teach once taking a job in the field and this can definitely be seen as more valuable when interviewing for a position. Rarely do those at the high school level only teach one course or teach within one area of science.
- Candidates seeking a licensure in the 7-12 Life Sciences have some experiences awaiting them in the classroom that are really only unique to life science. In the field, those with life science certifications are the ones that may be asked to teach, or may want to teach, advanced biology and anatomy & physiology courses. These courses almost always utilize dissections and even at the middle school level, dissections are often done in life science courses. Even if candidates have completed dissections in prior coursework, facilitating a dissection as a 7-12 classroom teacher is quite different than just performing one. The general science Ed 612.23 rules do require candidates to be able to facilitate labs in the classroom, however, dissections are not specifically required, which are much more involved in preparation, management, and lab safety. If at all possible, candidates should be highly encouraged or possibly even required to specifically run a dissection lab with their students at some point during their field experiences in addition to their experiences in running labs in general.

Physics Teacher for Grades 7-12 Program:

UVEI content area coaches could provide more clarity around common/practical areas of licensure overlap, i.e., Secondary Physics and Mathematics. Promoting such overlap could improve the overall experiences of candidates and also provide them with more diverse hiring opportunities upon graduation.

Science Teacher for Grades 5-8 Program:

- Students within the Middle School Science program would greatly benefit from having experience within as many middle school grade levels as possible (and perhaps even 5th grade), as there can be a large difference between 5th or 6th graders and 8th graders. It would also be beneficial to candidates to have experience in various classrooms so they have experience teaching a lesson or a unit in each of the major areas of science (Earth Space, Life Science, and Physical Science) or that they are placed in a classroom which uses a “spiral model” where some topics from all of these different areas of science will be taught during the course of the school year. If possible, these types of placements would be most beneficial for candidates to experience the greatest variety of content and grade levels within Middle School Science which includes a vast range of content knowledge and is a very unique time for students.

Social Studies Teacher for Grades 5-12 Program:

- Create a formal process for ensuring candidates’ undergraduate courses offer a deep enough background to succeed in UVEI’s clinical program, as well as in the classroom. Informal processes surely exist but a formal process would ensure candidates have enough requisite background in not only the required fields of US History, World History, Civics, NH History, Geography, and Economics, but also other fields included in social studies such as sociology, psychology, or anthropology.
- A focus on ensuring candidates can properly teach effective historical writing skills to students in the 5-12 level, including the use of thesis statements, arguments, and a set citation style.
- Consider allowing candidates to have “read-only” access to the Jump Rope program so that they can review feedback when it is convenient for them, as opposed to relying on a faculty member to provide access.

Social Studies Teacher for Grades 5-8 Program:

- UVEI should consider adding seminar work that target writing instruction in the Social Studies classroom. This will allow candidates to gain skills necessary to support, remediate, and push writers of all levels.
- Additional considerations include providing candidates to access JumpRope© so they can see the big picture of their progress at any given time. This will mirror the practices of current K-12 classrooms.

World Languages Teacher Program- Spanish; French; German:

- The link for the Gilsan & Donato textbook is no longer live.
- Encourage during Course 225 Professional Learning, which WL candidates get in contact with the specific AAT organizations in the state and the country (American Association of Teachers of Spanish and Portuguese, American Association of Teachers of French, and American Association of Teachers of German) and NHAWLT (New Hampshire Association of World Language Teachers).
- UVEI staff should be involved with and/or in touch with state organizations for their content area. This is to ensure connections can be made for students and that they are up to date with the latest language and trends in the discipline. It sounds like there are tremendous connections between UVEI and schools in this upper valley region - what about the rest of the state?
- WL Praxis should be considered at the beginning of the program to show competency. There do not appear to be pedagogical aspects to this exam. The benefits to offering it as part of admission would ensure that candidates have the necessary level of proficiency since the UVEI does not offer courses in specific WLS. This would give candidates a longer opportunity to make up the deficiencies.
- Based on the 2015 report, one of the recommendations was that mentor teachers are utilized more extensively for feedback and evaluation of teacher candidates. No evidence was provided that would show this deficiency noted in 2015 was rectified.
- On the Content Proficiency Verification list, consider merging Speaking, Writing, and Listening with Interpersonal, Interpretive, and Presentational Communication. The latter three are the ACTFL terms which incorporate reading, writing, speaking, and listening. Having both seems to be asking for the same information twice.

Reading and Writing Specialist Program:

When this reviewer, along with the Reading and Writing Teacher Reviewer, Christine Haight, met with Kristen Liu, UVEI, we provided multiple suggestions. Below are this reviewer's suggestions to hone the resources involved in the Reading Specialist track.

- Most of the resources listed (materials & texts authored by Lucy Calkins, Fountas & Pinnell, etc.) are based on the Balanced Literacy approach. Consider showing the other popular approach entitled Structured Literacy or "the Science of Reading" by including the works of the books & lectures by David Kilpatrick, Speech to Print: Language Essentials for Teachers by Louisa Moats. Recipe for Reading by Nina Traub could be used as a source to debate the sequence of skills utilized within many structured literacy programs as well.
- For examples of strong intervention programs, this reviewer encouraged UVEI to explore Heggerty (for a scope and sequence of phonological awareness skills, intervention lessons, and assessments). UVEI could also explore SPIRE for decoding instruction, which is a structured Orton-Gillingham based program. This includes a scope and sequence that is utilized by many educators, (noting that the only caveat to this program is the lack of integrating the explicit teaching of consonant blends, which should be done directly after the instruction of digraphs).
- This reviewer suggests amending the use of *The Five Pillars of Reading* with the model of *Scarborough's Rope*, to demonstrate the enormous complexity of the oral, orthographic mapping skills, vocabulary, comprehension skills, and more to create fluent, skilled reading. In this reviewer's professional opinion, this is a deeper model of attaining fluent literacy skills and is also the basis for Structured Literacy practices.
- It is encouraged to keep the newly published text Shifting the Balance: Six ways to Bring the Science of Reading Into the Balanced Literacy Classroom by Jan Miller Burkins and Kari Yates as this compares the two major schools of thought and has been instrumental in this reviewer's coaching of classroom teachers to reflect upon their own teaching and instruction, the effectiveness of it and other practices to consider. (Additionally, once candidates graduate from UVEI, knowledge of this text provides a wonderful opportunity for candidates to use in their first placement for a book club with their classroom teachers. It will spur self-reflection, debate about best practice, and help establish the newly minted Reading Specialist as the local literacy expert.)
- The field of emergent reading instruction has gone through an explosion of change and evolution in the past two years, so the importance of ongoing professional development cannot be overstated. Additionally, since being a Literacy

Specialist is often “a siloed role”, job descriptions can vary widely from school to school. Many candidates for this program work within their current job placement, and Kristen Liu, UVEI, is a solitary leader of this program. This reviewer believes it is of utmost importance to establish professional connections within the field for this particular UVEI program. Here are suggestions as to how that could occur:

- Find two other Reading Specialists that Kristen Liu, UVEI, could regularly consult (one primary & one secondary)
- Integrate site visits to visiting other Reading Specialists within the state of NH, to observe varied models of intervention/multi-tiered systems of support, classroom formats, and roles... and compare/contrast within their particular school settings
- Joining a professional community, such as the Literacy Specialists Forum at the Community Literacy Center at the University of New Hampshire. (It is free to do so.)
- Encourage candidates to attend a professional conference or association (such as the International Literacy Association, the National Council of Teachers of English, or the Institute for Multisensory Education)
- Since Reading Specialists are often considered the instructional leaders of their schools, UVEI as a whole might consider hosting study groups for all candidates in all fields, based on the needs of current NH and VT students. For example, UVEI could consider hosting a *Diversity, Equity, Inclusion and Justice Group* for all candidates of UVEI so they can reflect on their own biases, and the instructional materials they utilize. Children of all colors, cultures, languages, physical and mental abilities need to see a reflection of themselves in books and learn about people different from them. Relying on the site placement to cover this important topic will result in inconsistent exposure from candidate to candidate, and from year to year.
- Lastly, UVEI could also consider offering trauma informed instruction and social-emotional learning since the home lives of New Hampshire children continue to evolve, and by understanding the schema that students have and providing them tools to overcome personal obstacles and emotions, students can become more empowered in their learning and more capable to understand whatever content they are presented with.

Curriculum Administrator Program:

- A seminar on leadership resume building and interview skills for candidates
- Making sure that all faculty members are up to date on current Ed laws (610’s Leadership, 606’s Systematic assessments and 604’s Clinical Partnerships) and how they apply to their practices in their programs
- Create an evaluation for clinical partnership schools and mentors to ensure quality candidate placements
- Have and communicate short-term goals to faculty and candidates that align with your mission statement

Principal Instructional Leader Program:

- Provide experience, perhaps in Cross District Study, which enable Interns to have exposure to Leadership at different grade levels. [604.06; 603.02(b)(1),(2)]
- Intern awareness of all of the schools in the district that they are placed. For example, Interns to meet with school administration from feeder schools, etc. [507.04(j)(1),(2)a.-b.]
- Family and Community Engagement Strand- students have a Case Study assignment – need more exposure to this area. [507.04(g)]

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the July 14, 2022, meeting.

A. ACTION NEEDED

Franklin Pierce University (FPU) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board of Education formally review the review report and recommendations and determine, the official program approval status of **FPU's** PEPPs. [602.15(b)(c)]

B. RATIONALE FOR ACTION

At the May and the June CTE meetings, the Council evaluated the submission of the full program review report for **FPU**. Additionally, the CTE voted (13 in favor; 2 abstentions), recommending conditional approval for the below listed seven (7) PEPPs through October 31, 2023. [602.10]

C. EFFECTS OF THIS ACTION

The **FPU** PEPPs currently will officially expire effective August 30, 2022. **FPU** is committed to continuing to offer all courses and experiences for their current candidates. Furthermore, this will allow for a focused timeframe in which **FPU** can align efforts and resources to fully address the unmet standards and recommendations within the conditional approval that require responsive action.

D. HISTORICAL BACKGROUND

Prior Review(s):

- The state standards for educator preparation program approval criteria and processes were revised comprehensively and went into effect during 2012-2013. Central to the new standards was a paradigmatic shift toward much greater emphasis on assessing the extent to which an institution of higher education (IHE) employs a robust data-driven decision-making system to ensure candidate preparedness and to assess and continuously improve its preparation programs.
- The previous full program review for **FPU** was held in 2014. At that time, FPU's graduate programs operated out of their Manchester campus and undergraduate programs at the Rindge campus, with nearly entirely separate administrative procedures, structures, and policies. As a result of the 2012 graduate program review, the university "taught out" and terminated two advanced special education preparation programs – IDD and EBD, due largely to fundamental flaws in these graduate programs' candidate assessment systems identified in program approval. In addition, the university's leadership determined that the administration of FPU's graduate and undergraduate programs needed to be fully integrated into every conceivable regard.
- However, since the inception of these rules, Franklin Pierce University educator preparation programs continue to struggle with fully meeting the primary concerns as outlined in 2012-2013 by the State Board of Education, the Council for Teacher Education and the NHDOE Office of Program Approval. Furthermore, since the 2014 MOU (CTE, NHDOE, and FPU), which explicitly outlined the expectations for the approval process and important contextual factors. The Institution has not yet provided cycles of data, identifying patterns of programmatic strengths and/or improvement needs.

Extension(s):

- **January 2017-** the Board [602.02] supported the extension approval status of all IHEs w/ PEPPs [602.02(g)(3)]
 - FPU extension of the approval status of FPU to 2020-2021
- **January 2020-** the Board approved a one-year extension all (7) PEPPs allow time for the new Director, new Dean and Interim Provost the opportunity to orient to NH licensure processes and FPU's internal accountability

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X.

procedures; FPU experienced significant changes within the academic structure, including 3 academic colleges and 3 new corresponding Deans; FPU experienced significant changes in faculty and personnel in the oversight of PEPPs

- FPU requested an extension after significant restructuring and three new individuals overseeing the educational programs to better understand them as well as familiarize themselves with the processes and data. The continuous improvement for FPU would start bringing the required data programs together and were in the process of putting the data structures in place.
- The Board granted a one-year extension of all seven of FPU's PEPPs from August 30, 2021, through August 30, 2022.

January 2022:

- Division letter (1/5/22) regarding FPU creating a documented system to ensure [606.03] standards [603, 604] are implemented and guaranteed, prior to licensure recommendation

E. POSSIBLE MOTION

The State Board of Education moves to grant **Franklin Pierce University** conditional approval for the BA, M.Ed. and Licensure PEPPs for the below seven (7) listed educator preparation programs through October 31, 2023.

Ed 500	Ed 600	PROGRAM	DEGREE/Format	Approval Recommendation	Proposed Expiry
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure	Conditional	10/31/2023
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	Conditional	10/31/2023
507.40	612.07	Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure	Conditional	10/31/2023
507.32	612.25	Life Sciences Teacher for Grades 7-12	BA, M.ED, Licensure	Conditional	10/31/2023
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	Conditional	10/31/2023
507.56	612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure	Conditional	10/31/2023
507.55	612.35	English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure	Conditional	10/31/2023

[602.06, 602.10, 602.15]

Additionally, **FPU** shall submit a progress report addressing development on all unmet standards to the NH CTE six (6) months from the approval decision by the State Board of Education.

The progress report shall be due to the Division by January 12, 2023. [602.13]

Action by the State Board: Appeal

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

- (1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

*Per 602.15(e)(1-3),

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

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



NEW HAMPSHIRE DEPARTMENT OF EDUCATION & COUNCIL FOR TEACHER EDUCATION

**PROGRAM REVIEW REPORT: APRIL 2022
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**Franklin Pierce University
Education Department
40 University Drive
Petrocelli Hall
Rindge, NH 03461**

Dr. Patricia Corbett	Chair	New England College
Linda Kalloger	Chair	Council for Teacher Education Representative
Laura A. Stoneking	Administrator	Bureau of Educator Preparation and Higher Education

NH Ed. Standard(s)		Educator Preparation Program Content Area	Degree/Format	Reviewer
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure	Dr. Kristine Thibault New England College; CTE Representative
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	Elizabeth McGovern Deerfield Community School
507.55	612.35	English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure	Amy Trembley Three Rivers School
507.32	612.25	Life Sciences Teacher for Grades 7-12 (*includes 507.30/612.23 Science General)	BA, M.ED, Licensure	Alison Bauchsbaum Somersworth High School
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	Linda Kalloger Retired Principal; CTE Representative
507.56	612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure	Linda Kalloger Retired Principal; CTE Representative
507.40	612.07	Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure	Pat Stone SAU #13, Freedom Elementary School

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Section I: Executive Summary

A. Context:

University & Department History

On November 14, 1962, Franklin Pierce was chartered as a college through the New Hampshire State legislature, under the provisions of Chapter 292 R.S.A., and named after the 14th President of the United States, Franklin Pierce. The goal of this institution was to uniquely prepare future leaders. In 1965, the State Legislature granted the College statutory authority to grant baccalaureate degrees.

The College located in Rindge, New Hampshire offers baccalaureate degrees to traditional-age college students. With the creation of the College of Graduate and Professional Studies, the institution offers degrees at the associate, baccalaureate, master, and doctoral levels. Franklin Pierce College was later formally recognized as a university on July 1, 2007.

In 2019, the University completed a re-organization of its academic affairs and launched the College of Business, the College of Health and Natural Sciences, and the College of Liberal Arts and Social Sciences. The new structure organized academic programs by related graduate and undergraduate disciplines and prioritized seamless faculty connections and curricular pathways for students. The Colleges have given prominence to growing programs and helped students find their place and their passions at Franklin Pierce.

Today, the University offers thirty-one majors and twenty-three graduate programs for full-time and part-time students; who are either residential or commuter students; attending courses on the Rindge campus or online; who are pursuing a certificate program, or an Associate, Bachelor's or Master's degree. Additionally, students may choose to pursue a Doctor of Physical Therapy or Master of Physician Assistant Studies degree at one of the centers in Manchester, NH, Lebanon, NH, or Goodyear, AZ. Throughout its years of development, Franklin Pierce University has always prioritized advising and mentorship, and internships and opportunities for experiential learning, which lead to job opportunities for its students.

More information on the history of Franklin Pierce University can be found on the University website <https://www.franklinpierce.edu/about/>.

Franklin Pierce School of Education History

Years ago (1971), the Franklin Pierce Education Department became an anomaly in the State of New Hampshire. The conversion programs moved from the College at Rindge to the College of Graduate and Professional Studies and subsequently began offering an M.Ed. It was the birth of two separate entities within the same university, with entirely independent accreditation cycles. Eventually, the graduate side expanded to add new advanced credentials. The undergraduate side did not expand but instead refined their existing programs.

March 2010 – In March of 2010, the undergraduate side of the University was reviewed by the NHDOE. Findings indicated a strong program with an underdeveloped assessment system. During the University program assessment, it was recognized that to stay competitive, general special education should be added. The undergraduate faculty lacked that expertise, and the department has subsequently hired instructors with such expertise.

March of 2011– In the midst of a series of turnovers with staff, faculty, and administration, the NHDOE reviewed the graduate side. The University decided to withdraw two of the advanced endorsements and received conditional approval of all other certifications, with the exception of the life science, which earned full approval.

Fall 2011– Both the undergraduate and graduate faculty collaborated with an outside consultant to create the first Graduate Teacher Education Program (GTEP) progress report for the NH Council for Teacher Education and State Board of Education (CTE and SBE).

Summer 2013– The School of Education was established. The University Provost charged the education faculty with creating a single, unified, division of education. It was to be the first of its kind in Franklin Pierce University history. To facilitate this creative process, a consultant was hired to serve as Director of Education for the Integration Initiative (EII)

and an undergraduate professor was designated as a program liaison and Assistant Director. Both undergraduate and graduate programs retained their own designated full-time faculty member in an internal leadership role.

New division, new curriculum, and pathway to certification.

All participants were tasked to collaborate in the formation of the single division, with a singular pathway for each certification. This required the creation of new course syllabi that contained undergraduate/graduate differentiation in assigned readings, assignments, and grade rubrics. Additional attention was paid to variations in face-to-face instruction and online delivery, as well as to increasing across-the-curriculum inclusion of technology for modeling, instruction, and content knowledge development. Each full-time faculty member brought years of experience and discipline-specific expertise to the course creation endeavor. The graduate faculty shared a broad background in free-ware and web2.0 availability.

In 2019– The University administrative structure changed, and the School of Education leadership underwent a series of administrative changes with retirements and position changes, which led to the request and granting of an additional year extension for program review. The following reflects Franklin Pierce University developments and the subsequent State Board of Education approvals.

NHDOE STATE BOARD of EDUCATION - FPU Professional Educator Preparation Programs Review

• March 20, 2013

- The Board granted conditional approval through 8/31/2014 for the following graduate PEPPs: EIED (k-8); ELA (5-12); SS (5-12); and Special Education with a progress report due January 2014 and a follow-up visit no later than March 2014.
- FPU withdraw from consideration for re-approval their program for Emotional and Behavioral Disabilities, and program for Specific Learning Disabilities

• March 26-28, 2014

- Review conducted of all graduate and undergraduate programs

• August 14, 2014

- The Board granted approval through 8/31/2021 for...
 - English LA (5-12),
 - Life Sciences (5-12),
 - Social Studies (5-12), and
 - graduate General Special Education with a progress report due 8/31/2015
 - ...and an annual report each year thereafter.
- The Board granted provisional approval through 8/31/2017 for
 - new program in English LA (5-8),
 - conversion program in English LA (5-8),
 - conversion program in Life Sciences (7-12),
 - new program in Social Studies (5-8),
 - conversion program in Social Studies (5-8),
 - new undergraduate program in General Special Education,
 - and conversion program in General Special Education with an initial progress report due 8/31/2015
 - ...and an annual report each year thereafter.
- The programs for IDD and EBD were “taught out” and terminated.
- FPU withdrew its request for re-approval of Visual Arts developed plan to “teach out” rest of the students.
- The Board granted provisional approval through 8/31/2017 for EIED (K-6) and (K-8) with an initial progress report due 1/31/2015 and annual report each year thereafter.
 - **Note: Provisional Programs were previously approved ‘new’ programs; effective 03/2013, provisional status no longer utilized.*

• January 12, 2017

- The Board supported the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all fourteen institutions offering educator preparation programs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3).
- The Board supports the extension of the approval status of FPU to 2020-2021.

- **January 9, 2020**

- FPU requested an extension after significant restructuring and three new individuals overseeing the educational programs to better understand them as well as familiarize themselves with the processes and data. The continuous improvement for FPU would start bringing the required data programs together and were in the process of putting the data structures in place.
- The Board granted a one-year extension of all seven of FPU's PEPPs from August 30, 2021, through August 30, 2022.

PRIOR FRANKLIN PIERCE UNIVERSITY FULL PEPP REVIEW:

The most recent program approval visit conducted by the New Hampshire Department of Education (NHDOE) and the Council for Teacher Education (CTE) was conducted at the Rindge campus on March 26- 28, 2014. At that time, FPU's graduate programs operated out of their Manchester campus and undergraduate programs at the Rindge campus, with nearly separate administrative procedures, structures, and policies. As a result of the 2012 graduate program review, the university "taught out" and terminated two advanced special education preparation programs – Intellectual and Developmental Disabilities (IDD) and Emotional and Behavioral Disabilities (EBD), due largely to fundamental flaws in these graduate programs' candidate assessment systems identified in program approval. In addition, the university's leadership determined that the administration of FPU's graduate and undergraduate programs needed to be fully integrated into every conceivable regard.

Based on this decision and FPU's self-assessment, in preparation for the March 2014 review, FPU withdrew their request for reapproval of the Art Education Programs. FPU was to develop a "teach-out" plan for that program.

2014 - Priority progress report:

- **Data System and Evidence-Driven Decision Making- 2014**

The review team was unanimous in finding the FPU PEPP's new candidate and program assessment systems at both the graduate and undergraduate levels to be comprehensive, triangulated, and detailed. However, the sheer number of assessment tools and processes was unsustainable, based on interviews with administrators, faculty, and candidates, all of whom described the considerable energy now being invested in assessment. The interviews documented clearly that candidates experienced a noticeable, new lag in recent months in faculty and staff responsiveness to their questions and concerns, which they attributed consistently to the program review process and implementation of the university's comprehensive new assessment procedures. The university must strive for – and be supported by the NHDOE to achieve and maintain – a balance between rigorous, continuous self-evaluation and improvement, on the one hand, and rapid responsiveness to candidates, on the other.

It was recommended that FPU describe how the institution focused key quality data-gathering tools and strategies to a more manageable and therefore sustainable number. Providing a revised "roadmap" visually representing the new overview of the full array of data collection instruments and procedures the unit employs for candidate assessment, program assessment and improvement, and related decision making. The university needed to provide concise commentary describing how this represents a reduction in the extent, complexity, and time-consuming nature of its current array of evidence-gathering procedures, while nevertheless continuing to gather valid and reliable data regarding each program approval standard.

- **Other Program Recommendations- 2014**

1. Document a clearly articulated timeframe in all candidate materials which a student must pass the Praxis® Core test and Praxis® II test so that candidates are aware both of this expectation and the consequences should they not pass these tests.
2. Provide assurance that all university documents, handbooks, and web site ensure that all required certification tests are appropriately and accurately named.
3. Concisely describe progress made in implementing a new transcript review process for all graduate certification programs, to ensure on admission that the candidate either fully meets the 609 General Education standards or are required to take specific steps to develop and demonstrate mastery of standards they have not yet attained.
4. Provide evidence that all affected elementary education candidates affected by phasing out the university's American Studies program are advised personally on alternative means by which they can fulfill content mastery required for elementary educator certification. The university's American Studies major was phased out. Current elementary education candidates were allowed to complete the American Studies major if they intend to graduate by May 2016.

5. Provide evidence that the university has assigned role responsibilities for ensuring that each step outlined in the Franklin Pierce Teacher Education Programs Action Steps for Alignment and Integration with Proposed Timeline (dated February 10, 2013) is implemented effectively and on time.
6. Provide evidence that the position of full-time placement coordinator for graduate and undergraduate programs has been filled by a qualified professional.
7. With regard to Life Science Education Programs (undergraduate and conversionⁱ), describe concisely how the university has implemented: orientation for Life Science content faculty in the content mastery standards required for certification, and identification in relevant content courses of assignments and assessments that enable candidates to develop and demonstrate mastery of these standards.
8. With regard to Social Studies 5-12 and 5-8 Programs (undergraduate and conversion), describe concisely how the university has implemented: orientation for History and other Social Science faculty in the content mastery standards required for certification, and identification in relevant content courses of assignments and assessments that enable candidates to develop and demonstrate mastery of these standards.
9. Concisely describe how the university has continued utilizing the resources of the Institutional Research Office to support ongoing improvements in the candidate and program assessment systems of the unit and its individual programs.

Annual report: Due in Spring 2015, FPU needs to:

1. Concisely update the information provided in the priority progress report above, with regard to phasing in implementation of evidence-based decision-making practices and norms.
2. Provide evidence of instituting and clearly articulating expectations and the process for terminating a candidate's field experience for unacceptable performance and/or unethical behavior and dispositions.
3. Provide evidence it has initiated a process for advising candidates on equivalent nationally approved tests of proficiency required in other states in which candidates express interest in seeking certification.
4. Provide evidence it has made its alumnae/i survey much shorter so that the response rate is not compromised by response fatigue. Augment the likely low response rate to alumni surveys this and other IHEs usually experience with targeted interviews with employers who hire FPU graduates, to gain further data assessing FPU alums' preparedness for professional practice.
5. With regard to each of its programs, concisely describe any further program-specific steps it has taken to improve the manageability of its candidate and assessment systems, while still gathering valid and reliable evidence for candidate and program assessment and improvement.
6. Concisely describe how the university has continued utilizing the resources of the Institutional Research Office to support ongoing improvements in the candidate and program assessment systems of the unit and its individual programs.
7. With regard to the English Language Arts 5-12 and 5-8 programs (undergraduate and conversion), provide evidence that teacher education and English department faculty together have identified how content mastery standards are addressed in English content courses' assignments.
8. With regard to Social Studies 5-12 and 5-8 Programs (undergraduate and conversion), provide evidence the university has put in place a procedure to analyze Praxis® II scores in social studies to identify any patterns of weak candidate performance and corresponding steps needed to enhance methods and, especially, history content courses.

2014 - Overall Summary and Team Recommendations

The Franklin Pierce Review Team recommended the following for the corresponding Teacher Education Programs:

Full approval for seven years, with a progress report due in one year and annual report thereafter:

- English Language Arts (5-12) (Ed 612.05)
- Life Sciences (7-12) (Ed 612.25) & General Requirements (Ed 612.23)
- Social Studies (5-12) (Ed 612.28)
- General Special Education (graduate) (Ed 612.07)

Provisionalⁱⁱⁱ approval up to three years with initial 6-month progress report and annual report thereafter responding to recommendations:

- Elementary Education (K-6 & K-8) (Ed 612.04)

Provisional approval up to three years with initial one year progress report and annual report thereafter responding to recommendations:

- English Language Arts New Program (5-8) (Ed 612.051) and Conversion Program
- Life Sciences (7-12) (Ed 612.25) Conversion Program
- Social Studies New Program (5-8) (Ed 612.29) and Conversion Program
- General Special Education (undergraduate & conversion) (Ed 612.07)

B. Introduction and Overview of Spring 2022 Review/Visit:

A Memorandum of Understanding (MOU) was developed between the Council for Teacher Education (CTE) Review Chairs, the NHDOE and Franklin Pierce University and was finalized on June 21, 2021, identified the process, materials, templates, and standards what would be used as well as logistics. (*See Appendix*)

A pre-site visit meeting was held on October 14th, 2021, at 3:30 pm providing the institutional coordinator with additional guidance and clarification for the preparation and development of a PEPP self-assessment report. Additionally, prior to the actual on-site visit scheduled for March 2022, a series of meetings and phone conversations were held with either/or the co-chairs, the NHDOE representative, and key personnel from FPU to discuss the process and requirements and additional evidence sought for reviewers.

On January 10th, 2022, the co-chairs, Brain Walker and Pat Corbett, and the NHDOE conducted a reviewer training session orientation for the program review process, the content reviews and focus, and the institution's system for candidate assessment, program assessment, and clinical partnerships and practice for the review team. Reviewers received an electronic link and password to the FPU Self-Assessment materials, Program Review Master Document, and the FPU Canvas© Learning Management System to enable each to conduct the review of individual content programs in preparation for the on-site visit.

The review team examined the following currently approved Professional Educator Preparation Programs:

507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure
507.40	612.07	Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure
507.32	612.25	Life Sciences Teacher for Grades 7-12	BA, M.ED, Licensure
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure
507.56	612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure
507.55	612.35	English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure

Just prior to the site review, Brain Walker recused himself from the review and Linda Kalloger, CTE Member, stepped in on his behalf. On March 8, 9, and 10, 2022 the entire review team and the NHDOE representative met at FPU in Rindge, NH. Group and or Individual interviews were held with the Franklin Pierce University president, provost/CAA, Dean, Education Preparation Director, and education faculty. The faculty and staff were available throughout the visit for additional interviews, clarification of evidence, and to answer questions. During the on-site visit, reviewers interviewed faculty, supervisors, cooperating teachers, current students, and alums, and carefully reviewed the electronic candidate and program assessment system. On Thursday, March 10, 2022, after finalizing details, an exit interview held with the co-chairs, the NHDOE representative, and key personnel from Franklin Pierce University Teacher Education Programs.

The following charts represents the number of FPU matriculated students by enrollment since 2018 and the retention rates since the fall of 2013.

FPU: TDA Artifact 4. *Matriculated Student Enrollment by Program (fall semesters)*

Major	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Education Pre-Cert (temporary)	n/a	n/a	14	n/a
Education Studies	n/a	n/a	5	5
Elementary Education (k-6)	n/a	n/a	26	43
Elementary Education (k-8)	n/a	n/a	0	14
Elementary Education (k-6/k-8)	75	80	20	n/a
Life Sciences (secondary)	5	5	4	0
English Language Arts (secondary)	6	7	5	2
Social Studies (secondary)	11	12	7	9
General Special Education	18	26	18	19

FPU: TDA Artifact 7. *Retention Rates in Undergraduate Education Programs*

Undergraduate Cohorts	Starting Cohort	Inactive/ Withdrawn	Still in progress	Completers	Retention Rate	
Fall 2013	11	2	-	9	82%	
Fall 2014	17	2	-	15	88%	
Fall 2015	28	8	-	20	71%	
Fall 2016	56	25	-	31	55%	
Fall 2017	47	24	3	20	43%	
Fall 2018	44	13	28	3	70%	
Fall 2019	53	22	31	-	59%	
Fall 2020	18	6	12	-	67%	
Fall 2021	20	-	20	-	100%	
<i>*Jenzabar© Database</i>					<i>average retention rate</i>	<i>71%</i>

C. Key Findings from the Entire 2022 Review/Report:

1. 2022 Summary:

Overall, this program review team found evidence of recent progress and effort from the institution to develop a meaningful clinical experience and an assessment system. Candidates are engaged in learning opportunities aligned to the content, standards, and most competencies. The candidates spoke positively about their experience with the education program, the institution and especially Dr. Joan Swanson and Sonja Prince.

The state standards for educator preparation program approval criteria and processes were revised comprehensively and went into effect during 2012-2013. Central to the new standards was a paradigmatic shift toward much greater emphasis on assessing the extent to which an institution of higher education (IHE) employs a robust data-driven decision-making system to ensure candidate preparedness and to assess and continuously improve its preparation programs. Listed directly below were three identified areas of primary focus to evaluate PEPP effectiveness:

- 1) How robustly does the institution operationally define indicators of candidate preparedness in each program? What is the quality or fidelity of the multiple measures the PEPP uses to generate data regarding candidates? Are they authentic assessments supported by research and/or national organizations, or modeled after well-respected commercial initiatives? Is the rationale offered a reasonable one and an appropriate match for the unique characteristics of the University?
- 2) What does the evidence say about the quality of the candidates? Do they meet the highly effective or effective level on many of content standards? Does there appear to be consistency across the multiple measures? In other words, when the Institution recommends a candidate for licensure, does the University apply sufficient rigorous criteria that meet or exceed all state licensure standards?
- 3) How robustly does the University utilize data-driven decision making to continuously improve the PEPP? Does the data collected result in the generation of improvements potentially including but not limited to: Adjustments to assignments, materials, assessments, or curriculum; changes in field experiences, new ways to analyze information, a decision to expand or shrink the review time frame, new data resources?

However, since the inception of these rules, Franklin Pierce University professional educator preparation programs continue to struggle with fully meeting the primary concerns as outlined in 2012-2013 by the State Board of Education, the Council for Teacher Education and the NHDOE Office of Program Approval.

This may be in related to FPU's historical perspective of significant changes of education administration and faculty. Upon the 2022 review, it is noted that some of the PEPP work is in the foundational stages and ongoing.

Multiple forms of assessment must be used to evaluate candidate performance consistently and the results used to adjust the curriculum and programs accordingly. Full implementation of the assessment system is the next step in the process. The elements of systems for their candidate assessment and the program assessment have not been analyzed nor utilized for PEPP improvements.

Below are key elements as a result of this review:

- i. Clinical Partnership & Practice
 - a. A system and approach in place to provide teacher candidates with early to culminating experiences.
 - b. Clear documentation and expectations outlined for administrators, cooperating practitioners, and students.
 - c. The potential for strong K-12 partnerships in the region.
 - d. A data management system that tracks clinical experiences.
 - e. The Associate Director of the School of Education maintains records in relation to the Clinical Practice.
- ii. Candidate Assessment
 - a. An electronic system of data collection is in place.
 - b. Student data is collected according to the Student Licensure Checkpoints.
 - c. The Associate Director of the School of Education maintains the data collection system.
- iii. Program Assessment
 - a. An electronic system of data collection is in place.
 - b. The Associate Director of the School of Education maintains the data collection system.
 - c. Signature Assignments have been identified at the course level.

- iv. Individual Programs
 - a. See Section IV. Program Reports.

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

2- Needs Improvement:

Teacher Preparation programs performing at the **Needs Improvement Level** do the following:

Programs performing at the needs improvement level inconsistently advance candidate growth and achievement.

They establish expectations for learning and achievement for most candidates and engage candidates in appropriate learning opportunities.

Programs performing at the needs improvement level demonstrate knowledge of content, standards, and competencies.

These programs use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies.

Programs performing at this level attempt to facilitate personalized learning using a mix of research-based and other strategies.

They use multiple forms of assessment to evaluate candidate and program performance but do not consistently use the results to adjust curriculum and programs accordingly.

Programs performing at the needs improvement level may use technology in their instruction and assessment approaches. Programs performing at this level participate in learning communities, but do not consistently attend to their own self-directed professional growth.

These programs uphold professional standards of practice.

2. Commendations:

Despite the historical challenges with significant changes in the staffing of the PEPPs at FPU, the institution has made recent progress in curricular revisions, advising protocols, clinical expectations, student resources, and assessment practices.

3. Recommendations that Require Responsive Action:

i. Clinical Partnership & Practice [604]

The FPU programs do have some structures in place for designing and assessing candidate's field experiences, however, it is still lacking the comprehensive data analysis of the effectiveness of all aspects of the clinical practice. This data needs to be consistently collected and analyzed. Use of the analysis needs to be consistently reported across all programs.

ii. Quality Control Systems- Candidate Assessment [606.01]

Integrate and coordinate the management of data on candidate performance across all programs.

Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching and leadership competencies in order to identify and isolate areas of strength and needs and analyze for trends.

Clear cycles of candidate data are needed to measure candidate performance.

iii. Quality Control Systems- Program Assessment [606.02]

Improve the continuity and coordination across programs in gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.

Clear cycles of program assessment data are needed to measure program performance

Coordinate a comprehensive system, across programs, for collecting, managing, monitoring, and analyzing key assessment data. Currently these data are not centralized or coordinated.

iv. Individual Programs

- a. See Section IV. Individual Program Reports.
- Elementary Education Teacher (K-6) (K-8): BA, MED, Licensure
 - English Language Arts Teacher for Grades 5-12: BA, MED, Licensure
 - Special Education Teacher (ages 5-21): BA, MED, Licensure
 - Life Science Teacher for Grades 7-12: BA, MED, Licensure
 - Social Studies Teacher for Grades 5-12: BA, MED, Licensure
 - Social Studies Teacher for Grades 5-8: BA, MED, Licensure
 - English Language Arts Teacher for Grades 5-8: BA, MED, Licensure

The review team recommends **conditional approval** for all seven (7) programs for eighteen months through 10/31/2023.

- a. Elementary Education Teacher (K-6) (K-8): BA, MED, Licensure
- b. English Language Arts Teacher for Grades 5-12: BA, MED, Licensure
- c. Special Education Teacher (ages 5-21): BA, MED, Licensure
- d. Life Science Teacher for Grades 7-12: BA, MED, Licensure
- e. Social Studies Teacher for Grades 5-12: BA, MED, Licensure
- f. Social Studies Teacher for Grades 5-8: BA, MED, Licensure
- g. English Language Arts Teacher for Grades 5-8: BA, MED, Licensure

Under an **Option 1** PEPP review, [per 602.06(a)a.-b.], any PEPP/IHE that has conditional approval, shall-

- Submit and obtain approval by NHCTE through a progress report made on program approval standards not previously met; and
- Review by division director or designee focusing on progress made on program approval standards not previously met.
- PEPPs that are recommended with conditional approval shall submit a progress report addressing development on all unmet standards to the NH Council for Teacher Education (CTE) six (6) months from the approval decision by the State Board of Education, per Ed 602.13.

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

PEPPs that are recommended with any conditional approval shall submit a progress report addressing development on unmet standards to the NH Council for Teacher Education (CTE) six (6) months from the approval decision by the State Board of Education, per Ed 602.13. The FPU progress report shall be due to the Division no later than January 12, 2023.

Section II: Clinical Partnerships & Practice

1. Summary of Findings:

In the area of Clinical Partnerships and Practice, the PEPP has demonstrated growth and potential in this area; (it is understood; the COVID pandemic has limited early field experiences for a limited timeframe). However, students report the benefits of their field experiences and are able to make connections across content, theory, and practice. There is an overall sense that the PEPP is moving forward to develop a strong Clinical Practice with the elements that are in place. Over time, this will enhance the experience for students and the K-12 partners.

Below are key elements as a result of this review:

- The newly developed handbook provides expectations and procedures. The roles and responsibilities of the students, cooperating practitioner, and faculty are clearly defined.
- The PEPP is positioned to develop a strong partnership with a local SAU and is moving toward this goal. Strong partnerships will provide a more effective system of communication and collaboration.
- Interviews with principals and cooperating practitioners revealed FPU students are flexible and able to adjust to a variety of situations; have a strong knowledge of the content; and are professional in nature.
- There is a comprehensive record keeping system in place to track placements and document specific elements of the placements. This includes Field Experience and Student Teaching contracts.
- The Associate Director of the School of Education provides oversight and support of all field elements. K-12 partners noted the responsiveness to questions.
- Students have a strong working relationship with FPU faculty to discuss issues in the field.
- The PEPP has clearly stated field requirement hours by course.
- There is a well-developed Disposition rubric.
- The Gateway data includes Clinical Practice data points.

2. Commendations:

Not applicable.

3. Recommendations that Require Responsive Action: [Ed 604]

Teacher candidates are provided opportunities at varying grade levels during their early field experiences. In the area of Special Education, there is no evidence to support the culminating placement(s) of students at varying levels to provide the experiences needed. Although the newly created handbook articulates and outlines expectations and procedures, several teacher candidates (current and alumni) expressed a lack of consistency in field placement.

- *The culminating field experience shall require the candidate to assume the range of teaching or specialist or administrator area activities, roles, and responsibilities that demonstrate the candidate has the knowledge, skills and dispositions of a beginning educator. [604.06(b)]*

There is a system in place to provide the cooperating practitioners with the necessary documents and support through the newly developed handbook. Cooperating practitioners report that more guidance and support are needed prior to and during the culminating field experience. However, additional supports, planning and lead time is needed to ensure the below unmet standards are met. This review team encountered several opportunities between both candidates and cooperating practitioners who expressed significant concern regarding clinical expectations. They overtly expressed a need for professional development/training, discussions, and follow-up regarding the expectations for candidates within the field. Again, while the newly developed handbook is a positive step in the process, there is a need to solidify the communication of the partnerships into practice.

There is some evidence of Clinical Partnerships and Practice effectiveness. Nevertheless, there are areas within Clinical Partnerships and Practice that would fully meet and solidify requirements for candidates within each specific content/licensure areas. [604]

- *Designate one or more persons to be responsible for coordinating and managing the field experiences, including the orientation and professional development of cooperating practitioners as mentors following clearly articulated, written criteria for mentoring practices; [604.08(a)]*

- *Provide each cooperating practitioner with clearly articulated written criteria for mentoring practices and the requirements of the PEPP relating to field experiences; and [604.08(c)]*
- *Provide each cooperating practitioner with any information concerning the candidate that may be helpful to the cooperating practitioner in mentoring the candidate, provided that provision of the information does not violate any confidentiality or privacy laws; [604.08(d)]*
- *Sufficient support to all faculty, staff, and cooperating practitioners for professional development related to their roles in preparing and mentoring candidates, including the granting of promotional credit and or tenure for collaboration with pk-12 schools. [604.02(g)]*

4. Evidence examined includes:

Student Handbook (“newly developed handbook”)
Administrator, Cooperating Practitioner, and Student Interviews
Field Experience and Student Teaching Contracts
TCAP Samples
Field Experience Placement Requirement Chart
Sample Disposition Rubric
Gateway Data

A. The Institution's Candidate Assessment System-**1. Summary of Findings:**

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

The PEPP's Candidate Assessment System shall ensure that:

- The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards;
- Assessment of candidate performance consists of multiple measures, including but not limited to observations and candidate work samples, using various methodologies with clearly articulated written performance criteria; and
- The assessment of candidate performance informs on-going program improvement.

The PEPP is moving toward a comprehensive system of ongoing candidate assessment; there is a focus on data collection and analysis. The work that has been done is evident to meet some of the requirements in this area. The framework is in place and the systematic gathering of data has begun, however, is not yet fully implemented or evidenced.

Below are key elements as a result of this review:

- Data collection and documentation have moved from paper format to electronic.
- Online resources are utilized to track student data, clinical practices, transcript review, and other important information.
- Student data is organized into electronic folders and a student dashboard is available.
- The Associate Director of the School of Education manages the data collection process and maintains records electronically.
- Student Licensure Gate Checkpoints clearly outline the requirements of the program for the teacher candidates.
- Gateway data is collected via the online database.
- There is a clear and comprehensive transcript review process for licensure students based on the standards. Students understand and acknowledge this understanding through a signed document. This process is completed by the program director.
- The Student Licensure Checklist provides the teacher candidate with a clear road map to licensure.
- The PEPP has developed support for the Praxis® Core preparation.

2. Commendations:

The transcript review process includes clearly stated program requirements by standard that are reviewed with each candidate. The candidate then acknowledges understanding of the information through signature.

3. Recommendations that Require Responsive Action: [Ed 606.01]

Although an electronic 'data' system was recently implemented to store candidate assessment data and program assessment data, the ability to examine individual candidate(s) and program-wide patterns needed to inform decisions, instruction, and program changes is missing. Data collected has not yet been analyzed to guide specific candidate progress, instruction, or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns.

It is recommended that FPU improve the continuity and coordination across the undergraduate and graduate pathways in "gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs." [604.01 606.02; 603.0, 606.02; 603.01]

- a. The PEPP has the data available and a vehicle to collect the data. A system to document student key assessments should be created. This can be in the form of an online portfolio.

- i. *The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards; and [606.01(2)]*
- b. Clear cycles of student data are needed to measure candidate performance.
 - i. *The assessment of candidate performance informs on-going program improvement [606.01(4)]*

4. Suggestions:

Create a process to allow for additional support within the transcript review process outside of the Education Department that is evidenced by the collaboration of content area faculty in the process.

5. Evidence examined includes:

Student Licensure Gate Checkpoints
Online Data Collection Presentation
Teacher Licensure Checklist
Student Handbook

B. The Institution's Program Assessment System-

1. Summary of Findings:

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

- Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs;
- Demonstrate a process to make judgments based on the data collected;
- Use the process for continuous program improvement to ensure the quality of individual candidate preparation;
- Include data from reports that indicate the number and percentage of program graduates still working in the profession;
- Include information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation; and
- Include an analysis of state and national data relative to oversupply and critical shortage areas to ensure that programs are aligned with supply and demand.
- Provide evidence of assessing the competencies in the licensure area(s).
- Ensure that a PEPP assesses how candidates are advised and counseled throughout the program.
- Include an advisory process.
- Utilize data regarding learning indicators of pk-12 students served by the PEPP's program completers, including but not limited to data provided to the institution by the department, for purposes of program assessment and continuous program improvement.

Based on the self-study and evidence gathered, the review team concludes that the seven (7) PEPP's, for both candidate assessment and also program assessment have not fully materialized. The PEPP is moving toward a comprehensive system of ongoing program assessment; there is a focus on data collection and analysis. The work that has been done is evident to begin to meet many of the requirements in this area. The framework is in place. Furthermore, a clear plan needs to be developed and implemented for the measurement of standards at the course and program levels.

The previous CTE Reviews from both 2010 and 2014 indicate a need for a comprehensive data system. As of this 2022 Review, the IHE has not yet fully implemented the minimum requirements. Signature assignments and corresponding rubrics by course are completed or in development. Complete cycles of data collection and analysis are needed to aggregate the data within and across licensure programs. A deeper look at assessment practices across the undergraduate and graduate levels, including rubric calibration, will enhance the program assessment system.

Below are key elements as a result of this review:

- Students report the support they receive within the advising process.
- Data collection and documentation have moved from paper format to electronic.
- Online resources are utilized to track student data, clinical practices, transcript review, and other important information.
- The Associate Director of the School of Education manages the data collection process and maintains records electronically.
- The General Education Requirements [Ed 609] have identified assessments and rubrics. General Education faculty can speak to the standards and licensure requirements.

2. Commendations:

A new process is in place to correctly advise students. Student feedback about this process is strong.

3. Recommendations that Address Unmet Standards: [Ed 606.02]

Although an electronic 'data' system was recently implemented to store candidate assessment data and program assessment data, the ability to examine individual candidate(s) and program-wide patterns needed to inform decisions, instruction, and program changes is missing. Data collected has not yet been analyzed to guide specific candidate progress, instruction, or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns.

It is recommended that FPU improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.” [604.01 606.02; 603.0, 606.02; 603.01]

- a. Create and implement a plan to collect and analyze data at the course level in order to create a system of ongoing program improvement that looks at data across and within licensure programs.
- b. Develop a system to collect and store course-level data that can be easily aggregated.
- c. Provide data that demonstrates a deeper understanding of the content at the graduate level.
- d. Work with faculty to ensure a common understanding of the assessment system; the need for varying levels of assessments within classes; a consistent, reliable form of measurement (rubric scoring); and an understanding of how the program assessment system connects to their instruction.
 - i. *Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs; and [606.02(1)]*
 - ii. *Demonstrate a process to make judgments based on the data collected; and [606.02(2)]*
 - iii. *Use the process for continuous program improvement to ensure the quality of individual candidate preparation [606.02(3)]*

4. Evidence examined includes:

Student Licensure Gate Checkpoints
Student and Faculty Interviews
Online Data Collection Presentation
Self-Assessment Matrices
Program Maps
TCAP
Course Syllabi
Assignment Examples for Grad and Undergrad

PEPP's Included in Review:

Ed 500	Ed 600	PROGRAM	DEGREE	Reviewer
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure	Dr. Kristine Thibault New England College; CTE Representative
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	Elizabeth McGovern Deerfield Community School
507.55	612.35	English Language Arts Teacher For Grades 5-8	BA, M.ED, Licensure	Amy Trembley Three Rivers School
507.32	612.25	Life Sciences Teacher for Grades 7-12	BA, M.ED, Licensure	Alison Bauchsbaum Somersworth High School
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	Linda Kalloger Retired Principal; CTE Representative
507.56	612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure	Linda Kalloger Retired Principal; CTE Representative
507.40	612.07	Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure	Pat Stone SAU #13, Freedom Elementary School

Name of Program: Elementary Education Teacher (k-6) (k-8)

ED 507.11/612.04

Reviewer Name: Kristine Thibault, Ed.D.

1. Summary of Findings:

Franklin Pierce University provides a thorough and well-planned PEPP program for those going into Elementary Education. Certification areas include K-6th grade licensure or K-8th licensure in a content area. Courses outlined throughout the program are well scaffolded and build upon each other the skills necessary for students. There are several field experiences throughout the program that lend to classroom observations and participation for the students. These experiences range from content-specific lessons that are planned such as Special Education and methods of Science, Math, and Social Studies. Franklin Pierce University is meeting the content area for Ed. 614.04/516.11c.

When looking at K-8 licensure with a specific content area, the education department goes to great lengths to ensure that students are receiving the appropriate content knowledge for their specific area. After meeting with the content faculty, it is evident that collaboration is an important part of this process. Meetings are held consistently to discuss students' progress through their content area requirements. The faculty of all departments work to coordinate the schedules, so students do not struggle to get a class completed. This makes for a strong relationship between departments with focus being on the students.

After discussions with the Franklin Pierce Education Department, the university has a tracking system for candidates that are in their field placements and continues through student teaching. There are Gateways that are tracked specifically for licensure as well as a student's journey through the PEPP program. Systems that are used are created on the Microsoft 365 platform.

Franklin Pierce University offers a master's degree in Education. There was not a distinct difference between the classes that were offered between Graduate and Undergraduate. In some cases, the courses mirrored each other. It would be a suggestion from this reviewer that there be a more rigorous curriculum for the graduate program. Providing clarity and identifying the differences in the courses and syllabi. More evidence is needed to achieve the distinction between the two programs.

The collection of data when it comes to course work is evolving at Franklin Pierce University. There has been great effort to work with their Canvas system to structure the platform to have rubrics and data collection from Canvas. This is a process that is being developed.

2. Commendations:

- ❖ Strong foundational classes in literacy and content area method courses
- ❖ Field Experience opportunities throughout the program
- ❖ Creative delivery of instruction (hands on learning/teaching practices, projects, etc.)
- ❖ Gateways for Graduation
- ❖ Resources for students (website, handbook, etc.)
- ❖ Great collaboration between faculty when it comes to content areas

3. Recommendations that Require Responsive Action:

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

There was limited distinction between the undergraduate and graduate course(s), assignments, and assessments.
Distinguish the differences between graduate and undergraduate courses [603.02; 603.03] [504.03(b)]

ii. Annual Report to Address the Following the Recommendation/s:

Address assessment system deployment within the courses [606.01; 606.02]

4. Evidence Supporting the Reviewer's Analysis Includes:

Syllabi
Interviews (students, faculty, department leadership)
Self-Assessments

1. Summary of Findings:

Franklin Pierce University has a variety of courses that are used to target instruction for students who are majoring in English and hoping to teach in grades 5-12. Throughout the course of the visit this reviewer was unable to interact with any students in this program, cooperating teachers nor the administrators of the local schools that partner with Franklin Pierce. There was not any representation from this program, in the individuals that the review team interviewed.

The combination of both English and education courses provides sufficient opportunity for students to be exposed to a variety of literature and strategies in teaching reading. The teaching of writing was represented through fewer courses and there seemed to be a lack of grammar instruction. This was evident through both the student surveys and through this reviewer's analysis of the courses.

Students have indicated that Sonja Prince and Dr. Joan Swanson have been instrumental in "creating positive change at FPU". They spoke about how FPU is much like a family, the students are very close, and they seem to appreciate their professors. Sonja Prince was recognized by cooperating teachers and the administrators at local schools as "doing a good job in the field placement experience." Ms. Prince also designed a great way for students and the university to keep up the programming to ensure that students are taking all the necessary courses and meeting all of the requirements.

2. Commendations:

- ❖ Field Experiences are an integral part of the FPU student experience. They provide students the opportunities to work with a variety of grade levels. Field experiences are introduced in the students' sophomore year. This gives students the opportunity to experience hands-on learning and exposure to a variety of teaching methods.
- ❖ Page 50 in the master document lays out the field experience in a way that it is easy for students to plan for what they need.
- ❖ The plan to move methods classes to the field experience locations also seems like a great idea and will help build stronger relationships between Franklin Pierce and they Jaffrey Rindge School District
- ❖ Based on feedback from current students and from the student surveys it seems as though Dr. Swanson and Sonja Prince have made some very positive changes at FPU during their tenure. Included in these changes are organizing the Field Experience and making positive additions to the way the Education Department organizes data and communicates with students. Students who are now in their 3rd and 4th year stated that the program is much more organized, and they feel the quality of learning has improved.

3. Recommendations that Require Responsive Action:

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

- a. Update media literacy course to meet the most up to date standards. This is currently being taught through EN357- the course contains some outdated material and students could benefit from a more current approach to media literacy. [507.24(c)(6)]
- b. Ensure that students are utilizing 21st Century tools such as Google Suite-learning labs, 1:1 devices, proficiency with Google classroom and Seesaw© [507.24(c)(6); 603.02]

ii. Annual Report to Address the Following the Recommendation/s:

- a. This reviewer was unable to verify if candidates felt fully prepared for the higher end of the spectrum of learners. This reviewer suggests addressing the teaching of gifted and talented learners and how to create and run programs for gifted students.
[505.03(1)b.] The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner.
- b. Explicit teaching of grammar- this reviewer was unable to find evidence of this and this also came up as in issue in the feedback on the exit survey from former students. [507.24(c)(1)c.]
- c. This reviewer acknowledged different opportunities for students to become fluent writers through several courses, however, was not able to examine skills learned and/or demonstrated of the pedagogy

of writing. This reviewer suggests the addition of teaching students to write for various audiences- this was addressed in GLE 230, but it does not appear to be enough to prepare English Teachers, more of a general overview of the genres of writing. Clarity in course work, i.e., objectives within the course syllabi) that covers writing pedagogy would strengthen the overall analysis. This reviewer was unable to verify if candidates felt fully prepared for the higher end of the spectrum of learners. [507.24(9)(a)-(f)]

- a. Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes;
 - b. Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively;
 - c. Offer constructive and focused response to students' writing;
 - d. Present authors' works as models to encourage diversity in students' writing;
 - e. Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and
 - f. Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction;
- d. This reviewer was unclear as to how candidates are being prepared to teach and assess (grading methods) in a "standards based (or competency based)" learning classroom. It is recommended to articulate differences between 'traditional' approaches versus standards/competency based. Lesson plan templates, including learning objectives, and rubrics with standards (and differentiated objectives etc. especially for those who have already proven competency.) [505.03(a)(3)]

4. Evidence Supporting the Rating Includes:

During 'current student' interviews it was expressed that the students felt very well prepared for their internship experiences, as well as being well supported through the process by cooperating teachers and their professors. Past student surveys had a mixed reaction as to preparedness- as previously mentioned, there seems to have been a shift over the last 18 months in a positive direction. This leads one to believe that improvements were made and perhaps will continue.

Comprehensive list of courses that cover a wide variety of content in the areas of education, English and English teaching.

Two school administrators felt as though their relationship with FPU is strengthening and that the majority of student teachers are well prepared. The third administrator expressed that her school has a less solid relationship with the university.

Name of Program: English Language Arts Teacher for Grades 5-8

ED 507.55/612.35

Reviewer Name: Amy Tremblay, M.Ed.

1. Summary of Findings:

This report details the review of the Franklin Pierce University Teacher Education Program in the area of English Language Arts for Grades 5-8. This review was conducted in accordance with the Council of Teacher Education Review Team of the NH Department of Education. The review took place on March 8, 9 and 10, 2022.

Franklin Pierce University offers Education degree programs with teaching licensure/certification at both the bachelor and master's degree levels. The bachelor's degree program requires 120 credits in General and Liberal Education core classes. Student Teaching field experience is required in the spring of the candidate's fourth year. Teacher Licensure (licensure) candidates are also required to complete the English major program. The graduate program requires forty-two class credits with 90 hours of field work built into the program. Graduate candidates are also required to complete student teaching and seminar hours, as well as a Student Research Capstone project.

2. Commendations:

- ❖ Strong emphasis on teaching literacy at the elementary level
- ❖ Writing skills support and teaching pedagogy is covered throughout the required course of study, spanning the English and Education departments
- ❖ Exemplary and comprehensive coverage of Standard 4 (Literature)

3. Recommendations that Require Responsive Action:

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

1. Program needs to address the usage and teaching of modern media as it relates to ELA 5-8. Currently, the only dedicated technology/media course offered is EN357: How to Write a Blog.
2. This course does not adequately address the standards listed below:
 - a. How visual and informational media can support or distort messages [507.24(c)(6)b.]
 - b. Guide students to select, evaluate, and analyze digital resources critically [507.24(c)(12)b.]
 - c. Guide students to construct and interpret meaning from images and information provided by media and technology [507.24(c)(12)a.]

ii. Annual Report to Address the Following the Recommendation/s:

1. It is recommended that the following topics be addressed through multiple courses, as well as separated according to the needs of different grade level students.
 - i. In the area of language uses pedagogy, the ability to [507.24(c)(7)a.-i.]
 - a. Apply and model grammatical rules in reading and writing;
 - b. Explain how the application of grammatical rules affects meaning;
 - c. Show how diction, tone, and voice vary according to audience;
 - d. Trace how English has changed and developed over time;
 - e. Distinguish and appreciate regional, ethnic, and standard dialects;
 - f. Model how language functions in different contexts and how to make effective choices about meaning or style;
 - g. Apply and model strategies to determine or clarify the meaning of unknown or multiple meaning words;
 - h. Show how figurative language, word relationships and nuances in word meaning changes meaning; and
 - i. Address the literacy needs of students whose primary language is not English;
 - ii. This reviewer was unclear as to how ELA 5-8 candidates have opportunities that directly relate to the ELA 5-8 setting. For example, in Course # ED350- Teaching Literacy across the Curriculum, the 'language uses pedagogy' standard(s) appears to be covered primarily within this course and, the course topics and materials seem heavily focused on lower elementary

students. More coverage of these topics as they apply to the middle grades (5-8) is recommended.

- b. This reviewer was unclear as to the wide range of topics, including grammar, figurative language, cultural differences in language, and the literacy needs of English Language Learners for ELA 5-8 students in different contexts.

4. Evidence Supporting the Reviewer's Analysis Includes:

This reviewer conducted a thorough review of required and elective courses offered for the ELA 5-8 program. Information was gathered from course syllabi, modules, assignments, readings, and assessments. Information was also gathered from meetings with Franklin Pierce faculty and alumni, as well as cooperating schools' teachers and administrators.

This reviewer attended one class session of ED112: Teaching and Learning in a Democratic Society, as well as one class session of EN215: Slavery: Lit and Legacy. ED112 is composed of students from varied disciplines and majors. The class covers several topics including teacher effectiveness, curriculum standards, standards for teaching and learning, and ethical and legal issues facing teachers today. EN215 is a general English course addressing racial and gender-based social issues through literature analysis.

Additional examination of:

EN232 Teaching of Writing

ED350/516 Teaching Literacy Across the Curriculum (same course syllabi for undergraduate and graduate)

Name of Program: Life Science Teacher for Grades 5-12

ED 507.32/612.25

And General Science ED 612.23/ 507.30

Reviewer Name: Alison Buchsbaum, M.Ed.

1. Summary of Findings:

The Secondary Life Science (Grades 7-12) teacher preparation program has both undergraduate and graduate pathways that result in an academic degree and a life science certification. Undergraduate students additionally complete a major in either Biology or Environmental Science. Master's students whose undergraduate coursework in life science is insufficient must complete supplementary science classes to complete any gaps. The education coursework includes ED 112/505 (Teaching and Learning in a Democratic Society), ED 105/506 (Educational Psychology), ED 224/510 (Design and Management of the Learning Environment), ED 350/516 (Teaching Literacy Across the curriculum), ED 308/508 (Introduction to Assessment), ED 312/509 (Understanding and Teaching Exceptional Learners), ED 314/519 (Scientific Inquiry and Teaching Methods), ED 360/526 (Best Practices in a Secondary Context), ED 492/532A&B (Secondary Student Teaching), ED 487/574 (Secondary Student Teaching Seminar), and two elective courses. The graduate pathway also requires ED 585 (Student Research Capstone) and ED 578 (Action Research in the Classroom). Prior to the 16 weeks of student teaching (culminating field experience), students are required to have 105 hours (early field experiences) in the field (e.g., performing observations). Finally, students must pass the Praxis® test for basic academic skills and the Praxis® subject area test for life science before their student teaching as part of earning licensure.

This reviewer examined the assignments and accompanying rubrics for the courses, however, was provided minimal evidence of student work. Thus, this reviewer is unable to determine whether there is a process that collects and assesses candidate outcomes. This reviewer did review a life science TCAP sample, which was helpful.

As there was limited evidence of student work, this reviewer is unable to determine whether there is a process that collects and assesses program trends and makes modifications based on these patterns.

2. Commendations:

Teacher candidates spend 105 hours in the field before beginning their student teaching. According to student interviews, they spend most of this time observing several different teachers and classrooms. This process provides teacher candidates with a variety of examples of how to organize a lesson, provide direct instruction, facilitate activities, formally and informally assess student learning, manage a classroom, and build a classroom community. After teacher candidates have reflected upon these classroom observations and explored the process of lesson planning through their Franklin Pierce University coursework, they then have the opportunity to start to design and enact their own lessons. Using a specific template, teacher candidates create a lesson plan. They then receive feedback from their Franklin Pierce instructor and/or host teacher before attempting to teach their lesson in an actual classroom. The significant scaffolding embedded in this process ensures that the teacher candidates will experience success and learn from any challenges that arise. As several Franklin Pierce courses require students to write numerous lesson plans (e.g., ED 314: Science Methods and ED 224/510: Design & Management of the Learning Environment), graduates of the secondary science education program leave with enough experience to be prepared to start their career in education.

Additionally, there are a couple of life science standards that are well covered via numerous courses. These include:

- Hierarchical organization of interacting systems, which is covered in Bio 102: Biology II (Quiz 4: cells/organelles), Bio 325: Microbiology (cell structure & function), Bio 218: Ecology, Bio 260: Human A&P I (tissues, integumentary, skeletal, muscular, nervous), and Bio 261: Human A&P II (endocrine, CV, lymphatic, respiratory, digestive, reproductive & urinary).
- Feedback mechanisms that ensure homeostasis, which is covered in Bio 101: Biology I (Population Ecology), Bio 218: Ecology, Bio 260: Human A&P I (tissues, integumentary, skeletal, muscular, nervous), and Bio 261: Human A&P II (endocrine, CV, lymphatic, respiratory, digestive, reproductive & urinary).

The general science standards that are best shown in the FPU life science education program is a couple of inquiry-based skills. Students in their science classes and the science methods course constantly perform experiments and collect data.

3. Recommendations that Require Responsive Action:

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

1. Evidence for the following standards was not evident during this review. As such, this reviewer determines these standards within Life Science PEPP as unmet.
 - a. “Establish relationships among all sciences and reflect the role of science systems in science literacy.” This is concerning because a huge part of NGSS is about cross-cutting concepts (e.g., stability and change, structure, and function, etc.). Teacher candidates should be exposed to these concepts throughout their science courses. However, it is crucial that future science teachers can make connections between various science subjects and make those relationships clear to their students. [507.30(c)(3)a.]
 - b. “Integrate knowledge from the history and philosophy of science into science instruction.” Although relevant scientists may be referenced in the science courses, the education courses do not seem to embed the history of science (as noted by a past student). [507.30(c)(3)c.]

ii. Annual Report to Address the Following the Recommendation/s:

1. This reviewer determined the following standards were unmet given minimal coursework that covering the below applicable content and skills. This includes:
 - a. “Evidence for structure of DNA determining structure of proteins,” which is only covered in Bio 211: Genetics (Lab 5 Quiz: Prokaryotic Transcription & Translation). [507.32(c)(1)a.1.(i)]
 - b. “Role of photosynthesis, respiration, and fermentation in the needs of organisms as well as in the cycling of carbon in the biosphere, atmosphere, hydrosphere and geosphere,” which is only covered in Bio 102: Biology II (Quiz 5: Metabolism/ATP & Quiz 7: photosynthesis, fermentation). [507.32(c)(1)a.3.(i)]
 - c. “Carbon based molecules form the basis for life,” which is only covered in Bio 102: Biology II (HW: biological chemistry, Quiz 3: carbon, carbohydrates, and phospholipids). [507.32(c)(1)a.3.(ii)]
 - d. “Explain the cycling of matter and flow of energy in aerobic and anaerobic conditions,” which is only covered in Bio 102: Biology II (Quiz 5: Metabolism/ATP & Quiz 7: Fermentation). [507.32(c)(1)a.3.(iii)]

4. Evidence Supporting the Reviewer’s Analysis Includes:

Supporting these ratings was the minimal coursework and other evidence for applicable content and skills. These standards include the following:

- “Integrate the science practices throughout the lesson,” which is only covered in Ed 314: Science Methods. These science practices include asking questions for science and defining problems for engineering, developing, and using models (e.g., scientific drawings, diagrams, data tables, models, and graphing), analyzing and interpreting data, using mathematics and computational thinking, constructing explanations for science, and designing solutions for engineering, and engaging in argument from evidence. According to the instructor for ED 314 and current FPU students, teacher candidates do use the NGSS website to connect these national science standards to the lesson plans. The current seniors who had Thomas Whitney as their instructor for ED 314 were extremely enthusiastic as to the amount of inquiry activities that he modeled and scaffolded them in developing themselves. According to a biology professor, many of the NGSS practices are integrated into science courses, as students spend significant time performing experiments and analyzing and communicating results. However, it does not seem teacher candidates are prepared to actually teach some of these science practices, especially modeling, using computational thinking, and argumentation. The past life science student was first exposed to claim-evidence-reasoning statements, a key NGSS practice related to argumentation, during professional development for her first teaching job.
- “Scientific content knowledge that enables the integration of the common themes exhibited in all of the sciences into teaching and course design” connects directly to the NGSS cross-cutting concepts. As mentioned above, the themes that bridge all science disciplines do not seem to be clearly integrated into the science methods course. An interview with a past life science student confirmed this observation. She is developing her understanding of

the cross-cutting concepts and how to incorporate them into the classroom through teaching experience post-graduation, not through the education coursework.

- “Knowledge of field and laboratory safety and emergency procedures, including responsibilities of science teachers for the welfare of their students and care for organisms and the proper maintenance, storage and disposal of laboratory materials or chemicals.” These are only covered in Ed 314: Science Methods (Unit 9 Readings: Lab Safety) and Ed 360/526: Best Practices in Secondary Contexts (Week 5: Safe Environments).
- “Knowledge and skills to integrate technological tools for learning, analysis and reporting, including to collect and analyze data using information technology,” which is only covered in Ed 360/526: Best Practices in Secondary Contexts (Week 10: Technology).
- “Knowledge of the organizations, agencies, and journals that contribute to the professional growth of the science teacher,” which is only covered in Ed 224/510: Design & Management of the Learning Environment (Annotated Directory of Resources).
- “Knowledge and skills of computing and computational thinking as it relates to science, including visualizations of scientific concepts and modeling and simulating engineering design to communicate science understanding” which seems to be covered in science courses but only briefly addressed in educational science courses.

Syllabi, assignments & rubrics for coursework

Interviews with current and past students, faculty (Liz Lapon & Jacques Veilleux), school principals, a superintendent, cooperating teachers, and supervisors

Class observations (ED 314, ED 112, and BIO 241)

FPU Self-assessments

Life Science Education Plans of Study (undergraduate and graduate)

TCAP Life Science Sample

1. Summary of Findings:

Franklin Pierce University offers graduate and undergraduate licensure programs in Social Studies. The College of Education was implemented in 2013 and is continuing to evolve.

This field of study includes a clinical experience component. Additionally, students must complete a semester of Supervised Student Teaching and the NHTCAP Capstone. The Gateway Program, which guides and monitors the prospective teacher candidates, is embedded into the teacher prep program. It is introduced to teacher candidates in their freshman year. The three Gateways have embedded benchmarks that ensure the continuum of learning. Students must pass these Gateways to be eligible for NH State Certification/Licensure. All of these courses meet the Standards for ED 612.28. Some of the courses do not have the Standards listed specifically, but the Standards and GLEs are embedded in the courses. These include but are not restricted to Critical Thinking and Analytical Thinking & Written Composition.

The Social Studies courses offer a range of content knowledge and diverse learning experiences. All of the courses include assessment strategies that will lead to mastery in each of the Professional Education Requirements (610.02). In response to a suggested change from the 2014 Review, FPU has implemented more direct assistance to students to prepare for the Praxis® exam(s). The library has purchased software (Mometrix©) and students and staff have been trained to use this to assist in test preparation for the Praxis® (Core and/or Content) exam.

The results of the testing have been shared with the history department to help with program development. The Social Department meetings have increased and there was success in adding a new social studies track within the history major to enhance the requirements of Geography and US History (Content Integration). These courses are now required components the social studies track within the History Major. Economics and US Government still require advisor oversight to ensure compliance, but they have been included in the 2021-2022 course catalog.

The Social Studies (ED612.28) Self-Assessment Worksheet lists the courses offered, as well as the assessments for those courses. All students are also required to take ED350/516, Teaching Literacy Across the Curriculum. The ED610.02 Education Matrix provides courses and assessments that address the Standard.

2. Commendations:

- ❖ Student progress is monitored on a consistent basis within Secondary Education Program. (Gateway Program, Praxis® I & II, TECAP, Feedback survey forms).
- ❖ The plan to increase Diversity at FPU.
- ❖ The implementation of the Education Lab.
- ❖ FPU has implemented extra test preparation to promote student success in required State testing. (Mometrix© software). This is periodically shared with History faculty to help advisement with programmatic development.
- ❖ Each course applies to Social Studies certification /Secondary Education.
- ❖ Development of a plan to upload all data and student progress information.
- ❖ Faculty advisors work closely with students to monitor progress to ensure success.
- ❖ Most courses include a technology component.
- ❖ Field experiences adding to the Certification program.
- ❖ There is a plan in place to address student retention.
- ❖ Consistent monitoring, partnering and mentoring student teacher interns.
- ❖ ED526 Best Practices in Secondary Contexts is a prerequisite to student teaching; includes 30 hours field experience.
- ❖ FPU offers workshops to the community, based on indicators of need and requests.
- ❖ FPU incorporates feedback from student surveys to enhance their programs and practices.

3. Recommendations that Require Responsive Action:

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

1. There was limited distinction between the undergraduate and graduate course(s), assignments, and assessments.
 - a. Further differentiation between grad/undergraduate courses [603.02; 603.03] [504.03(b)]
 - b. Addition of more rigorous assessments to courses [603.01(a); 604.01; 604.02]

ii. Annual Report to Address the Following the Recommendation/s:

1. Further distinction between graduate and undergraduate social studies courses.

4. Evidence Supporting the Reviewer's Analysis Includes:

Syllabi, Interview with Associate Professor of Education, TCAP scores, Retention rates, Gateway Path, self-assessments

In reviewing the Social Studies Standards for Grades 5-12 (Ed 612.28/507.28c) the courses offered promote a culture of knowledge, diversity, and growth.

These four Standards are being addressed through the courses are listed by the category in which they meet the Standard:

1. Content-Explain the importance of knowledge

This Standard is met through 9 courses in the Social Studies Degree Program

2. Content-Ability to Exhibit knowledge of basic concepts

This Standard is met through 9 courses in the Social Studies Degree Program.

3. Content-Related subject content- the ability to explain at least one of the behavioral sciences including ways in which it provides insights into contemporary society

This Standard is met through 3 courses in the degree program

Each course in Standards 1-3 is addressed in multiple courses and the assessments range from Exams, quizzes, book reviews, primary document analysis, technology task, primary source work, group work, and debates

4. Pedagogy, the ability to: develop comprehensive lesson plans, Design Learning Activities and demonstrate the capacity to use a variety of Social Studies leaning activities and techniques.

This Standard is addressed in ED 526/517 Methods of Teaching Social Studies: ED506 Advanced Psychology of the Learner, ED105/106 Educational Psychology, ED112 Teaching in a Democratic Society, ED350/516 Teaching Literacy Across the Curriculum, ED224/ED510 Design and Management Learning. These courses are assessed using unit plans, lesson plans, supervisor evaluations, interviews, reflections, Clinical Capstone Evaluations, and presentations. There is also a Senior CAPSTONE and Field experience component.

Name of Program: Special Education Teacher (age 5-21)

ED 507.40/612.07

Reviewer Name: Patricia Stone, S.A.I.F., CAGS

1. Summary of Findings:

Franklin Pierce University (FPU) offers both undergraduate and graduate certification programs in General Special Education. Should a candidate choose, they may obtain a concurrent K-6 Elementary Education Certification through completion of an additional student teaching placement.

Undergraduates must complete a total of 122 credits including student teaching to address meeting the standards for special education. A student generated TCAP (Teacher Candidate Assessment of Performance) summation of their course of studies and field experience is required senior year. Graduate students must complete a total of forty-nine credits, including student teaching as well as a researched-based capstone project.

All candidates must successfully complete the Praxis® Core (Basic Assessment of Academic Skills (BASA)). While Praxis® II is not required for graduation, it is required for certification/licensure.

FPU has a Gateway system in place to monitor student progress through the course of study. A systematic process designed for collecting and assessing program trends appears to be newly established and ongoing process that continues to need strengthening that will lead to making modifications based upon evidence and best practice.

Candidates are expected to participate in a diverse array of field experiences. Field experience begins as part of methodology courses sophomore year. A minimum of 120 clinical hours are required prior to eligibility for student teaching at the graduate level. Overall clinical hours for undergraduates are not clearly identified but specific to individual courses, ranging from 15-30 hours. A standardized formal evaluation observation document has been developed for use by all host teachers and FPU faculty (p.14 in FPU Program Review document).

When a candidate wishes to become “dual certified,” a disparity exists between general education and special education licensure requirements with regards to student teaching (culminating field experience). When obtaining a single license, candidates must complete 16 weeks of student teaching within their discipline. When becoming dual certified, candidates complete 16 weeks in general education and only 8 weeks in a special education placement. This eight-week drop in special education student teaching requirements puts ‘dual’ licensure candidates at a disadvantage in terms of knowledge, demonstration of competencies, and experience relative to special education for the full scope of age 5 through age 21.

2. Commendations:

- ❖ The special education program has comprehensive instruction in the areas of historical perspectives, understanding and implications of special education law, human growth and development and areas of disability across multiple courses.
- ❖ There is an established learning lab within the education department.
- ❖ The education department has created a specific educational library.
- ❖ Changes in department faculty and processes such as advising have resulted in positive accolades from teacher candidates as well as host teachers.

3. Recommendations that Require Responsive Action:

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

1. Strengthen instruction and exposure to early intervention transition as well as secondary instruction and transition planning. [507.40(b)(3)a.; 507.40(b)(3)g.; 507.(c)(1),(2)]
2. Skill in engaging students with and without disabilities from age 5 up to age 21; and
 - a. Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a student with disabilities. [507.(c)(1),(2)]
 - b. Continue to expand repository of data specific to candidate outcomes. [603.02; 603.03]

ii. Annual Report to Address the Following the Recommendation/s:

1. Differentiation between graduate and undergraduate expectations, assignments and assessments are not clearly identifiable. Rigor and depth of graduate studies needs to be more clearly delineated. [603.02; 603.03] [504.03(b)]
2. Specific to ED340- actual published assessments WIAT-4, Key Math 3, GORT-5, TOWL-4, Vanderbilt Scales, along with record sheets were scanned and shared with teacher candidates.
*This not only violates copyright laws but could compromise the reliability and validity of these assessments.
3. Instructors should review course syllabi /requirements to be sure they are up to date with current practices and terminology such as competency-based assessments, learning progressions and instructional methodologies. Likewise, course instruction should be more hands on to emulate that which is expected of teacher candidates; not primarily lecture for planning and demonstrating teaching and learning [507.40]
4. Standards have been minimally met with regards to the “use of technology related to curriculum content for planning and managing teaching and learning” [507.40(b)(7)c.] as well as “integrating effective social and life skills within the academic curriculum.” [507.40(b)(7)d.]

4. Evidence Supporting the Reviewer’s Analysis Includes:

Evidence reviewed included-

Course syllabi instructional modules

Interviews with FPU faculty, host teachers, and students

Review of exemplars such as Live Binder

Data review

FPU’s self-assessment documents.

Recommendation for Program Approval

A. The review team recommends the following programs for conditional approval through October 30, 2023.

Ed 500	Ed 600	PROGRAM	DEGREE	Approval Recommendation	Proposed Expiry
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure	Conditional	10/31/2023
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	Conditional	10/31/2023
507.40	612.07	Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure	Conditional	10/31/2023
507.32	612.25	Life Sciences Teacher for Grades 7-12	BA, M.ED, Licensure	Conditional	10/31/2023
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	Conditional	10/31/2023
507.56	612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure	Conditional	10/31/2023
507.55	612.35	English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure	Conditional	10/31/2023
<p><i>a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and</i> <i>b. Review by division director or designee focusing on progress made on program approval standards not previously met;</i></p>					

The FPU progress report shall be due to the Division no later than January 12, 2023 [602.13].

B. Council for Teacher Education Reactors: [602.10]

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

- **Michael Fournier- Superintendent, Bedford School District**
- **Shawna D’Amour- Southern New Hampshire University**

C. Possible Motion to CTE:

The CTE makes a motion to recommend to the State Board of Education conditional approval for the BA, M.Ed., and Licensure PEPPs for the above seven (7) listed educator preparation programs through October 31, 2023. FPU shall submit a progress report addressing development on unmet standards to the NH Council for Teacher Education (CTE) six (6) months from the approval decision by the State Board of Education, per Ed 602.13. The progress report shall be due to the Division by January 12, 2023.

Appendix A: Program Performance Levels

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

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

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

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

Memorandum of Understanding

Franklin Pierce University, the NH Council for Teacher Education & The New Hampshire Department of Education

I. PURPOSE OF THE MEMORANDUM:

This memorandum, per Ed 602.06(b)(6), will specify expectations for the institutional program review process for the Franklin Pierce University's (FPU) professional educator preparation programs.

In 2014, the State Board of Education approved the following:

- The programs for Intellectual and Developmental Disabilities and Emotional and Behavioral Disabilities were “taught out” and terminated.
- FPU withdrew its request for re-approval of its Art Education Program and is developing a plan to “teach-out” the rest of the students.
- The Board granted approval through 8/31/2021 for English Language Arts (5-12), Life Science (5-12), Social Studies (5-12), and graduate General Special Education with a progress report due 8/31/2015 and an annual report each year thereafter.
- The Board granted provisional approval through 8/31/2017 for Elementary Ed (K-6) and Elementary Ed (K-8) with an initial progress report due 1/31/2015 and an annual report each year thereafter.
- The Board granted provisional approval through 8/31/2017 for new program in English Language Arts (5-8), conversion (licensure), conversion (licensure) program in Life Sciences (7-12), new program in Social Studies (5-8), conversion (licensure) program in Social Studies (5-8), new undergraduate program in General Special Education, and conversion (licensure) program in General Special Education with an initial progress report due 8/31/2015 and an annual report each year thereafter.
 - *Provisional Programs were previously approved ‘new’ programs; Effective 03/2013, provisional status no longer utilized.*

At the January 12, 2017, State Board meeting, the following was approved:

- The Board under Ed 602.02 supports the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering educator preparation programs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3)
- The Board supports the extension of the approval status of FPU to 2020-2021

During the January 9, 2020, State Board meeting, the Board approved the following for FPU:

- The Board granted a one-year extension of all seven of FPU’s PEPPs from August 30, 2021, through August 30, 2022.

This review will be conducted under the guidelines of Ed 602.06, Option 1:

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

II. IMPORTANT DATES:

- (a) January 10th, 2022 (snow date January 11th, 2022): Availability of electronic materials and reviewer training will occur (3:30-5:30 pm)
 - Guidance for electronic access to the IHE’s self-assessment report;
 - Completed self-assessment matrices
 - Site visit schedule (interviews, work sessions, meals, etc.)
- (b) FPU to provide review team (Co-chairs, NH Department of Education (DOE), Reviewers, etc.) with a tentative outline of the site review visit schedule including but not limited to:
 - Appointments with individuals or groups to be interviewed
 - Classes and field-placement sites to be visited (if requested)
 - Work times for the team
 - Specified time for team members to discuss issues and questions with the co-chairs
 - Closing meeting time with the institution, and
 - Information on lodging, parking, directions to the institution, and meals
- (c) Reviewer training will be comprised of:
 - Orientation by the DOE on the program review process;
 - Orientation by the chair(s) regarding content reviews and focus
 - Orientation by FPU on the institution’s systems for candidate assessment, program assessment, and clinical partnerships and practice;
- (d) The recorded reviewer training, will be made available upon request.
- (e) October 14th, 2021, at 3:30 pm
 - pre-site visit and self-assessment report meeting
 - modality to be determined (in-person or video-conference)
- (f) **March 8, 9, and 10: Program Review**

Memorandum of Understanding

Franklin Pierce University, the NH Council for Teacher Education & The New Hampshire Department of Education

- (g) The exit meeting will be held before departure on/about mid-day March 10th 2022. The chairs and NHDOE will provide a general overview of the review and highlight any concerns; final recommendations will be in the team report once completed
- (h) By April 4th, 2022: the Co-Chairs will forward the draft report to the NHDOE (Ed. 602.10 (b)(1))
- (i) By April 18th, 2022: the NHDOE will send the final draft review to FPU for an assessment on accuracy of content (Ed. 602.10 (b)(2))
- (j) The Institution will return the team report to the chairs and NHDOE within two-weeks of receipt (Ed. 602.10 (b)(3))

III. PROGRAMS TO BE REVIEWED:

- a. FPU will utilize the existing ED 600 standards for the seven (7) programs (BA, M.Ed, and Licensure level for each): FPU will provide a description of the assessment system used to provide evidence and data to inform continuous improvement for the following content areas:

- Option 1: Full Site Review

➤ Ed 612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure
➤ Ed 612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure
➤ Ed 612.07	Special Education Teacher	BA, M.ED, Licensure
➤ Ed 612.25	Life Sciences Teacher for Grades 7-12	BA, M.ED, Licensure
➤ Ed 612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure
➤ Ed 612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure
➤ Ed 612.35	English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure

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

- b. The review and subsequent report will prioritize the programs' and institution's demonstration of:
 - i. To what degree does the program prepare candidates for state licensure in the content and pedagogy standards (610 and 612)? What evidence exists demonstrating candidate preparation? (600)
 - ii. To what degree does the program demonstrate institutional and programmatic alignment to the state's candidate (606.01) and program assessment (606.02) standards? What evidence exists demonstrating program and institutional alignment? (604.01-02)
 - iii. To what degree does the program demonstrate institutional and programmatic alignment to clinical partnership and practice standards? (604.03-08)

IV. SPECIFICATIONS:

- a. The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a DOE representative, and reviewers for each of the proposed programs. Where appropriate, one reviewer may review more than one program. The DOE is responsible for identifying appropriate reviewers (Ed. 602.06) and shall be responsible for final decisions regarding the review team membership. **Note: Unforeseen circumstances may warrant substitutions for a review team member.*
- b. The NH DOE will provide to FPU a copy of:
 - Program Approval Report Format
 - DOE Reviewer Training Material
- c. FPU will provide electronically to the review team, in advance of the visit:
 - Most recent on-site review report(s), with description(s) of how the institution addressed recommendations and areas for growth
 - Curriculum Vitae of faculty members involved in programs
 - Syllabi for all courses
 - Plans of Study
 - Link to College Catalogue (or pdf version)
 - Educator Preparation Handbook and Guidelines
 - Admissions criteria and processes for all programs
 - Candidate Assessment Description(s), plans, evidence of implementation and data: program and overall
 - Program Assessment Description(s), plans, evidence of implementation and data: program and overall

Memorandum of Understanding

Franklin Pierce University, the NH Council for Teacher Education & The New Hampshire Department of Education

- Clinical Partnerships and clinical experience frameworks
 - Completed Self-Assessment Matrices by the institution for programs with curriculum alignment and sources of evidence
 - Hard copies will be available upon request
- d. Additional evidence to be scheduled and collected for day(s) of visit:
- Interviews with faculty, candidates, cooperating practitioners, clinical supervisors, and administrators
 - Candidates for interviews are selected at random (to the best extent possible) and will be scheduled by the institution
 - Sources of evidence are defined as the institution's assessment systems related to the standards
 - Reviewers will be notified of the option of observations of course(s). Course/class observations shall be requested at least one week in advance (as a courtesy to notify the class Professor).
- e. Details of the review visit
- Representatives of FPU will orient the team to the building and to the overall institution's approach and philosophy
 - Review Team will have allotted meeting time to organize work plans and schedules
 - To allow time for the reviewers to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit with faculty, candidates, cooperating practitioners, clinical supervisors, administrators and program graduates
 - Team will have working lunches to discuss information gathered; develop questions for FPU for ongoing discussion, etc.
 - The exit meeting will be held before departure. The chairs and DOE will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once completed
 - Accommodations will be arranged for a group of (up to 7 reviewers, 2 co-chairs, 1 DOE representative)
 - option available for Team to arrive Sunday, March 7th, 2022 (afternoon/evening)
 - FPU Teacher Preparation Program Coordinator will be available for logistical and other assistance
 - A printer will be available to the team

V. Points of Contact

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Memorandum of Understanding

Franklin Pierce University, the NH Council for Teacher Education & The New Hampshire Department of Education

Joan Ann Swanson

Representative of FRANKLIN PIERCE UNIVERSITY
Professional Educator Preparation Program

Jun 18, 2021

Date

Matthew Koniczka

Representative of FRANKLIN PIERCE UNIVERSITY
Professional Educator Preparation Program

Jun 18, 2021

Date

Sonya Prince

Sonya Prince (Jun 18, 2021 14:46 EDT)

Representative of FRANKLIN PIERCE UNIVERSITY
Professional Educator Preparation Program

Jun 18, 2021

Date

Brian Walker

Representative of Council for Teacher Education
Professional Educator Preparation Program

Jun 21, 2021

Date

Patricio M. Curbert

Representative of Council for Teacher Education
Professional Educator Preparation Program

Jun 21, 2021

Date

Laura A. Stoneking

Laura A. Stoneking (Jun 21, 2021 10:20 EDT)

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

Jun 21, 2021

Date

2022 FPU Program Review MOU

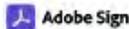
Final Audit Report

2021-06-21

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2022 Program Review Schedule

Franklin Pierce University
New Hampshire Department of Education and
New Hampshire Council for Teacher Education Site Visit
Tuesday, March 8– Thursday, March 10, 2022

Monday, March 7th

3:00 p.m. Team members check into Hotel
Woodbound Inn, 247 Woodbound Road, Rindge, NH

Tuesday, March 8th

Petrocelli Room 115

7:00-9:00 a.m. *Breakfast is included in your stay*
Woodbound Inn, 247 Woodbound Road, Rindge, NH

9:00 a.m. Team arrives at Franklin Pierce University, Petrocelli, Room 115

9:30 a.m. Welcome and Introductions (*faculty, staff*) to Franklin Pierce University. *Joan Swanson, Director, School of Education*

9:45 a.m. Introductions by Co-Chairs Pat Corbett and Linda Kalloger

10:00–4:00 p.m. Worktime **classes in session:*
**ED263 Math methods (10:50-12:05) in room Petrocelli 102.*
**ED314 Science Methods (12:15-1:30) in room Petrocelli 102.*

12:00 p.m. *Working lunch brought to room*

3:00 p.m. *Snack Break*

3:30 p.m. Co-chairs meet with the Provost, Dr. Catherine Paden and Dean, Dr. Jed Dolan
The Provost Office, Peterson Manor, first floor.

5:00 p.m. Reception and dinner with FPU administration and faculty.
Woodbound Inn-Brummer Room, 247 Woodbound Road, Rindge, NH

- *Attendees include the Accreditation team, Provost, SOE Faculty & Staff.*
- *Welcome Greeting from FPU Provost/ Director Swanson*

Wednesday, March 9th

Petrocelli Room 115

- 7:00-8:00 a.m.** **Breakfast is included in your stay**
Woodbound Inn, 247 Woodbound Road, Rindge, NH
- 8:30 a.m. Co-chairs meet with President Mooney, Presidents Office
- 9:00- 12:00 p.m. Work Session **classes in session:*
 **ED112 Democratic Society (9:00-9:50), Petrocelli room 102*
 **ED316 Social Studies Methods (11:00-11:50), Petrocelli room 102*
 **EN215 Slavery: Lit & Legacy (11:00-11:50), Petrocelli room 114*
 **HS308 Geography (11:00-11:50), Petrocelli room 112*
 **BI241 Evolutionary Bio (11:00-11:50), Marcucella Hall room 216*
- 12:00 p.m.** **Working lunch brought to room**
- 12:30 p.m. Co-chairs meet with department faculty- **Hybrid*
Meeting ID: 969 8096 4558, *Petrocelli, room 301*
- 1:30 p.m. Principals- Zoom* Meeting ID: 970 9143 7050
- David Dustin, Principal, Jaffrey-Rindge Middle/High School
 - Lori Stevens, Principal, Emerson Elementary School
 - Susan Shaw-Sarles, Principal, Jaffrey Grade School
- 2:00 p.m. Student Teaching Supervisors- Zoom* Meeting ID: 931 8532 2948
- Jayme Hines
 - Dale Boyle
 - Thomas Whitney
- 2:30 p.m. Superintendent- Zoom* Meeting ID: 917 1323 9404
- Reuben Duncan, Superintendent, Jaffrey-Rindge District
- 3:00 p.m.** **Snack Break**
- 3:30 p.m. Cooperating Teachers- Zoom* Meeting ID: 966 1943 3537
- Kim Wheeler, 4th Grade Teacher, Rindge Memorial School
 - Caroline Collins Siecke, 8th Soc. St. Cooperative Mid. School
 - Heather Bushey, Special Ed., Groveton Elementary School
 - Erica Jordan, 5th Grade Teacher, Jaffrey Grade School
- 4:00 p.m. Alumni- Zoom* Meeting ID: 969 2179 7602
- Gavin Brickley, MED, Secondary, Social Studies
 - Hannah Schwack-Trovitch, BA, Elementary K-8

- 4:30 p.m. Campus tour by Alex O’Dowd, Elementary Education K-8.
- 5:00 p.m.** ***Dinner available at the dining hall with current students.***
- Alex O’Dowd, Senior, Elementary Education K-8
 - Kennedy Garnhart, Senior, Elementary K-6/Special Education
 - Kiki Doucette, Senior, Elementary K-6/Special Education
 - Cassidy Peters, Senior, Elementary K-6/Special Education
 - KJ Williams, Junior, Elementary K-6/Special Education
 - Sal Clifford, Junior, Secondary Education Social Studies
- 6:00 p.m. Work Session if needed
- 7:00 p.m. Alison Buchsbaum meets with Life Science Alumni

Thursday, March 10th

Petrocelli Room 115

- 7:00-8:00 a.m.** ***Breakfast is included in your stay***
Woodbound Inn, 247 Woodbound Road, Rindge, NH
- 8:30 a.m.-2:00 p.m. Work Session
- 12:00 p.m.** ***Working lunch brought to room***
- 2:00-3:00 p.m. Exit conference with team co-chairs Linda Kalloger, Pat Corbett, New Hampshire Department of Education representative Laura Stoneking, and FPU representatives.

Contact Information

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Appendix D: Suggestions

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

English Language Arts Teacher for Grades 5-12

- In EDU 350- 8th Grade Reading Lesson- Broken link to the video
- In EDU 350 Module 7- Vocabulary Task- the rubric is blank
- Add programs to meet the needs of gifted and talented students
- It might be worth looking at whether or not there is enough opportunity of teaching of writing.
For example- adding a content area writing course or looking at the value of the blogging course (EN357) that might be better served as a module in a larger course.
- COVID has created huge learning gaps (identified as an issue by staff at lunch). Students are showing signs of difficulty with executive functioning- perhaps support through advisory course.
- Provide/embed SEL curriculum into education courses.

English Language Arts Teacher for Grades 5-8

- Program staff members were welcoming, knowledgeable, and enthusiastic; however, some class materials appeared outdated. Coursework in many classes consisted of reading/response assignments and traditional writing prompts. Students in the Education department would benefit from classes that model teaching best practices.
- Several courses, such as ED231: Primary Literacy and ED350: Teaching Literacy across the Curriculum, attempt to cover a wide range of standards and topics in a single course. It is recommended that the program consider dividing topics among several courses to help candidates gain a deeper understanding of those topics.

Life Sciences Teacher for Grades 7-12

It would be beneficial to more clearly demonstrate how life science teacher candidates are both learning science topics and skills AND developing methods to then teach these science topics and skills. With the life science education program being so small, it seems like the focus is more on teaching and learning in general rather than specific to science education. It seems candidates only take one course on science teaching methods with most of their classmates not intending to teach science.

Related to the previous suggestion, this reviewer suggests an articulated connection to the Next Generation Science Standards (NGSS). The ED 314 Science Methods course looks at the national standards by the second week. The instructor, Liz Lapon, mentioned that all lesson plans created by teacher candidates require students to use the NGSS website to connect their lesson to the standards. However, their understanding of the cross-cutting concepts and how to teach all of the science practices seems somewhat limited. The life science NH Teacher Candidate Assessment of Performance (TCAP) sample included NGSS standards with each lesson. However, the highlighted standards were not always fully addressed in the lesson. This made it seem as if the teacher candidate understood the relevant standard in terms of the concept but not the science practices (such as the engineering and design principles) nor cross-cutting concepts.

Social Studies Teacher for Grades 5-12; Social Studies Teacher for Grades 5-8

This reviewer suggests the following-

- Inclusion of a STEM Methods Class into the Social Studies curriculum
- Mapping guides or implementation of a uniform Syllabus format.
- Lesson plan template is comprehensive and is modeled for TCAP assessment. Consider adding 'Use of Technology' as a module on the plan.
- Consider adding a licensure program in Leadership.
- Adding rigor to some of the social studies course content assessments would be beneficial to ensure mastery.

Special Education Teacher (age 5 - 21)

This reviewer suggests the following-

- It would be helpful if lesson planning documents were consistent. Not all courses utilize the same format.
- Key course assignments targeting educational standards should be clearly identifiable on course syllabi
- Specific to ED340 PDF uploads were of poor quality
- Students have expressed a desire for more information and practice with regards to Praxis® CORE
- Continue to build upon the partnership with the Jaffrey-Rindge School District

ⁱ [Ed 601.01 Definitions: (aj) "Post-baccalaureate program" means a program, including but not limited to a conversion program, that can lead to a graduate degree but requires a candidate to already possess a bachelor's degree upon entry into the post-baccalaureate program.
Ed 616 Conversion Programs – repealed by #10295, effective 3-22-2013]

ⁱⁱ Provisional Programs were previously approved 'new' programs. Effective 03/2013, provisional status no longer utilized.
revised 6/9/2022 las **(End of report)**

7/14/2022

EXECUTIVE SUMMARY
Office of Chartered Public Schools
The Birches Academy CPS
Amendment Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the amendment requests for The Birches Academy (CPS).

B. RATIONALE FOR ACTION

Ed 318.12 gives the State Board of Education the authority to approve or deny a chartered public schools request for an amendment to their charter document.

C. EFFECTS OF THIS ACTION

An approval of the amendments will allow The Birches Academy CPS to update the following:

Addition of STEAM to mission curriculum

Increase enrollment cap by 75 students to 300

D. POSSIBLE MOTION

I move that the State Board of Education approve the amendments to The Birches Academy Chartered Public School charter document.

OR:

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



New Hampshire Department of Education
Office of Charter Schools

Chartered Public School
Application for Charter Amendment

A chartered public school may submit an amendment to their charter contract with the state of New Hampshire in accordance with RSA 193-B:3, XI. This form, together with required attachments, is for use when applying for an amendment with the State Board of Education under Ed 318.12 (Issuance and Amendment of Charter).

Name of Chartered Public School: The Birches Academy of Academics and Art

Name of School Director: Christopher Smith

Street Address: 419 South Broadway

Town: Salem

Email: chrissmith@birchesacademy.org

Phone Number: 603-458-6399

Amendment Type:
(Select all that apply.)

- Grade Levels, Enrollment, Mission, Curriculum/Model, other

Description:
(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

We would like to increase our enrollment by 75 students. This would bring our total student enrollment to a maximum of 300 students over the next 5 years. We are also seeking to add STEAM to our Charter in addition to our focus on Arts integration.

Reasoning:
(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

We have a large waiting list of students and have had some students leave only to change their minds and try to come back but their spot had been filled. The additional slots would allow us to increase revenue without a significant need for school expenditures. Essentially we could absorb more students due to the structure of our middle school program where classes are generally well below the board suggested 25 students per class. We are looking to add a STEAM focus to our charter because we are already doing the work. While we want to ensure that we maintain our focus on arts-integration, we are equally focused on STEAM and feel it is important to spread the word to people that we are a viable candidate when they are in search of a STEAM school for their child.



New Hampshire Department of Education

Office of Charter Schools

Impact Areas:
(Check all areas impacted upon amendment approval)

<input checked="" type="checkbox"/> Students/Families	<input checked="" type="checkbox"/> Budget	<input type="checkbox"/> Goals (academic, program, organizational)
<input type="checkbox"/> Staffing	<input type="checkbox"/> Facilities	<input type="checkbox"/> Accountability Plan
<input type="checkbox"/> other _____		

A copy of the last approved charter, with proposed amendment(s) shown via "red-lines" or "mark-ups", is required to be attached to any amendment application. **XCopy attached.**

Please include the following additional attachments as noted for specific impacts.

Students & Families:	<input checked="" type="checkbox"/> Detailed description of the impacts to students and families- see below <input checked="" type="checkbox"/> Plan for communication of these impacts- see below
Staffing:	<input type="checkbox"/> Detailed description of the impacts to staff members <input type="checkbox"/> Plan for communication of these impacts
Budget:	<input checked="" type="checkbox"/> Detailed description of the impacts to the budget- see below <input checked="" type="checkbox"/> Amended next year budget- see below
Facilities:	<input type="checkbox"/> Detailed description of the impacts to the facilities <input type="checkbox"/> Timeline for impacts
Goals:	<input type="checkbox"/> Goal revisions
Accountability Plan:	<input type="checkbox"/> Accountability plan revisions

By signing below, I certify that the information contained within this application for amendment is true and accurate to the best of my knowledge.

Christie Horniolo
Print Name:
Christie Horniolo
Signature of the Chairman of the Board of Trustees

6/23/2022
Date:



New Hampshire Department of Education Office of Charter Schools

Impact to students and Families:

Most of the additional students we would add would be absorbed into the middle school rotation; we currently have 61 students on our middle school wait list. Students and families should experience a minimal inconvenience, if they are impacted at all. Due to the way the middle school is set up, the classes I are generally smaller than in the younger grade levels. This is because middle school students move between four primary classes and electives, whereas students in the younger grades are with a single teacher or switch between a pair of teachers for their core classes.

If students are added to the elementary grade levels, that impact for the students and families should also be minimal. One additional student in a classroom has a small impact and doesn't necessitate any real change. One or two additional textbooks or online access licenses is not a significant financial burden.

On the plus side, the flexibility to add another student to a class or a small group of students in the middle school allows more students access to a school that might be an ideal match for their educational style. We have had students move to another school for sports or to be with their neighborhood friends, only to have the parents contact us soon after expressing that they had made a mistake and their child wanted to return to The Birches Academy. While we would like to have students back in these situations, we have often filled the child's former spot and have no flexibility to increase the number of students in the class as we have been operating at or near capacity.

If this enrollment increase is approved, families would be notified of the change through an email as well as a communication through our closed Facebook group. New families would be notified as part of the enrollment process.

As a side note, we have an additional 135 students on our wait list for kindergarten through 5th grade.

With regard to adding STEAM to our charter, it will impact prospective families because it will help them to make an informed decision about enrolling at the Birches. It also will help current families gain a better understanding of the programming at our school. The students should remain unaffected as it is already our current practice and they are familiar with our programming.



New Hampshire Department of Education Office of Charter Schools

Impact on Budget:

The benefit of adding 25 more students in year one is an increase of revenue which we would realize as we achieve economies of scale on a moderate level. While we would receive additional revenue, the additional students would not require the addition of any staff. There is minimal negative impact of adding 25 students to the school. We would have to purchase additional books and classroom materials, but the cost would not be significant.

Updated Budget with additional students taken into account year one:

New Hampshire State Department of Education
Office of School Finance
101 Pleasant Street, Concord NH, 03301-3860

2022-2023 Charter School Budget					
Charter School Name	Acct No	Total	Elementary	Middle	High
Budgeted Expenditures					
Instruction	1000-1999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Regular Programs	1100-1199	1,066,769.07	1,066,769.07	0.00	0.00
Special Programs	1200-1299	49,000.00	49,000.00	0.00	0.00
Vocational Programs	1300-1399	0.00	0.00	0.00	0.00
Other Programs	1400-1499	0.00	0.00	0.00	0.00
Non-Public Programs	1500-1599	0.00	XXXXXX	XXXXXX	XXXXXX
Adult & Community Programs	1600-1699	0.00	XXXXXX	XXXXXX	XXXXXX
Community/Jr Coll Ed. Programs	1700-1799	0.00	XXXXXX	XXXXXX	XXXXXX
Community Service Programs	1800-1899	0.00	XXXXXX	XXXXXX	XXXXXX
Support Services	2000-2999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Student Support Services	2000-2199	500.00	500.00	0.00	0.00
Instructional Staff Services	2200-2299	0.00	0.00	0.00	0.00
General Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Collective Bargaining	0000-0000	0.00	0.00	0.00	0.00
School Board Contingency	2310 / 840	0.00	XXXXXX	XXXXXX	XXXXXX
Other School Board	2310-2319	0.00	0.00	0.00	0.00
Executive Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Management Services	2320 / 310	0.00	0.00	0.00	0.00
All Other Administration	2320-2399	520,519.00	520,519.00	0.00	0.00
School Admin Services	2400-2499	0.00	0.00	0.00	0.00
Business	2500-2599	0.00	0.00	0.00	0.00
Operation & Maint. Of Plant	2600-2699	378,000.00	378,000.00	0.00	0.00
Student Transport	2700-2799	0.00	0.00	0.00	0.00
Support Services Central/ Other	2800-2999	0.00	0.00	0.00	0.00
Non-Instructional Services		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Food Service Operations	3100	0.00	0.00	0.00	0.00
Enterprise Operations	3200	0.00	0.00	0.00	0.00

Birches Academy Budget 22-23 state template - With Updated Student Info.xlsx

5/2/22



New Hampshire Department of Education Office of Charter Schools

New Hampshire State Department of Education
Office of School Finance
101 Pleasant Street, Concord NH 03301-3860
2022-2023 Charter School Budget

Charter School Name	Academy of Academics and Art: A Public	District #				
Budgeted Expenditures						
	Acct No	Total	Elementary	Middle	High	
Facilities, Acquisitions, Construction						
Site Acquisition	4100	0.00	0.00	0.00	0.00	
Site Improvement	4200	0.00				
Architectural/Engineering	4300	0.00	0.00	0.00	0.00	
Educational Specification Develop	4400	0.00	0.00	0.00	0.00	
Building Acquisition/Constr.	4500	0.00	0.00	0.00	0.00	
Building Improvement Services	4600	0.00				
Other Facilities Acq. And Serv.	4900	0.00				
Other Outlays						
Debt Service - Principal	5110	0.00	XXXXXX	XXXXXX	XXXXXX	
Debt Service - Interest	5120	0.00	XXXXXX	XXXXXX	XXXXXX	
To Food Service	5220-5221	0.00	XXXXXX	XXXXXX	XXXXXX	
To Other Special Revenue	5222-5229	0.00	XXXXXX	XXXXXX	XXXXXX	
To Capital Projects	5230-5239	0.00	XXXXXX	XXXXXX	XXXXXX	
To Capital Reserve	5251	0.00	XXXXXX	XXXXXX	XXXXXX	
To Expendable Trust	5252	0.00	XXXXXX	XXXXXX	XXXXXX	
To Non-expendable Trust	5253	0.00	XXXXXX	XXXXXX	XXXXXX	
To Fiduciary Funds	5254	0.00	XXXXXX	XXXXXX	XXXXXX	
To Charter Schools	5310	0.00	XXXXXX	XXXXXX	XXXXXX	
To Other Agencies	5390	0.00	XXXXXX	XXXXXX	XXXXXX	
Supplemental Appropriation	---	0.00	XXXXXX	XXXXXX	XXXXXX	
Deficit Appropriation	---	0.00	XXXXXX	XXXXXX	XXXXXX	
Total Budgeted Expenses		2,014,788.07	2,014,788.07	0.00	0.00	
Budgeted Revenue						
	Acct No	Total				
Revenue						
Local Revenue	1111-1990	96,621.00	XXXXXX	XXXXXX	XXXXXX	
Tuition from NH LEA (Regular Program)	1321		XXXXXX	XXXXXX	XXXXXX	

Birches Academy Budget 22-23 state template- With Updated Student Data 5/2/22

5/2/22



New Hampshire Department of Education Office of Charter Schools

New Hampshire State Department of Education
Office of School Finance
101 Pleasant Street, Concord, NH 03301-3860
2022-2023 Charter School Budget

Charter School Name	Acct No	Total	Elementary	Middle	High
Budgeted Expenditures					
Tuition From NH LEA (Special Program)	1322				
Tuition From NH LEA (Vocational Program)	1323				
Other Tuition (Individuals/Outside LEAs/Other)	1310/1330/1340	8,000.00	XXXXXX	XXXXXX	XXXXXX
Transportation Fees	1400	0.00	XXXXXX	XXXXXX	XXXXXX
Other Local Revenue (e.g. contributions)	1500-1990	88,621.00	XXXXXX	XXXXXX	XXXXXX
State Revenue	3111-3900	1,832,791.00	XXXXXX	XXXXXX	XXXXXX
Adequacy State Revenue	3111	1,782,791.00	XXXXXX	XXXXXX	XXXXXX
Lease Aid State Revenue	3190	40,000.00			
Other State Revenue	3112-3900		XXXXXX	XXXXXX	XXXXXX
Federal Revenue	4100 - 4595	84,000.00	XXXXXX	XXXXXX	XXXXXX
Title 1	4520	10,000.00	XXXXXX	XXXXXX	XXXXXX
All Other Title Grants Excluding Title 1	4530	14,000.00	XXXXXX	XXXXXX	XXXXXX
Federal CSP Start-up Grant	4590	0.00	XXXXXX	XXXXXX	XXXXXX
ESSER	4595	60,000.00	XXXXXX	XXXXXX	XXXXXX
Other Federal Revenue					
Other Revenue	5110 - 5600		XXXXXX	XXXXXX	XXXXXX
Total Budgeted Revenue		2,013,412.00			
Surplus Statement					
Starting Balance		10,000.00			
Estimated Revenue		2,013,412.00			
Estimated Expenditures		-2,014,786.07			
Operational Balance Surplus/ (Deficit)		-1,376.07			
Ending Balance		8,623.93			

The Birches Academy of Academics and Art

A Public Charter School

CHARTER AMENDMENTS

**The Birches Academy
Board of Trustees**

**419 South Broadway
Salem, NH 03079**

May 2022

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1. Educational mission

The mission of The Birches Academy is to provide a top quality elementary and middle school education through the lense of arts integration and using science, technology, engineering, the arts and mathematics (STEAM) ~~learning community that supports excellence in core academics and the arts~~ while cultivating the individual qualities and strengths of each child. Through our staff and curriculum, we offer an environment that embraces the natural diversity of learning styles and supports the social, emotional and physical needs of our students. There are ~~eight~~ ~~fundamental~~ ~~eight~~ ~~seven~~ ~~fundamental~~ aspects of our mission.

A. Provide a rigorous core academic program through integrated curriculum projects.

The Birches Academy will provide rich curricula in reading, spelling, writing, social studies, mathematics, and science with a focus on skill development and application. There will be an emphasis on the use of projects that make connections between academic subject areas and the arts. The core curriculum program will receive no less than 60% of time available.

B. Cultivate the individual qualities and strengths of each student.

The Birches Academy will strive to meet the individual needs of each child. A Personal Learning Goal (PLG) will be created for each child taking into consideration the individual child. The PLG will be created by the teacher with input from parents/guardians and student which increases as students grow older. An individual portfolio compiled by each student under teacher direction will show progress in learning. ~~This portfolio will include at least one metacognitive analysis per year which addresses questions such as, "How did my prior knowledge affect my work on this assignment?"~~

C. Train students to use artistic processes for academic learning.

The Birches Academy will develop critical thinking skills in students regarding all their work through increased ownership and an emphasis on process and arts in the classroom. Through various forms of artistic expression, students will be encouraged to express themselves creatively.

D. Utilize the scientific method and technology best practices to guide student inquiry, dialogue and critical thinking. ~~Offer comprehensive multidisciplinary enrichment programs allowing new ways of thinking, behaving and learning.~~

Students will be taught to use technology to take control of their learning, including offering them greater access to their education and supporting their executive functioning. Students will be provided with opportunities to understand and implement the scientific method both in the classical sense and also in contemporary applications such as rapid prototyping. The goal will be to give them opportunities, and exposure to first hand experience with applications used in higher education and real-world scenarios. ~~The Birches Academy will provide after school enrichment programs that may include visual arts, movement, dance, theater, music, and foreign language allowing students to explore new ways of thinking, behaving, and learning.~~

E. Offer comprehensive multidisciplinary enrichment programs allowing new ways of thinking, behaving and learning.

The Birches Academy will provide after school enrichment programs that may include visual arts, movement, dance, theater, music, and foreign language allowing students to explore new ways of thinking, behaving, and learning.

F. Support student achievement by creating an inclusive community that actively engages parents, teachers and students in the learning process.

The Birches Academy will create a learning community that actively engages parents in significant and substantial ways both inside and outside the classroom so that they become learning partners with students and teachers.

G. Promote character development and good citizenship.

The Birches Academy will promote sound character development by helping students relate and communicate with others, develop leadership skills and understand their individual rights and those of others in a respectful environment. Students will participate in forming the policies and procedures that affect them. All students will be given the opportunity to become involved in whole school meetings, and each student and staff member will be assigned membership in one of the Houses. All-school meetings will occur weekly and House meetings will occur once a month. House meetings will be structured so that each meeting has a theme which can be altered to address school-wide issues as they arise and offer older students an opportunity to mentor their younger counterparts. The House system can also function as a peer leader program when appropriate. House points can also be awarded by adults in the school community to support pro-social behaviors and create social capital for students who may struggle socially. All students will be given the opportunity to become involved in student government and in whole school meetings. Student government will meet at a minimum of once a month and whole school meetings will occur weekly.

H. Incorporate the use of technology.

The Birches Academy will use technology and technology platforms as a teaching tool wherever possible. The Birches Academy will ensure, through staff development, Professional Learning Communities (PLCs) and supervision, that teachers have access to new educational technologies and opportunities to train with them. Teachers will receive support as they transition in their technology integration through the substitution, augmentation, modification and redefinition (SAMR) model.

~~The goal will be to give them opportunities, and exposure to firsthand experience with applications used in higher education and real world scenarios.~~

2. Governance and organizational structure and plan

The Board of Trustees will govern The Birches Academy with statutory responsibilities under RSA 194-B:5 for “general supervisory control and authority over operations of the charter school.”

The Board of Trustees will consist of the Dean of School, who will be a non-voting member, teachers, parents, and community members.

The Board of Trustees will consist of a chair, vice chair, secretary, and treasurer and will establish governing policies. The Board of Trustees will exercise its authority to set policy and make decisions that serve the mission of the school and will have oversight and authority to render final decisions on matters pertaining to:

- Hiring of the Dean of School
- Approval and oversight of annual budget and fund-raising programs
- Setting policy
- Appointment of one or more advisory members or committees
- Delineating educational priorities
- Setting professional salaries and compensation program
- Reviewing and approving significant contracts, e.g., for facilities and benefit programs
- Matters for which the board serves as a hearing body for action or appeals
- Any other matters that are not administrative in nature and/or that are prescribed in statute or rule

Please see Appendix C for additional detail on the governance and organizational structure.

3. Methods by which trustees and their terms are determined

The Bylaws will outline the Board selection process and terms. In general, openings on the Board will be filled by recommendation, nomination, and vote of a majority of the Board present and participating and per the Board policy.

Please see Appendix D for the Bylaws.

4. General description and proposed or potential location of facilities to be used

The Birches Academy is located in Salem, NH. We occupy 22,000 sq ft. of first and second floor retail space. This includes 9 classrooms, space for tutoring, art, music, and the school's administrative staff, as well as two large all-purpose rooms. There is a limited outdoor space for physical activity. We are in year 1 of 6 of a lease extension and are actively reviewing options for our forever space. ~~are in year 5 of a 10-year lease and will begin to review space options in year 7.~~

5. Maximum number, grade or age levels, and, as applicable, other information about pupils to be served

The Birches Academy opened its doors in 2012 with 88 students. In fall 2013 The Birches added 3 classrooms bringing our enrollment to 168. We added an additional classroom in each of the next 2 subsequent years and a full day Kindergarten in 2015, bringing our total to 225 students, which was approved by the Board of Education in 2014. We seek to increase our total enrollment to 250, as approved by the Board in 2022, and plan to initially spread the additional students between existing classrooms. This also allows us the ability to initially benefit from increased revenue opportunities. It later affords the opportunity to add an additional Kindergarten classroom when we acquire a permanent building and gives us a year from then to seek additional amendments as necessary to further increase enrollment.

We have an average of 25 students per grade / per class with a full time qualified Teaching Assistant in each class in Gr K-5 and a shared Teaching Assistant in Gr 6-8. Due to the structure of our middle school, we could absorb more students without substantially increasing class size.

6. Curriculum and instructional goals

The following gives an overview of curriculum objectives in core content areas. The curriculum is based on known standards, including Common Core Standards, the Next Generation Science Standards and the NH Social Studies Frameworks, and have course objectives that are rigorous and challenge all students. The Birches Academy will meet or exceed state standards.

The Birches Academy highly values principles such as those of *Next Generation Learning*. Students are engaged in cross curricular projects that provide real life, student centered learning experiences and the opportunity for authentic performance based assessment. At times, learning incorporates community members and professionals to create learning studio experiences. Multi-aged classrooms promote both self-directed learning and cooperative learning. Teachers serve as facilitators who scaffold learning experiences and provide support while the students engage and take ownership of their learning. Ultimately, The Birches Academy students are building a strong foundation for life, work and citizenship in the 21st Century.

Arts are integrated and this inclusive approach naturally embeds the processes of critical

thinking, creative solutions and goal attainment. Research has shown that when school curricula are integrated through the arts, students gain not only academically, but also improve their self-concepts and self-confidence. Creativity and the artistic process is modeled and emphasized. Arts include:

- Visual Arts: drawing, painting, sculpture modeling, and exposure to varied and quality supplies.
- Performance Art: drama is woven into curricular areas. Students have opportunities to learn, practice, and perform theatrical presentations including original works.
- Music: learning rhythm, keeping time, reading music, and exposure to and instruction in musical instruments and chorus, and opportunities for performance.

Our curriculum is designed to develop knowledge and skills in reading, spelling, writing, mathematics, history, geography, social studies, and STEAM and science. Foreign language and technology are interwoven with the curriculum at all levels. The middle school also has electives including: technology as a hobby, technology, health content, theater, etc. that help enhance and other enrichment programs are the core academic program. The arts will be emphasized through a comprehensive, multi-disciplinary arts program beyond core academic instructional time, as well as through integrated curriculum projects. Experiential learning, Learning through experience will be emphasized as will the importance of student agency in their education well as being student-centered. Additionally, there is a focus on real world learning and problem resolution. The instruction will take a cross-curricular approach wherever we weave together language arts, math, and science where possible.

The Birches Academy reaches out to our surrounding area and creates create community learning partnerships in all subject areas wherever possible, including membership in the Chamber of Commerce and singing at the Lion's club and a nursing home.

Please see Appendix E and Appendix F for our curriculum framework and outcomes.

A. Language Arts: Reading, Writing, Literature and Oral Language

The Language Arts curriculum includes a combination of direct instruction, individual work, and cooperative group work and is demonstrated across all subject areas.

Reading

- Grades K-5: Students are exposed to a balanced reading curriculum that includes exposure to whole literature as well as direct instruction in phonics. Students will read for fluency and understanding and learn through balanced instruction. Based on need and appropriateness, students will experience a variety of grouping to best meet their skill level. Students will be taught through vocabulary rich instruction. Students are engaged in small guided reading groups and literature circle groups.
- Grades 6-8: All students will continue to work on fluency and comprehension as well as study skills and building vocabulary. Students read for fluency and understanding through balanced instruction. They gather and process information through reading a wide variety of sources and materials. Students

engage deeply and collaboratively to discuss and critique a variety of literature via literature circle groups and multi-disciplinary projects.

Writing

- Grades K-5: Students learn the mechanics of forming letters in Grades K-2 and learn cursive in Grade 3. *The Six Traits of Writing* is across the grade levels.
- Grades 6-8: Students will continue to work on writing skills, including proofreading, note taking, using graphic organizers, publishing and journaling, among other skills. Writing is incorporated across the curriculum to include vocabulary, grammar and the mechanics of language.

The Birches has developed a list of Writing Cans, some non-negotiable standards across the grade levels. These are not meant to be an exhaustive set of standards but some important grade level milestones. See Appendix F.

Oral Language

- Students in all grades develop skills to present across all curriculum areas. Students work in groups and individually to share and discuss topics. Students have the opportunity to express themselves artistically through drama and performance. Presentation opportunities are a common part of classroom experience. In addition, there are opportunities and expectations that students share and present within their classroom and at the all school meeting.

B. Mathematics

The Birches utilizes enVision Math 2.0 for K-6 from Pearson Education that aligns with CCSS as well as NCTM Standards and recommendations. This program was chosen because of its research base and alignment with the Common Core. Neighboring towns who piloted this program and others were consulted and the data proved this program to be more successful. In Grades 7/8, the Birches utilizes Big Ideas Math from Harcourt Publishers which also aligns with the Common Core. Skills and concepts include: numeration, operations & computation, patterns, use of data, measurement, functions, algebra, and geometry. Ongoing assessments allow students to proceed as they demonstrate competency.

- Grades K-6: The students are exposed to innovative resources that provide variety. The program includes manipulative and real world problem solving to make mathematics meaningful to the students. Art is integrated into math when it can enable more meaningful connections.
- Grades 7-8: The students build on the concrete skills and foundation established. Students will engage as mathematical thinkers able to apply math concepts and utilize problem solving strategies across the curriculum.

C. Science

The Birches science curriculum is aligned to the Next Generation Science Standards

(NGSS). In Grades K-3, teachers utilize creative resources and hands on activities and experiments to teach these standards. In Grades 4-8, teachers utilize Pearson Education Interactive Science for the resources to create a truly interactive program. The Science curriculum emphasizes experimental learning and the scientific process. Students are expected to think as scientists as they work. The scientific method and process skills are the basis of hands on experiences in lab and field activities. Topics are examined authentically, using real life practical applications, to encourage connection and understanding of our world, with increasing sophistication each year, or each grade level. Topics alternate in multi grade classrooms.

D. Social Studies

The New Hampshire State Social Studies Frameworks guides our social studies content. In Grades K-3 Teachers utilize creative resources and arts integrated, hands on activities to teach these standards. Grades 4-8, as a partner to the NH State Social Studies Frameworks, also utilize the Harcourt United States History. Grades 6-8 uses History Alive: Ancient Civilizations and Geography and Economics in alternate years. When possible, real world experiences, guest speakers and primary sources are used. There is an emphasis on depth of learning and cross curricular projects. Topic presentation are cyclical in multi grade classrooms.

E. Art

Art takes many forms including, but not limited to visual art, performance art, and music. Students attend art and music classes multiple times per week. In addition, art is integrated into all subject areas. The exposure to the arts encourages the growth of imagination, expression and individuality. The artistic process involves critical thinking, evaluation, discussion, assessment, creativity, and continued improvement to meet a goal. The Birches has adopted the Kennedy Center for Arts definition for arts integration.

Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

F. Technology

Technology is incorporated throughout the curriculum. We provide opportunities to develop skills and awareness in a wide range of traditional and contemporary technologies. We promote an appreciation for the interdependency of technology and other disciplines. We increase the understanding of the relationships between technology, individuals, and society. We work to align with the goals outlined in the NH Technology/Engineering Education Curriculum Guide. In grades 6-8 portfolios are created, stored, accessed, updated, and reviewed electronically.

G. Character development, good citizenship, community and critical skill building

The Birches Academy is committed to developing individuals who are prepared to succeed 21st Century citizens. Authentic opportunities for character education are targeted, utilized and recognized. The school sets clear expectations of respect and productivity along with logical consequences. Classroom meetings are used to build classroom communities and as a way to teach oral and listening skills, support, cooperation, and reflection. Partnerships such as cross class buddies aid in character development and community building.

Regularly scheduled whole school meetings provide opportunities for critical skill building in the areas of character development, collaboration and leadership. Students have opportunities for team building, student government, service projects, community outreach, and partnerships. The Birches Academy instills the importance of teamwork, negotiation, critical thinking, and effective communication among other critical life skills. Consideration is given to training teachers in the area of critical skills in order to naturally and fluently incorporate these necessary skills into everyday learning experiences.

H. Health and Fitness

All Birches students have a physical activity period each day. In addition, all Birches students have a physical education period once a week. Health topics are integrated into the classroom curriculum in Grades K-5 and during an Advisory Period in Grades 6-8. Outside speakers and resources supplement the health curriculum.

I. Foreign Language

The Birches offers an exploratory Spanish foreign language program in Grades K-8. The youngest students are exposed to Spanish once a week. This exposure increases to twice a week in the intermediate grades while middle school students explore the language three times a week. The goal of the program is not fluency, but exposure to and exploration of a foreign language.

7. Achievement tests used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing

Achievement will be determined in several ways and are not limited to the following:

- Basic skills of literacy and numeracy are assessed using a combination of informal reading assessments, Smarter Balanced, New Hampshire state required standardized tests and a nationally norm-referenced achievement test the NWEA's MAP (Northwest Evaluation Association's Measurement of Academic Progress).
- Report cards document students' progress in subject and critical skills areas, and can be reviewed for year to year comparisons.
- Students maintain portfolios of work. Portfolios include work selected by students and teachers, and will document progress over time. The portfolio will provide an opportunity for the student to reflect on his or her learning and progress.
- A Personal Learning Goal is created and updated. The Personal Learning Goal will acknowledge strengths and weaknesses, and will document a target for the school, family, and student to work together to achieve.
- Parent/Teacher/Student conferences provide an opportunity to review the student's progress and personal learning goal.

Assessment Calendar

September - October

~~NWEA test administered~~
Portfolio/Personal Learning Goal initiated

Throughout year	Ongoing teacher assessments and collecting, selecting, and reviewing work for portfolio
November	Parent/Teacher/Student Conference Portfolio/Personal Learning Goal updated Student Report Card
March	Portfolio/Personal Learning Goal updated Student Report Card
April -May	Smarter Balanced Statewide Assessment
May	Portfolio/Personal Learning Goal updated Statewide Assessment New Hampshire State tests (NECAP) Science Gr 4 & 8
June	Student Report Card

8. For schools offering high school grade levels, graduation requirements sufficient to ensure the that the school has provided an adequate education for its pupils

Not applicable at this time.

9. Staffing overview, including qualifications sought for professionals and paraprofessionals

The Board of Trustees will comply with RSA 194-B: 14. Section IV which requires the teaching staff of a charter school to consist of a minimum of fifty percent of teachers with New Hampshire certification, or having at least three years teaching experience.

We have a Dean of School, one full-time teacher, and one full-time teacher aide for each classroom Gr K-5 which is a student-teacher ratio 13:1. For Gr 6-8 we have one full time teacher for each classroom and ~~two one~~ teaching ~~assistants~~assistant for the three grades, and a student- teacher ratio of 18:1.

The Board of Trustees, along with the Dean of School, have identified requirements such as Administrative Support, Business Manager, Special Education Liaison, Director of Student Services, and Curriculum Coordinator as needed. Multiple duties may be fulfilled by one position or person.

- The Dean of School should have the following qualifications and traits
 - o Bachelor's Degree or higher (Master's Degree preferred)
 - o Strong visionary and innovative leader
 - o Leadership experience working in a K-8 school
 - o Experience and/or interest in integrating the arts with academics
 - o Excellent communication skills
 - o Experience motivating and organizing a new team, able to work with a group
 - o Proactive and collaborative approach with parents and families
 - o Strong decision making and problem solving skills
 - o Respect for the power of the arts in all areas of education
 - o Experience and interest with student based assessment and student portfolios
 - o Ability to organize volunteers to maximum effect
 - o Dedication to literacy
 - o Innovation in planning and scheduling
 - o Ability and willingness to research grant programs and write funding applications.

Please see Appendix G for the Dean of School's more comprehensive job description.

- Teachers should have the following qualifications and traits:
 - o Bachelor's Degree or higher (Master's Degree preferred)
 - o Be highly qualified or certified in the state of NH
 - o Willing to work as part of team with other school members, the students and the parent community
 - o Self-motivated and willing to wear multiple hats
 - o Experience and/or interest with portfolio assessments
 - o Adaptable and flexible with working with students' individual qualities and strengths
 - o Apply critical thinking concepts into a project based learning environment
- Teacher Aides should have the following qualifications and traits:
 - o Bachelor's degree preferred
 - o Supportive of children
 - o Ethical role mode
- Special Education Liaison should have the following qualifications and traits:
 - o Bachelor's Degree or higher (Master's Degree preferred)
 - o Certified in Special Education
 - o Willing to work as part of a team with school members, the students and other school districts
 - o Adaptable and flexible with working with students' individual qualities and strengths

In addition, we have a full time Dean of Operations and a Director of Student

Service.

For job descriptions for these positions please see Appendix G.

10. Personnel compensation plans, including provisions for leaves and other benefits, if any

The charter school complies with all federal, state and local laws and rules related to pre-employment screening, hiring, employment compensation and leave.

Our Dean of School, Business Manager, Director of Student Affairs and full time teachers are paid a salary and are offered health and other benefits. The teaching assistants and other personnel, whether full-time or part-time, are paid on an hourly rate as employees or as independent professionals based on negotiated rates.

The Birches Academy publishes an annual calendar of holiday and vacations during which the school will officially be closed. It is expected that salaried employees will receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Full time salaried employees receive ten (10) sick days per school year, to be used in the year in which they are accrued. Hourly employees receive two (2) sick days per year, to be used in the year in which they are accrued. For purposes of sick leave for hourly employees, one day will equal the number of hours in that employees' regularly scheduled work day.

11. Pupil transportation plan including reasonable provision from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located

Charter school students have access to transportation only if they reside in the district where the charter school is located. The charter school complies with charter law provisions that govern student transportation under RSA 194-B:2, which states: Attendance at a chartered public school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the chartered public school.

The Birches Academy works closely with the Salem School District to coordinate bus transportation for its Salem students. Students from other school districts must coordinate their own transportation. The Birches Academy makes every effort to support families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means.

12. Statement of assurances related to nondiscrimination according to relevant state and federal laws

The Birches Academy does not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way as is prohibited by law.

13. Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils

The Birches Academy will discuss the school with any parent and will accept applications from any parent or student. RSA 194-B:11, III, the local school district continues to be responsible for special education funding and decision-making for any child whose parents seek the child's attendance at a charter school. Placement at the school will require an LEA endorsement, from the IEP (individualized education plan) team. RSA 194-B:11, III, states that all options available to the parent and the local school district are retained.

A. Coordinating with a pupil's school district

The Birches Academy will respect the LEA's responsibility under statute for handling special education decision-making, and has a charter school liaison that collaborates with the local education agency on individual student matters.

B. Current school district special education responsibility

ED 1104.01, effective 2008, sets forth the following sequence of the special education process:

1. Referral;
2. Evaluation;
3. Determination of eligibility;
4. Development of an IEP;
5. Placement;
6. Ongoing monitoring of the IEP; and
7. Annual review of the IEP.

C. Charter school responsibility and method of coordinating

The Dean of School works with sending districts and The Birches Special Education teacher hired by those districts to oversee the proper handling of special education matters.

The Birches' responsibilities include:

1. Notifying districts about requests for admission for any student with an IEP.

2. Providing information about the school to the sending district, and attending meetings for the purpose of district review of choice requests.
3. Obtaining copies of parent rights provided to parents by districts and to assist parents who want choice to understand their own districts procedures.
4. Obtaining copies of any IEP that is in place, and ensure that each teacher and service provider listed as having responsibility for implementing the IEP has a complete copy of this document and explanation as to what is required of the charter school.
5. Keeping name, address, phone, and email for the person(s) in each district who are responsible for special education students attending the charter school, and make contact, when needed.
6. Alerting the sending district of issues that rise to a level of concern of needing district attention.
7. Meeting with special education administrators or their designees to understand how districts would like certain procedures to take place, e.g., should the charter school schedule and call a required meeting or should the LEA.
8. Notifying the sending school district of concerns about a current IEP and requesting a review of the IEP when necessary.
9. Being available to the sending district to review the student's progress under the current IEP and to make recommendations.
10. Working with the sending district and articulating services or accommodations for the students' needs from the charter school's perspective, and to continue the dialogue about concerns until they are reviewed.

14. Admission procedures

The Birches Academy actively recruits a representative population of students from the region who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Enrollment is open to any resident of the State of New Hampshire. Methods of enrollment are not designed, intended or used to discriminate or violate individual rights in any manner prohibited by law. The Board of Trustees has established application procedures and policies pertaining to enrollment and the school lottery.

A. Procedures

- Informational meetings and school tours for prospective applicants are regularly offered.
- Application packets to parents or guardians are made available on-line to those interested. Included is information on the school's mission and instructional philosophy and any relevant forms. Parents are asked to sign an agreement indicating their understanding of the school's mission and expectations. This includes Home School Compact (see Philosophy of parent involvement, page 20).
- Prospective students (grades 3 and up) are invited to spend a day within the school community to obtain an experience of the school.
- Application forms will be submitted online via Form Site.
- The Dean of School / Administrative Assistant will notify prospective students with a status of the application and information about openings and the lottery if applicable.
- Enrollment in kindergarten will be determined by a lottery held on a pre-determined day and time. Remaining students will be placed on a waiting list by grade in order determined by the lottery. The Dean of School / Administrative Assistant will inform all applicants of the admission results.
- Admitted students and their parents or guardians may have an individual entrance meeting to confirm interest and compatibility with the mission, goals and objectives of the school.

B. Enrollment Provisions

- There is an automatic re-enrollment for students. A letter of intent to return is required each year.
- Siblings of children already enrolled at the school receive preference.
- Siblings of alumni who have graduated from 8th grade at The Birches are given preference.
- The Board of Trustees has given preference in enrollment to children of school faculty as part of the employee benefits package.

- If a student withdraws from the school during the school year, the first person on the waiting list for the applicable grade will be contacted for immediate enrollment. If that student is no longer interested in enrolling, the school will continue to contact students in waiting list order until a student is found to fill the opening.
- If a family declines the position before March 1st, they are removed from the wait list but may re-enroll at any time. However, if a family declines a position after March 1st, they may remain on the wait list but families below them may be called until the position is filled.
- Children of the Founding Members of The Birches Academy are given priority for placement as a means of recognition of their sweat equity in establishing the school. Founding members are outlined in Appendix A and are further defined as those who have volunteered 150 hours or more toward the upstart of the school between May 2011 and May 2012.

15. Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion

The Birches Academy is committed to providing a respectful and safe environment for students and all members of the school community. The school establishes clear and fair expectations for behavior through written guidelines. These guidelines were established by the Board of Trustees and published with an ending contract page in our Student/Parent Handbook signed by the parent and child. These guidelines are distributed to students and parents yearly. As teachers and parents working together, the expectation that each child refrains from behaviors that can waste valuable instruction time and cause distraction or concern to other students is paramount.

Our joint efforts will promote academic and social success within the team-oriented, community atmosphere at school and beyond. Disrespectful or continual disruptive behaviors will not be accepted. Interventions can include: verbal warning; student conferences; teaching successful behavior strategies; loss of privileges; restitution; “Think” forms; makeup time; in school or home suspension; and under extreme circumstances, expulsion.

The Birches Academy will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils) and RSA 194-B: 9, III.

16. Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant

The Birches Academy follows New Hampshire public school accounting guidelines and has put in place internal accounting controls necessary to safeguard its assets. The Board of Trustees appoints a Treasurer to provide oversight necessary for monitoring financial status of the school. The Board of Trustees also adopts policies for the financial management of the school, including policies on conflict of interest for Board members and faculty.

A general account is set up for the administration of funds, and the Board Chair, Treasurer and Dean of School will be the only people with check writing authority. The Board has established a maximum cap for check writing that requires a Board vote to approve. The Board of Trustees has a check writing maximum cap for discretionary expenditures. Except for emergency purchases cleared with the Finance Committee, all expenditures follow the Board-approved financial control policy, referenced on our website.

Each individual with check writing authority is covered by a fidelity bond in accordance with guidelines of New Hampshire Department of Revenue Administration. Accounting activities consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due to vendors of the school. The Birches Academy complies with all requirements specified in the law pertaining to reporting requirements (RSA 194-B:5 & RSA 194-B:10). This list includes: annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

The Birches Academy produces an annual report, which complies with the format established by the Department of Education. The Finance Committee oversees selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit addresses accounting practices and reviews the school's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the school. The audit is conducted yearly and the Board of Trustees reviews any suggestions.

17. Annual budget, including all sources of funding

~~The included budget in Appendix B reflects expenses and revenue for the next five (5) years. Our projected budget is based on maximum potential costs and will be adjusted with real time revenue and expenses to eliminate a budget deficit.~~

The included budget in Appendix B is a one year budget based on new enrollment numbers.

It is necessary to secure funding from beyond the resources of our per pupil allotment. The Birches Academy has a nonprofit foundation whose sole purpose is to fundraise and focus on long-term sustainability. We establish aggressive fundraising initiatives annually that extend beyond the school. This includes researching grant opportunities, school fundraising events and engaging business and community leaders.

Other revenue sources are also utilized, such as community events that support our arts integrated mission; creative usage of space during non-school hours such as summer/after school programs; and philanthropic gifts.

There are contributions from the school community in forms other than monetary such as volunteer time in the classroom or within the school and expertise assistance, such as computer support or construction.

The Board of Trustees, under their umbrella of responsibilities, understands the priority and significance of additional revenue in order to maintain school sustainability.

18. School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-b:8, III

The Birches Academy follows a 180-day school year in accordance with the RSA 194-B: 8, III, and generally follows the calendar of our host district, Salem, in order to best coordinate transportation services. Any school-specific changes to the schedule are monitored carefully to ensure that our students meet the required number of attendance hours.

19. Provision for providing continuing evidence of adequate insurance coverage

Pursuant to RSA 194-B:1, The Birches Academy is a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents. The Board of Trustees procures, and provides evidence of, adequate insurance coverage as required by the State of New Hampshire, including but not limited to general liability for the school.

20. Philosophy of parent involvement and related plans and procedures

A community is created where we have “Parents as Learning Partners” which involves parents and/or guardians, students and teachers. The goal is 100% parental involvement in meaningful ways that support the school development, student learning and community education. Our diverse experiences and strengths bring energy to our strong school community. The Birches Academy is a community that leads by example. Each year we strive to achieve the following:

- Communicate the school’s philosophy and establish clear expectations of parent/guardian involvement; request 20 hours per family of school volunteering by adult family members per year
- Request information on any specialty skill that a family member might have that would benefit the school community
- Provide a variety of options for parents/guardians for meeting this involvement expectation
- Board of Trustees Parent Participation
- Develop school learning and educational opportunities for those in our school community and in our surrounding school district
- Support a position of Donor Relations and Events Coordinator to help achieve our goals.

21. Disseminate information to assist parents and pupils with decision-making about their choice of school

An Outreach Committee exists as well as the Dean of School and Events Coordinator and Donor Relation to recruit and inform potential students, and the community at large, of the opportunities that The Birches Academy provides. This includes newspaper articles and advertisements, brochures, informational meetings, informative website updates, and business community outreach.

22. A global hold harmless clause

The Birches Academy, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless any school district which sends its students to the charter school, and their school board, 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 charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils. The school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties’ own acts or omissions.

23. Severability provisions and statement of assurance

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

24. Provision of dissolution

In the event The Birches Academy should cease operations for whatever reason, including the non-renewal or the revocation of its Charter, the Board of Trustees shall consult with its attorney and the Department of Education to assure that contractual and financial obligations are met and that technical assistance is sought.

The planned sale and distribution of any assets shall assure first that any financial obligations of the school are met and then other remaining property will be offered to other charter schools, public schools or other charitable organizations.

25. In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school

Not applicable.

26. A plan for the education of the school's pupils after the charter school may cease operation

In the event that The Birches Academy shall have cause to cease operation, the Dean of School will work with the Board to develop a student transfer process and advise all parents/guardians, staff and faculty of the process to be followed. To complete each student's personal file, parents/guardians shall be asked to provide a statement of intent regarding their children's education, moving forward. The Birches Academy will obtain parent/guardian permission for release of information in order to notify the new schools of the impending transfers. The Birches Academy staff, faculty, and Board will make every effort to be available for consultation, sharing students' portfolios, individualized learning plans and other relevant materials with the receiving school. Each family will also receive notice by mail, in a timely fashion, advising them of the dissolution of the School and the plan for student transition. The Birches Academy will ensure that the receiving schools have appropriate information to facilitate the students' transitions.

27. In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract

Not applicable.

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

The Birches Academy will provide the New Hampshire State Department of Education with reports on our programs and progress annually. Utilizing a variety of assessment tools and data collected from our students, faculty/staff and parents/guardians, we will share information about our educational impact, parental involvement, outreach methodology and an overall analysis of our goals. In addition, our annual reports will inform the Department about our student enrollment, financial operations and governance.

This reporting will address the following questions:

- 1: Is the school making progress toward achieving our Mission?
- 2: Is the school responsibly using public funds?
- 3: Is the school promoting student attainment of expected knowledge and skills?
- 4: Is the school sustainable?

Appendix A: Founding members

Jennifer Chisholm
Bonnie Doyle
Bonnie LaBossiere
Christine Miele
Paula Patten
Holly Ruocco
Christie Storniolo
Ruth Templeton
Jessica Wachsman
Jennifer Wilson
Dianne Wright

Appendix B: Budget

DRAFT Budget		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
		year 6	year 7	year 8	year 9	year 10
	General Inflation	3%	3%	3%	3%	3%
	Enrollment Goal	225	225	225	225	225
	Total Students for Bu	222	222	222	222	222
	Total Non K Students	198	198	198	198	198
	Funding per Student	\$ 6,847	\$ 6,972	\$ 7,272	\$ 7,272	\$ 7,472
	Total K Students	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24
	Funding per K Studen	\$ 4,817	\$ 4,817	\$ 5,817	\$ 6,017	\$ 6,017
	Total Funding	\$ 1,471,359	\$ 1,496,109	\$ 1,496,109	\$ 1,584,264	\$ 1,623,864
	Foundation Fundrais	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Income						
4000 - Contributed support						
	carried over from previous year cash	\$ 140,068	\$ 183,675	\$ 160,322	\$ 97,497	\$ 72,101
	4010 - Indiv/Business Contributions					
	4071 - Student Annual Art Supply Fee	\$ 11,322	\$ 11,322	\$ 11,322	\$ 11,322	\$ 11,322
	4200 Before/After Care Income	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000
	4210 Enrichment Income	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
	4220 Summer Camp	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
	Total 4510 -Contributed Support	\$ 27,322	\$ 27,997	\$ 189,644	\$ 126,819	\$ 101,423
	4530 - State grants					
	4531 - Equitable Aid	\$ 1,471,359	\$ 1,496,109	\$ 1,496,109	\$ 1,584,264	\$ 1,623,864
	4532 - Other Grant	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
	Total 4530 - Non Foundation Grants	\$ 1,489,359	\$ 1,514,109	\$ 1,514,109	\$ 1,602,264	\$ 1,641,864
	4600 Previous Year Foundation Fundr	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 80,000
	Total Income	\$ 1,723,349	\$ 1,737,106	\$ 1,713,753	\$ 1,739,083	\$ 1,823,287
Expense						
1100000 - Instructional Program- Expenses						
	1100112 - Salaries, Teachers	\$ 400,112	\$ 414,116	\$ 428,610	\$ 443,611	\$ 459,138
	1100113 - Instructor, Salaries	\$ 127,666	\$ 131,942	\$ 136,273	\$ 140,753	\$ 145,387
	1100115 - Salaries, Support Staff	\$ 154,697	\$ 159,972	\$ 165,431	\$ 171,081	\$ 176,928
	1100119 Substitute Teacher Expense *	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500
	1100260 - Workers Compensation	\$ 4,326	\$ 4,456	\$ 4,589	\$ 4,727	\$ 4,869
	Mentoring Program	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
	1100270 - Benefits Programs***	\$ 56,800	\$ 56,800	\$ 56,800	\$ 56,800	\$ 56,800
	1100585 - Professional Development	\$ 3,500	\$ 3,605	\$ 3,713	\$ 3,825	\$ 3,939
	1100611 - Art Supplies***	\$ 11,000	\$ 11,330	\$ 11,670	\$ 12,020	\$ 12,381
	1100612 Music Supplies	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1100640 - Textbooks & Workbooks (C	\$ 12,000	\$ 15,000	\$ 17,000	\$ 12,000	\$ 15,000
1100650 - Computer Software/Licenses	\$ 20,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
1100733 - Furniture & Equipment	\$ 4,000	\$ 3,000	\$ 3,000	\$ 4,000	\$ 4,000
Total 1100000 - Instructional Program- Ex	\$ 809,102	\$ 830,281	\$ 857,208	\$ 879,002	\$ 908,693
2100000 - Student Support Services					
2122370 - Testing/Appraisal Services	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Total 2100000 - Student Support Services	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
2130000 - Health Services					
2134610 - Health Services-Supplies	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250
Total 2130000 - Health Services	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250
2222000 - Library/Research Program					
2222641 - Library-Books	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
Total 2222000 - Library/Research Program	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
Total Instructional and Support	\$ 812,202	\$ 833,381	\$ 860,308	\$ 882,102	\$ 911,793
2300000 - General Administration Support					
2300009 - Payroll Fee	\$ 8,200	\$ 8,300	\$ 8,500	\$ 8,700	\$ 8,800
2300110 - School Administration, Salaries	\$ 277,922	\$ 277,922	\$ 280,613	\$ 289,621	\$ 298,929
2300220 - Employer Taxes Expense	\$ 79,635	\$ 86,434	\$ 89,353	\$ 92,373	\$ 92,373
2300390 - Contracted Services	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
2300391 - Curriculum Development	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
2300534 - Postage	\$ 700	\$ 700	\$ 700	\$ 700	\$ 700
2300540 - Advertising	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
2300540 - Field Trips	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
2300541 - In School Enrichment	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
2300550 - Printing	\$ 19,000	\$ 19,570	\$ 20,157	\$ 20,762	\$ 21,385
2300615 - Supplies-General	\$ 12,500	\$ 12,875	\$ 13,261	\$ 13,659	\$ 14,069
2300810 - Dues & Fees	\$ 6,200	\$ 6,386	\$ 6,578	\$ 6,775	\$ 6,978
2300890 - Other expenses	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
2317390 - Audit Fee	\$ 6,700	\$ 6,901	\$ 7,108	\$ 7,321	\$ 7,541
2318395 - Legal Fees	\$ 5,000	\$ 5,000	\$ 5,000	\$ 7,500	\$ 7,500
Total 2300000 - General Administration Support	\$ 414,047	\$ 425,569	\$ 435,851	\$ 451,892	\$ 465,774
2600000 - Oper.& Maint. of Facility					
2600390 - Cleaning	\$ 32,000	\$ 32,960	\$ 33,949	\$ 34,967	\$ 36,016
2600395 - Waste Management	\$ 2,700	\$ 2,781	\$ 2,864	\$ 2,950	\$ 3,039
2600420 - Facility and grounds maintenance	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
2600430 - Building Repairs	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814
2600520 - Property Insurance	\$ 7,500	\$ 7,725	\$ 7,957	\$ 8,195	\$ 8,441
2600530 - Telephone	\$ 3,800	\$ 3,914	\$ 4,031	\$ 4,152	\$ 4,277
2600610 - Building&Grounds-Supplies	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
2600612 - Room Rental Fee	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
2600622 - Electricity	\$ 15,000	\$ 15,450	\$ 15,914	\$ 16,391	\$ 16,883

5/25/17

level.xls total budget

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
2600624 - Heating Gas	\$ 3,700	\$ 3,811	\$ 3,925	\$ 4,043	\$ 4,164
2620441 - Rent-Building	\$ 239,224	\$ 241,436	\$ 241,436	\$ 251,996	\$ 254,108
move fees	\$ -	\$ -	\$ -	\$ -	\$ 90,000
2600000 - Oper.& Maint. of Facility - Other					
Total 2600000 - Oper.& Maint. of Facility	\$ 313,424	\$ 317,832	\$ 320,094	\$ 332,984	\$ 427,495
Total Administration&Facilities	\$ 727,472	\$ 743,403	\$ 755,948	\$ 784,879	\$ 893,274
Total Expense	\$ 1,539,674	\$ 1,576,784	\$ 1,616,256	\$ 1,666,982	\$ 1,805,067
Surplus/(Deficit)	\$ 183,675	\$ 160,322	\$ 97,497	\$ 72,101	\$ 18,220
Budget Assumptions:					
	Small increase in state funding after 2018-2019		Full Day K Starting in year 7 - no after care		
	-3.5% increase in salaries annually				
	-3% general inflation on costs				



New Hampshire State Department of Education
 Office of School Finance
 101 Pleasant Street, Concord NH, 03301-3860

2022-2023 Charter School Budget

Charter School Name	Acct No	Total	Elementary	Middle	High
Budgeted Expenditures					
Instruction	1000-1999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Regular Programs	1100-1199	1,066,769.07	1,066,769.07	0.00	0.00
Special Programs	1200-1299	49,000.00	49,000.00	0.00	0.00
Vocational Programs	1300-1399	0.00	0.00	0.00	0.00
Other Programs	1400-1499	0.00	0.00	0.00	0.00
Non-Public Programs	1500-1599	0.00	XXXXXX	XXXXXX	XXXXXX
Adult & Community Programs	1600-1699	0.00	XXXXXX	XXXXXX	XXXXXX
Community/Jr Coll Ed. Programs	1700-1799	0.00	XXXXXX	XXXXXX	XXXXXX
Community Service Programs	1800-1899	0.00	XXXXXX	XXXXXX	XXXXXX
Support Services	2000-2999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Student Support Services	2000-2199	500.00	500.00	0.00	0.00
Instructional Staff Services	2200-2299	0.00	0.00	0.00	0.00
General Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Collective Bargaining	0000-0000	0.00	0.00	0.00	0.00
School Board Contingency	2310 / 840	0.00	XXXXXX	XXXXXX	XXXXXX
Other School Board	2310-2319	0.00	0.00	0.00	0.00
Executive Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Management Services	2320 / 310	0.00	0.00	0.00	0.00
All Other Administration	2320-2399	520,519.00	520,519.00	0.00	0.00
School Admin Services	2400-2499	0.00	0.00	0.00	0.00
Business	2500-2599	0.00	0.00	0.00	0.00
Operation & Maint. Of Plant	2600-2699	378,000.00	378,000.00	0.00	0.00
Student Transport	2700-2799	0.00	0.00	0.00	0.00
Support Services Central/ Other	2800-2999	0.00	0.00	0.00	0.00
Non-Instructional Services		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Food Service Operations	3100	0.00	0.00	0.00	0.00
Enterprise Operations	3200	0.00	0.00	0.00	0.00

New Hampshire State Department of Education
Office of School Finance
101 Pleasant Street, Concord NH 03301-3860

2022-2023 Charter School Budget

Charter School Name	Acct No	Total	Elementary	Middle	High
Budgeted Expenditures					
Facilities, Acquisitions, Construction		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Site Acquisition	4100	0.00	0.00	0.00	0.00
Site Improvement	4200	0.00			0.00
Architectural/Engineering	4300	0.00	0.00	0.00	0.00
Educational Specification Develop	4400	0.00	0.00	0.00	0.00
Building Acquisition/Constr.	4500	0.00	0.00	0.00	0.00
Building Improvement Services	4600	0.00			0.00
Other Facilities Acq. And Serv.	4900	0.00			0.00
Other Outlays	5000-5999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Debt Service - Principal	5110	0.00	XXXXXX	XXXXXX	XXXXXX
Debt Service - Interest	5120	0.00	XXXXXX	XXXXXX	XXXXXX
To Food Service	5220-5221	0.00	XXXXXX	XXXXXX	XXXXXX
To Other Special Revenue	5222-5229	0.00	XXXXXX	XXXXXX	XXXXXX
To Capital Projects	5230-5239	0.00	XXXXXX	XXXXXX	XXXXXX
To Capital Reserve	5251	0.00	XXXXXX	XXXXXX	XXXXXX
To Expendable Trust	5252	0.00	XXXXXX	XXXXXX	XXXXXX
To Non-expendable Trust	5253	0.00	XXXXXX	XXXXXX	XXXXXX
To Fiduciary Funds	5254	0.00	XXXXXX	XXXXXX	XXXXXX
To Charter Schools	5310	0.00	XXXXXX	XXXXXX	XXXXXX
To Other Agencies	5390	0.00	XXXXXX	XXXXXX	XXXXXX
Supplemental Appropriation	----	0.00	XXXXXX	XXXXXX	XXXXXX
Deficit Appropriation	----	0.00	XXXXXX	XXXXXX	XXXXXX
Total Budgeted Expenses		2,014,788.07	2,014,788.07	0.00	0.00
Budgeted Revenue					
	Acct No	Total			
Revenue	XXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Local Revenue	1111-1990	96,621.00	XXXXXX	XXXXXX	XXXXXX
Tuition from NH LEA (Regular Program)	1321		XXXXXX	XXXXXX	XXXXXX

New Hampshire State Department of Education
Office of School Finance
101 Pleasant Street, Concord, NH 03301-3860
2022-2023 Charter School Budget

2022-2023 Charter School Budget					
Charter School Name	Acct No	Total	Elementary	Middle	High
Budgeted Expenditures					
Tuition From NH LEA (Special Program)	1322				
Tuition From NH LEA (Vocational Program)	1323				
Other Tuition (Individuals/Outside LEAs/Other)	1310/1330/1340	8,000.00	XXXXXX	XXXXXX	XXXXXX
Transportation Fees	1400	0.00	XXXXXX	XXXXXX	XXXXXX
Other Local Revenue (e.g. contributions)	1500-1990	88,621.00	XXXXXX	XXXXXX	XXXXXX
State Revenue	3111-3900	1,832,791.00	XXXXXX	XXXXXX	XXXXXX
Adequacy State Revenue	3111	1,792,791.00	XXXXXX	XXXXXX	XXXXXX
Lease Aid State Revenue	3190	40,000.00			
Other State Revenue	3112-3900		XXXXXX	XXXXXX	XXXXXX
Federal Revenue	4100 - 4595	84,000.00	XXXXXX	XXXXXX	XXXXXX
Title 1	4520	10,000.00	XXXXXX	XXXXXX	XXXXXX
All Other Title Grants Excluding Title 1	4530	14,000.00	XXXXXX	XXXXXX	XXXXXX
Federal CSP Start-up Grant	4590	0.00	XXXXXX	XXXXXX	XXXXXX
ESSER	4595	60,000.00	XXXXXX	XXXXXX	XXXXXX
Other Federal Revenue					
Other Revenue	5110 - 5600		XXXXXX	XXXXXX	XXXXXX
Total Budgeted Revenue		2,013,412.00			
Surplus Statement					
Starting Balance				10,000.00	
Estimated Revenue				2,013,412.00	
Estimated Expenditures				-2,014,788.07	
Operational Balance Surplus/ (Deficit)				-1,376.07	
Ending Balance				8,623.93	

Appendix C: Government and Organizational Structure

Committees

Curriculum Assessment and Accountability Committee

The Curriculum Assessment and Accountability Committee will review curriculum in all core subject areas including music, arts and other enrichment programs. This research is presented to the Board of Trustees. The group also examines assessment testing and results.

The committee works with the Dean of School to assess how well the school is accomplishing its mission and fulfilling the charter. The Dean of School and the committee will create and manage the state accountability plan and review and oversee its implementation. The committee reviews student work, and reviews the longitudinal growth of the student body over time. This work will not include evaluation of either individual students or teachers.

Membership: Board members, faculty, and parents

Outreach Committee

The Outreach Committee is charged with promoting, encouraging and supporting awareness of the school and its programs with the community of Southern New Hampshire.

Membership: Board members, parents

Finance Committee

The Finance Committee works closely with all other groups addressing issues related to the school's finances. The committee establishes the budget and ensures the school has a balanced budget.

The committee provides oversight of all financial aspects of the school. These include, but are not limited to: Overseeing the development of the budget in conjunction with the Dean of School and Dean of Operations; ensuring accurate tracking/monitoring/accountability for funds; ensuring adequate financial controls; oversight of the financial audit; signing payroll, manifests and other financial documents as necessary.

Membership: Board members only

Personnel Committee

The Personnel Committee oversees personnel management of the school. *A sub-committee of the Board of Trustees conducts annual reviews of the Dean of School.*

Membership: Board members only.

Appendix D: Bylaws are under review by counsel and new version will reflect the change of Head of School being referred to as Dean of School

BYLAWS OF

THE BIRCHES ACADEMY OF ACADEMICS AND ART: A PUBLIC CHARTER SCHOOL
Salem, New Hampshire

ARTICLE I

NAME AND SEAL

The corporation shall be known as THE BIRCHES ACADEMY OF ACADEMICS AND ART: A PUBLIC CHARTER SCHOOL (hereinafter referred to as the "School") and shall have a corporate seal bearing the name of the corporation and the year of incorporation. The Board of Trustees may change the form of the seal and the inscription thereon at any time.

ARTICLE II

PURPOSE

The purpose of the Corporation is to be a public charter school pursuant to NH RSA 194-B. The school's purpose is to provide a learning community that supports excellence in core academics and the arts while cultivating the individual qualities and strengths of each child. The School serves New Hampshire students in grades K-8.

ARTICLE III

MEMBERSHIP

There shall be no voting members of the corporation.

ARTICLE IV

GOVERNANCE

Section 1 -Board of Trustees

Pursuant to State law, governance of the school shall be vested in a Board of Trustees, constituted as provided herein, which Board shall exercise without limitation all the powers and responsibilities of the Corporation provided for herein and by law. Because all power and legal authority of the Board of Trustees lies in its actions as a group, individual Trustees (also referred to herein as "Board members") may exercise authority over school affairs only by voting or when the Board has voted to delegate limited authority at an official meeting. In no other circumstances does an individual member have authority to act. Members of the Board shall not receive compensation for their services as Board members, but may receive reimbursement for reasonable expenses as approved by the Board.

Section 2 - Board Responsibility

The Board is responsible for general supervisory control and authority over the operations and policies of the chartered public school and may take all actions related thereto. Pursuant to N.H. RSA 194-B:5, III, the Board's authority shall include, at a minimum, the authority to do the following:

To adopt a name and corporate seal,

To sue and be sued, but only to the same extent and upon the same conditions that a town can be sued,

To acquire real property from public or private sources by lease, by lease with an option to purchase, or by gift for use as a school facility, provided that such acquisition is consistent with established school purposes,

To receive and disburse funds for school purposes,

To make contracts and leases for the procurement of services, equipment, and supplies, provided that: (a) If the board of trustees intends to procure substantially all educational services under contract with another person or entity, the terms of such a contract shall be provided in an addendum in the school's contract, (b) The state board and the district school board shall not approve any such contract terms, the purpose or effect of which is to avoid the prohibition in this chapter against chartered public school status for nonpublic schools,

To incur temporary debt in anticipation of receipt of funds,

To solicit, accept, manage, and use any grants or gifts, provided that such activities are consistent with established school purposes,

To have such other powers and take such other actions that are available to a business corporation formed under RSA 293-A and that are not inconsistent with NH RSA Chapter 194-B.

Section 3 – Composition

The Board shall have a maximum of thirteen Trustees; voting and non-voting, but shall have no fewer than 6 voting Trustees. The Board shall include at least one parent of a pupil attending the School as well as at least one community member. The Dean of School shall be a non-voting member of the Board. One member of the Board shall be a teacher at the School who shall be a non-voting member of the Board. No greater than 25 percent of the membership of the Board, or one Trustee, whichever is greater, may simultaneously serve as members of any other school board. No School employee shall be an officer of the Board. Every appointment to the Board is conditioned upon a satisfactory criminal background check and according to the Board Nomination Policy.

Section 4 - Terms

Each voting Board member shall have a one-year term, renewable three times. The terms of all voting members shall expire at the end of the one-year anniversary of the appointment except as provided otherwise herein. Except as otherwise provided herein; each voting Board member shall be eligible for re-election for a maximum of three consecutive one-year terms. Additional terms are at the discretion of the Board with a two-thirds vote required.

The Dean of School shall be a non-voting member of the Board so long as he or she is employed in that position and actively performing the duties thereof. The teacher member shall serve for a one-year term, so long as he or she remains employed at the School, with no more than two

consecutive terms unless approved by the Board.

Section 5 - Meetings and Actions

The Board shall meet at least monthly during the regular school calendar year. For each official meeting, each Board member will be given at least seven calendar days' notice of the time and place of the meeting. Official meetings shall comply with the requirements of NH RSA 91-A. Refer to section 12 for special or emergency meetings.

No Board action shall be taken except at an official meeting and with an affirmative vote of the majority of Board members present, eligible to vote, and voting on the matter in question. Board members shall not be eligible to participate in a vote when they have been recused due to a conflict of interest.

Section 6 - Quorum

Except as specifically required in other provisions of these bylaws or in statute, a simple majority of Trustees qualified to vote shall constitute a quorum to convene a meeting and conduct business.

Section 7 - Conflict of Interest

The Board of Trustees is committed to maintaining the integrity of the institution and securing the public's trust. As a result, the Board shall adopt and adhere to a conflict of interest policy, which shall include, at a minimum, the following:

Any material conflict of interest on the part of any member of the Board, officer, committee member, or employee, shall be disclosed in writing to the Board and made a matter of record through an annual procedure, and also when the interest involves a specific issue before the Board. Where a transaction between the School and a Board member, officer, committee member, or employee exceeds five-hundred dollars but is not greater than five-thousand dollars in a fiscal year, a two-thirds vote of the disinterested Board members present, eligible to vote, and voting is required. Where the transaction involved exceeds five-thousand dollars in a fiscal year, a two-thirds vote of the disinterested Board members and publication in the local newspaper is required. The minutes of the meeting shall reflect that a disclosure was made, the abstention from voting, and the actual vote itself. A Board member shall recuse himself or herself and be excused from any portion of a meeting where the discussion of or vote regarding any topic involving a family member is taking place, including but not limited to contracts, employment, and admission. No voting member of the Board may have any direct pecuniary interest in a contract with the school or in the purchase or sale of any school real or personal property or equipment. No member of the Board shall solicit any favor, gift, or other items of monetary value for personal benefit, improperly use school property, use his or her position as a member of the Board for personal gain, or make unauthorized promises or commitments on behalf of the Board. Every new member of the Board shall be informed of the conflict of interest policy upon entering the duties of his or her office, and shall sign a statement acknowledging understanding of and agreement to this policy. The Board will comply with all applicable State and Federal conflict of interest requirements, including NH RSA 7:19, II and RSA 7:19-A, which are incorporated herein by reference.

Section 8 - Board Elections

The Board shall renew or elect Trustees, per *Section 4 – Terms* as referenced above, to replace those whose term(s) will be expiring. The renewal(s) and/or election(s) shall take place during an official meeting of the Board. New Trustees shall be elected by a majority of Trustees present at such a meeting. Trustees so elected shall serve a term of one year upon Board approval.

Section 9 - Officers and Duties

The officers of the Board will consist of a chair, vice-chair, secretary and treasurer who shall be elected annually during the first official meeting of the fiscal year from among those Board members currently serving. No member may serve as chairperson for more than two years consecutively unless an extension is voted by two-thirds of the Board.

The officers' duties are as follows:

Chair: The Chair shall convene regularly scheduled Board meetings, and shall preside at each official meeting. Meetings shall provide for fair and open deliberation that is also efficient, timely, and orderly. The Chair is required to keep the Board informed of all activities of the corporation. The Chair is specifically authorized to sign, in the name of the Corporation, all contracts and documents authorized by the Board. The Chair shall determine the meeting agenda with the advice and input of the Dean of School and other Board Members. The Chair shall appoint an acting secretary at any meeting where the Secretary is absent. The Chair, after consultation with the Board, shall appoint Board members to represent the Board with government agencies and any other organizations. The Chair shall have the authority to cancel and/or reschedule meetings after consultation with the Board members and the Dean of School. The Chair is further authorized to call special or emergency meetings in accordance with the related provisions contained herein. The Chair of the Board shall have such other powers and duties as the Board may from time to time determine.

Vice-chair: In the absence of the Chair, the Vice-chair shall assume the duties of the Chair and shall also have such powers and duties as the Board may determine.

Secretary: The Secretary shall be responsible for keeping the records of Board actions, including overseeing the taking of minutes at all Board meetings, including non-public sessions, sending out and posting meeting notices and announcements, distributing copies of the minutes and agenda to each Board member, and assuring that Corporate records are properly maintained. Procedures for recording minutes shall include the following, at a minimum:

Record all actions or votes at Board meetings by last name, except unanimous votes, which may be recorded as such;

Record in the minutes of all public meetings and other proceedings the full names of the Members and other persons appearing before the Board (the names of people in the audience who do not speak do not need to be recorded.);

Record a brief description of the subject matter discussed;

Record final decisions of any Board action;

Provide draft minutes of public meetings, so labeled, for public inspection within five days, as required by RSA 91-A:2, II. Minutes of nonpublic sessions must be publicly disclosed within seventy-two hours as required by RSA 91-A:3, III.

Present the draft minutes to the Board for review and approval;

Make corrections to the draft minutes after review by the Board;

Post the official minutes after they are reviewed and approved by the Board; and

Submit the original official minutes to the School's administrative office for filing in the School's permanent record.

The Secretary shall have such other powers and duties as the Board may require and shall perform all duties customarily incident to the office of a corporate secretary. In the absence of the Chair and Vice- chair, the Secretary shall assume the responsibilities of the Chair.

Treasurer: The Treasurer shall oversee the financial affairs of the School, monitor the creation and preservation of all financial records and accounts, initiate financial statements to be prepared, be the custodian of the funds and securities of the School, and shall oversee and assist in the preparation of the budget for presentation to the Board. The Treasurer shall make a report of the finances of the Corporation at each meeting and shall make financial information available to individual Board members upon request. The Treasurer shall have such other powers and duties as the Board may determine and shall perform such duties as are customary and incident to the office of Treasurer of a Corporation. In the absence of the Chair, Vice-chair, and Secretary, the Treasurer shall assume the responsibilities of the Chair.

If any of the offices shall become vacant for any reason, the remaining Board members shall elect a successor to hold such office for the remainder of the unexpired term, provided that all Board members have been notified at least seven calendar days prior to any meeting at which a Board officer vacancy will be filled.

Section 10 - Vacancies

When a vacancy on the Board is created during a Trustee's term, the Secretary must receive nominations per the Board Nomination Policy. These nominations will be sent out to all Board members at least two weeks in advance of the next official meeting and shall be voted on at the next official Board meeting. The vacancy will be filled only until the end of the vacant seat's term.

Section 11- Resignation, Termination, and Absences

Resignation from the Board must be in writing and received by the Secretary to be effective. A Board member may be terminated from the Board due to excessive absences, defined as being absent without excuse from the Chair from more than one-fourth of official meetings. A Board member may be terminated from the Board for other reasons upon a vote in favor of termination by three-fourths of all the remaining Trustees provided that notice of intention to remove such Trustee is set forth in the meeting notice seven calendar days prior to that meeting. Any such Trustee shall be entitled to appear before the full Board and be heard at such meeting.

Section 12 - Special or Emergency Meetings

Special meetings of the Board shall be called by the Chair or by the Secretary upon receipt of written requests from one-third of the Board members. Notices of special meetings shall be sent out by the Secretary to each Trustee at least one week in advance, unless exigent circumstances exist, in which case 48 hours' notice shall be sufficient.

Section 13 - Telephonic or Electronic Attendance

Pursuant to statute, a Trustee may only attend a meeting electronically or otherwise when attending in person is not "reasonably practical." In that circumstance, a member may participate and vote by telephone, provided that all participants, whether present in person or telephonically, are able to hear and speak to all other participants throughout the meeting by conference telephone or similar equipment and further provided that those participating remotely can be reasonably identified, have identified any other persons at the same location with them, and have stated for the record the reason they cannot appear in person. Attendance other than in person is discouraged.

ARTICLE V COMMITTEES

The Board may create committees of the Board members as needed, including but not limited to finance, curriculum, personnel, etc. The Treasurer shall be a member of the finance committee. The Board may create committees, including advisory committees. Committee members other than Board members may be appointed by the Board and shall serve at the pleasure of the Board. Appointment to the Finance Committee shall be subject to a satisfactory criminal background check and any other requirement the Board deems necessary.

ARTICLE VI Dean of School

Notwithstanding the provisions of Section 7 herein, the Dean of School is hired by the Board adhering to the Dean of School Hiring Policy. The Dean of School is the Board's delegate for day-to-day responsibilities for the School operations, including carrying out the goals and policies of the School as established by the Board and the School's Charter, which delegation of authority can be rescinded by a vote of the Board. The Dean of School shall be a non-voting member of the Board and shall attend all official Board Meetings, report on the status and progress of the School, answer questions of the Board members, and carry out all duties of the job description. The Board may designate other duties to the Dean of School as it determines appropriate.

ARTICLE VII GENERAL PROVISIONS

Section 1 - Authority to Sign

The Board may authorize any Trustee or Trustees to sign contracts and other documents on behalf of the School, in addition to the Chair as provided herein above. Such authorization shall be delegated at an official meeting and shall be in writing. The Treasurer and the Chair are authorized to sign all checks, drafts, and other orders for payment on behalf of the School. The Board may authorize additional members to sign checks, drafts, and other orders for payment as it deems necessary pertaining to the Financial Control Policy.

Section 2 - Authority to Accept Gifts, Contributions, Bequests, and Devises

Pursuant to statute, the Board may solicit and accept on behalf of the School any gift, contribution, bequest, or devise for any purpose consistent with the School's mission.

Section 3 - Organization Records

There shall be kept in the administrative office of the School correct books of the accounts and transactions of the School and Board, including an official record of meeting minutes, Articles of Agreement, and up-to-date Bylaws.

Section 4 - Fiscal Year

The Corporation's fiscal year shall end on June 30, and the ensuing fiscal year shall commence on the following day, or the fiscal year may commence and end on such other days as the Board shall determine.

ARTICLE VIII

THE BIRCHES ACADEMY OF ACADEMICS AND ART FOUNDATION

The Birches Academy of Academics and Art Foundation is a New Hampshire non-profit corporation whose purpose is the advancement of the School. The Foundation may conduct advancement activities that are consistent with the School's mission and that are approved by the School's Board in collaboration with the School's Board and Dean of School. At least one member of the School's Board of Trustees shall be appointed to sit on the Foundation Board and they shall report back to the School Board regarding the activities of the Foundation.

ARTICLE IX

LIABILITY AND DEFENSE AND INDEMNIFICATION OF TRUSTEES AND OFFICERS

No Trustee or Officer shall be personally liable for any debt, liability, or obligation of the School. Further limits on liability contained in the Articles of Agreement are incorporated herein by reference. Except to the extent prohibited by RSA 292:2, V-a or other applicable law, the School shall defend and indemnify any Trustee made, or threatened to be made, a party to, or called as a witness in, or asked to provide information in connection with any threatened or pending action, proceeding, hearing, or investigation or any appeal therein, where such Trustee or officer is or has been made or threatened to be a party or summoned to give evidence, by reason of the fact that he or she is or was a Trustee or officer acting within the scope of his or her duties, against all judgments, fines, amounts paid in settlement, and reasonable expenses including attorney's fees actually and necessarily occurred in the defense against or as a result of such action, proceeding, hearing, investigation, or appeal therein.

No defense and indemnification shall be provided under this Article in any action or proceeding brought by or on behalf of the School to procure a judgment or a remedy, whether civil or criminal. Further, no defense and indemnification shall be provided under this Article where the Trustee acted in bad faith or contrary to his or her fiduciary duty, or where the Trustee has been a knowing participant to any transaction from which any Trustee derives an improper personal benefit, or has committed a knowing violation of the law, or has committed an act or gross, wanton, or willful negligence.

ARTICLE X
AMENDMENTS

These bylaws may be amended when necessary by a two-thirds majority of the Board of Trustees. Proposed amendments must be submitted to the Secretary and sent out to the Board two weeks prior to a meeting at which a vote on the amendments is to be held.

ARTICLE XI

CERTIFICATION

These bylaws were approved at a meeting by a two-thirds majority vote of the signers of the Articles of Agreement on_____.

Secretary

Date

Appendix E: Curriculum Framework

Our complete curriculum framework and outcomes can be found at <https://www.birchesacademy.org/curriculum>. Listed below is one sample from Grade 4/5. In addition to this framework the school has an active curriculum map which expands on topics, connections, activities and assessments.

Sample Curriculum Document

Grade 4 and 5 at a Glance

English Language Arts

The Language Arts curriculum is aligned to the ELA Common Core <http://www.corestandards.org/ELA-Literacy/>, which outlines grade level expectations in the form of standards. The grade-specific standards are categorized as Reading, Writing, Language and Speaking and Listening. Students are introduced to a range of texts and comprehension tasks gaining skill through an arts integration approach to learning. The teachers at Birches Academy utilize a variety of instructional strategies to meet the needs of all learners and multiple resources including [Bookworms \(based on the science of reading curriculum\)](#), [Foundations](#), Six Traits of Writing, Benchmark's Writers Workshop, and the Fountas and Pinnell Reading Program. Consistency in practice across the grade levels along with an emphasis on a common language resonates and provides continuity of instructional practice. These strategies include mini-lessons, small group instruction, independent reading, a guided reading program and writing with an emphasis on process. Students enrolled in Birches Academy of Academics and Arts can expect to progress through the grades developing proficiency in all four areas of the Common Core.

Overview of Expectations: Year A and Year B

- Use combined knowledge of all letter-sound and syllabication patterns to read accurately.
- Read grade-level text with purpose and understanding including prose and poetry with accuracy and expression.
- Demonstrate command of English grammar and usage, capitalization, punctuation and spelling.
- Use words and phrases to convey ideas, explain the similes, metaphors, common idioms and proverbs.
- Understand words that are opposites (antonyms) and similar but not identical (synonyms).
- Summarize text with key details, explain events, ideas and concepts and draw inferences.
- Interpret information, use reason and evidence to support a particular point, and integrate information from two texts.
- Describe in depth a character, setting, and event in a story or drama.
- Compare and contrast points of view and themes, topics and patterns of events in stories, myths and cultural literature.
- Engage in collaborative discussions, build on ideas and articulate own ideas, and speak clearly at an understandable pace.
- Produce clear and coherent writing that is well developed with organization appropriate to the task, purpose and audience.

Mathematics

The Mathematics curriculum is aligned to the Mathematics Common Core <http://www.corestandards.org/Math/> with a focus on concept development, big ideas and essentials of understanding. The Mathematics Common Core is comprised of strands and specific grade level standards that define what students should know and be able to do. The Grade 4 and 5 Mathematics strands include Operations and Algebraic Thinking, Numbers and Operations in Base Ten and Fractions, Measurement and Data and Geometry. The instructional resource in grades 1 through grade 6 is Pearson *EnVision Math 2.0*. Teachers combine instruction with hands-on activities where students begin to develop a conceptual understanding of foundational mathematics, learn basic computational skills, engage in practice and apply knowledge to solve problems. The instructional approach allows for the daily reinforcement of basic skills as students begin to gain a greater understanding of each strand and demonstrate proficiency in grade level expectations. Based on assessment and aligned with the essence of the Birches Academy mission statement, if a student has met grade level expectations then the student may engage in advanced mathematical studies consistent with the learning progression.

Overview of Expectations

Year A

- Use the four operations and whole numbers to solve problems.
- Gain a familiarity with factors and multiples.
- Generate and analyze patterns.
- Demonstrate an understanding for place value with multi-digit whole numbers.
- Understand fraction equivalents and order and build fractions.
- Gain an understanding for decimal notations and compare decimal fractions.
- Solve measurement problems and convert from larger to smaller units.
- Represent and interpret data.
- Understand concepts of angle and measure angles.
- Draw and identify lines and angles, and classify shapes using lines and angles.

Year B

- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Understand place value to perform operations with multi-digit whole numbers and decimals to hundredths.
- Add and subtract fractions and extend knowledge to multiply and divide fractions.
- Convert like measurements using like units.
- Understand concepts of volume and relate volume to multiplication and addition.
- Graph points on a coordinate plane and solve problems.
- Classify two-dimensional figures into categories based on properties.

Science

The Science curriculum is aligned to the Next Generation of Science Standards <http://www.nextgenscience.org/next-generation-science-standards>, a framework for K-12 Science education developed through a collaborative process. The framework is comprised of three disciplinary areas including Physical Science, Life Science, and Earth and Space Science where instruction is guided by grade level performance expectations. The performance expectation defines what a student should know and be able to do by grade level. The fourth area of Engineering, Technology and Applications of Science identifies performance expectation by grade span. Science instruction combines classroom discussions, hands-on activities, experiments, and research. Additionally, in Grades 5-8, students use Pearson Interactive Science. Students are introduced to scientific concepts through an arts integration approach to learning. Exploration into the Earth, its structure and landforms, biomes and ecosystems allows students to gain a perception of the world around them. Knowledge and understanding become the underpinnings for socially responsible and caring young adults.

Overview of Expectations Year A

Physical Science

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Develop a model of waves to describe patterns - amplitude and wavelength and that waves can cause objects to move.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Life Science

- Construct an argument that plants and animals have internal and external structures to support survival.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Earth and Space Science

- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth's features.
- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Year B

Physical Science

- Develop a model to describe that matter is made of particles too small to be seen.
- Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- Make observations and measurements to identify materials based on their properties.
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- Use models to describe that energy in animals' food was once energy from the sun.

Life Science

- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth and Space Science

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, or the atmosphere interacts.
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on the Earth.

Engineering Design 3-5

- Define a simple design problem reflecting a need or a want including criteria for success and constraints.
- Generate and compare multiple possible solutions to a problem based on meeting criteria and constraints of the problem.
- Plan and carry out tests in which variables are controlled and failure points are considered to improve a model or prototype.

Social Studies

The Social Studies curriculum is aligned to the New Hampshire State Curriculum Framework for Social Studies

http://www.education.nh.gov/instruction/curriculum/social_studies/documents/frameworks.pdf

The Framework is divided into five content strands including Civics, Economics, Geography, New Hampshire and United States History, World History and Contemporary issues. Instruction combines classroom discussion, current topics in history, and research in history.

The Grade 4 curriculum focuses on Economics while in Grade 5 the emphasis is on American History.

Overview of Expectations Year A

Economics

- Reflect on needs, wants, the free market, resources and the economy.
- Illustrate cycles of economic growth and decline and the impact of each on people's lives.
- Describe different methods people use to exchange goods and services including barter and money.
- Explore the relationship between productivity and wages, and wages and standards of living.
- Identify the factors of production including entrepreneurship, human resources, and natural resources.
- Recognize that shortage and surplus affect the price and availability of goods and services.
- Describe gross domestic product and the difference between imports and exports.
- Explain the effects of inflation on people under different circumstances.

Geography

- Describe the purposes of geographic tools including maps, globes, graphs, diagrams, photographs, and satellite images.
- Using spatial information on maps, identify the origin of consumer goods and transportation routes.
- Locate physical features in the United States and on Earth i.e. mountain ranges, parallels, meridians, and landforms.
- Using population density maps compare the distribution of populations in rural, suburban and urban areas.
- Explain how the patterns within the physical environment produce changes in the ecosystems.
- Explain how people modify the physical environment for human use such as development or agriculture.
- Describe the role of natural resources, and examine renewable and nonrenewable resources.

World History

- Explain the unique contribution of different ethnic and religious groups to New Hampshire history and culture.
- Explore attitudes toward diversity including segregation or inclusion.
- Describe reasons why various groups have come to the United States including enslavement or economic opportunity.

Year B

Civics and Government

- Understand that the world is divided into different countries each with its own government that are not the same.
- Identify the core ideals and principles of the American government by citing documents
- Evaluate the effectiveness and fairness of rules and laws at the local, state, or federal levels.
- Illustrate ways in which the government in the United States is founded on the conviction that Americans are united by the principles they share including of life, liberty, and property.
- Identify the heritage that the early settlers brought to the development and establishment democracy.
- Evaluate those characteristics that promote good citizenship.

US and NH History

- Understand that the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.
- Examine how various groups of people have influenced and enhanced the art, music and literature of our nation.
- Understand and demonstrate how the westward movement led to opportunities and a more diverse economy.
- Explain the impact of ethnic and religious groups on the development of the United States.
- Describe the impact of major national events on everyday life.
- Examine the change in roles and lives of women and their impact on society.
- Explore the evolution of the US economy including the effects of changes in economic productivity, and technology.
- Identify the various improvements in agriculture and the effects on human survival and in feeding the world's hungry

Art

The Art program provides students with an introduction to the Arts and art forms. Students build on vocabulary, the color wheel, mixing colors and making inferences between color and emotions or moods. Mediums, textures and artist tools continue to be of importance to the further study of art. Students learn the steps in reflection that is an important component of artwork. The instructional focus is on the integration of the arts into projects and assignments across the core disciplines. The mission of The Birches Academy is to cultivate a learning community that promotes excellence in core academics and the arts while valuing the individual qualities and strengths of each child. Grade level teachers work collaboratively with the art teacher to give students every opportunity to express thoughts and ideas through the arts.

Overview of Expectations

Colors and the Color Wheel

- Explore the primary colors – red, blue, green and yellow.
- Mix colors to make orange, purples, green and other colors.
- Correlate color to moods and

emotions. Drawing

- Learn to observe and record the body through gestural drawings.
- Explore contour, blind contour and upside down drawings.

Painting

- Replicate the symbols and animals in the caves of Lascaux, France.

Collage

- Learn techniques of collage with a focus on tactile and visual texture.

Printmaking

- Explore Egyptian Hieroglyphic and create a print.

Construction Studio

- Create a Roller coaster using various materials and form, integration with science.

Music

The Music program is designed to instill a love of music and an introduction to the art of Music. Students continue the study of music through listening, moving to rhythms, and singing a variety of songs as well as music theory. All students attend a weekly chorus class with a focus on developing skills for good vocal production and ensemble singing of choral literature age appropriately arranged. Students enjoy participating in vocal music and work cooperatively with other students as well as serve the school by participating in selected performances.

Overview of Expectations

- Develop an independent singing voice and engage in unison, rounds and partner songs.
- Learn to read and write melodic and rhythmic notation.
- Understand basic music concepts and build on the vocabulary of music.
- Continue the study of the ukulele or another instrument.

Foreign language

The Grade 4 and 5 Foreign Language program provides an introduction to the Spanish language. There is a focus on vocabulary and early conversation to build a foundation for the study of languages, and an appreciation of new cultures.

- Learn vocabulary - colors, numbers, days of the week, months of the year, foods, the body, animals, weather and clothing.
- Understand the rules of basic grammar, pronunciation, and sentence structure.
- Explore the Spanish culture.

Physical Education

Students participate in age appropriate, safe and effective physical activities based on the New Hampshire K-12 Physical Education Curriculum Guidelines. Essential to performing a variety of physical activities is building motor skills as well as the qualities of movement. A pre and post assessment is conducted using Pacer Assessment to determine cardiovascular endurance to demonstrate student growth, and as a guide to improve and/or maintain physical

Appendix F: Curriculum Sample, The Birches Writing Cans

Seeds Can...	Seedlings Can...	Sprouts Can...	Saplings Can...	Leaves Can...	Trees Can...
Write one sentence with a capital letter and period	Write a 5 sentence paragraph on one topic	Indent and write 2 paragraphs with 5 sentences	Write a 3/5 paragraph essay with support	Write a 5 paragraph essay with an introduction and conclusion	Use conjunctions and commas to combine sentences correctly
Have an illustration and sentence on the same topic	Add adjectives and voice to work	Underline book titles and capitalize all proper nouns	Use commas and apostrophes	Use past, present, and future tenses correctly	Use all forms of punctuation, including semi-colons and colons
Use transitional words (first, then, next, finally) for procedural writing	Write pieces with a lead	Add silver dollar verbs	Use silver dollar adverbs and figurative language	Show subject/verb agreement	Use prepositional and infinitive phrases correctly
	Write a personal narrative on topic with a beginning, middle, and end	Use resources to correct spelling	Edit and revise writing pieces	Show pronoun/antecedent agreement	Write compound and complex sentences with no run-ons or fragments
		Write a biography report	Write a variety of sentence types with varied beginnings	Use transitional words and phrases to create fluid paragraphs	Use subordinating clauses correctly
		Write an argumentative piece	Use content vocabulary correctly	Write a lab report	
			Write an expository essay	Write a compare/contrast essay	
					Write a research paper

Appendix G: Job Descriptions

The Birches Academy of Academics & Art Dean of School - Job Description

The Dean of School at The Birches Academy, under the guidelines set forth in our charter, will report to the Board of Trustees and is responsible for the areas of:

- Management
- Staff Development
- Curriculum
- Communication

Expectations:

- Develop and facilitate experiences and traditions that will create a positive, unique school culture and that will help to define The Birches as a school that is highly desirable and extraordinary.
- Develop specific operations, goals, and objectives to implement the strategic goals that have been mutually established with the Board of Trustees.
- Promote a culture of global citizenship and awareness at the school.
- Create and instill a school environment that is respectful, responsible, compassionate, and aware.
- Support teaching staff in the arts integrated philosophy, current best practices, utilizing up to date technology, and overall implementation of the school's mission.

Management:

- Ensure that all state reporting requirements are met.
- Oversee the admission of students, including lottery procedures.
- Attend all Board meetings as a nonvoting member and prepare and present reports as requested by the Board of Trustees.
- Ensure school safety, security, and the ability to handle a crisis and use supervision appropriately and constructively.
- Evaluate school operations.
- Aiding and assisting with all IEP/504 meetings.

Staff Development:

- Provide ongoing staff development to strengthen teaching skills and to support a highly academic and arts integrated education.
- Evaluate the need for and provide staff training in the areas of team building, core curriculum, Responsive Classroom, critical skills, art integration, project-based learning, competency-based assessment, student portfolios, technology implementation, and other practices or programs that will enhance student learning and the Birches Academy educational philosophy.
- Hire, supervise, mentor, and evaluate teaching and support staff.
- Develop and implement a new student enrollment plan and assure proper student-teacher ratios.

- Lead and facilitate staff meetings to guide and support staff.
- Collaborate with the Dean of Operations to present the annual operating budget to the Board of Trustees.

Curriculum:

- Oversee ongoing program evaluation, including curriculum standards and curriculum development.
- Knowledge of New Hampshire State Frameworks, Common Core State Standards, and Core Knowledge Sequence.
- Oversee student evaluation and implement student assessment.
- Implement action plans for student achievement and school success.

Communication:

- Foster and maintain regular, ongoing, and open dialogue with the staff, parents, and the Board of Trustees.
- Foster a positive relationship with the community, local School District and all other sending districts, as well as the New Hampshire Department of Education.
- Articulate and advocate for the mission of The Birches Academy of Academics and Art.
- Collaborate with colleagues and professionals at partnering charter schools and within the field of education.
- Be inspirational, visible, and accessible to members of the school community and beyond.

This job description is not intended, and should not be construed, to be an exhaustive list of all responsibilities, skills, efforts or working conditions associated with this job. It is intended to be an accurate reflection of the principal job elements essential for performing the job.

THE BIRCHES ACADEMY OF ACADEMICS & ART
DEAN OF OPERATIONS – JOB DESCRIPTION

The Dean of Operations at The Birches Academy, under the guidelines set forth in our charter, will report to the Dean of School and is responsible for the areas of:

- Finance
- Personnel and Administrative
- Grants Administrator

Definition:

To plan, organize and direct the development and implementation of The Birches accounting system; to work with the Dean of School and Board of Trustees to develop the budget and effective use of funds; to supervise the accounting, payroll, financing and budget control activities; to perform accounting functions in accordance with Generally Accepted Accounting Principles (GAAP) and the New Hampshire Department of Education's (DOE) Charter School Office; and to perform a variety of other duties relative to assigned area of responsibility.

Finance:

Perform Birches Academy accounting functions in accordance with Generally Accepted Accounting Principles (GAAP) and the New Hampshire Department of Education's (DOE) Charter School Office:

- Advise on the management of the financial affairs of the school.
- Supervises the collection, safekeeping and distribution of all funds.
- Works with the Head of School and Board of Trustees in preparing and implementing the budget.
- Maintenance of all bank accounts, bank deposits and bank transactions.
- Responsible for payroll record keeping and preparation.
- Oversee cash disbursements, cash receipts, accounts payable, accounts receivable and journal entries for adjustments to the general ledger.
- Prepares and issues reports for the Head of School and Board of Trustees concerning the status of budgetary accounts.
- Prepares accurate cash flow reports and projections as needed.
- Provide all necessary documentation for and oversee successful on-time completion of the annual audit and the DOE 25.
- Monitor all procurement activities; buying, purchasing, leasing or otherwise acquiring supplies and services and all of the functions that pertain to such acquisitions.
- Advise on all binding agreements, including lease, equipment rental agreements, and personnel contracts.
- Responsible for inventory of fixed assets.
- Advises on the day-to-day fiscal and business operations of the school.
- Ensure the security of computer systems at the school.
- Ensure the accuracy of grant receipts and expenditures and financial reporting requirements. Makes monthly requests of grant funds and keeps proper historical records.
- Perform related duties and responsibilities as required.

Personnel and Administrative:

Personnel:

Guides and assists with compensation administration functions including calculation of proposed salaries, processing of payroll documents, preparation of various personnel forms in compliance with The Birches policies and procedures, preparing annual salary budgets and processing of fiscal year salary updates.

- Oversees the development and maintenance of confidential personnel and associated files, documents, and/or databases.
- Serves as contact for school insurance, employee medical and dental, life and disability, New Hampshire Teachers' Retirement Board and ensures all accounts are kept current.
- Oversees the processing and keeping of records for benefits programs.
- Evaluates, recommends, contracts for, and monitors employee benefits and human resource programs (insurance, retirement, etc) and the facilities insurance needs.

Administrative:

- Assists the Dean of School in overseeing the school facilities including custodial services, safety issues, maintenance, and relationships with third party contractors to maintain and improve the facility.
- Advise Dean of School in the creation of efficient management systems.

This job description is not intended, and should not be construed, to be an exhaustive list of all responsibilities, skills, efforts or working conditions associated with this job. It is intended to be an accurate reflection of the principal job elements essential for performing the job.

Student Services Coordinator

Qualifications:

This Student Services Coordinator must be certified in Special Education in New Hampshire and will be committed to project based learning, standards based curriculum, and innovative approaches in education. The candidate must be a team player, dedicated to the success of the students, and to the successful growth of the school.

Special Education:

- Serve as a liaison with each district, collaborate with contractors from each district. Schedule and attend all special education/504 meetings.
- Work with teachers and parents to collect data and navigate the special education process/504 process.
- Overseeing and scheduling of contractors.
- In collaboration with the special education contractors, work with teachers to ensure accommodations are in place for students.

Student Wellness:

- Using the existing Student wellness curriculum, support teachers to implement in the classrooms. (mindfulness, social emotional intelligence, and developing a growth mindset,)
- Support students social emotional growth by meeting with students one on one or in small groups.
- Work with middle school students on study skills, executive functioning skills and advisory topics.
- Work with the whole school population to explain student behavioral expectations, digital citizenship and ensure that discipline issues result in positive behavioral outcomes.
- Act as the schools Homeless Liaison
- Participate in the School-wide House initiative

Reading and Math Intervention:

- Coordinate with RTI providers, teachers and Dean of School to participate in SST meetings and provide support to teachers to improve the quality of the general education program and reduce the underachievement of students.

Other:

- Any other duties that may be assigned by the Dean of School

Some other aspects of program enrichment matched with the coordinator's interests and expertise. Some examples might be:

- UDL
- High School transition
- School-wide Literature initiative
- Podcasting
- Coordinating Health and Wellness Class for 5th and 8th graders in collaboration with School Nurse and Classroom Teachers

Appendix H: Home School Compact

The Birches Academy of Academics & Art

Home/School Compact

We are very happy that you are considering becoming part of The Birches Academy. While a charter school is a public school, there are ways in which it differs which we would like to highlight. Your child's education is of utmost importance to both you and us and so we want to make sure that we have a common understanding of The Birches Academy: A Public Charter School. We pledge our Mission and Core Values. We ask your understanding of the following in reaching our goals in order for the school to be successful.

- I understand that the connection between home and school is vital to my child's success. I will help my child with homework, communicate with the school and staff, attend conferences and as many school functions as possible and support my child's education in any way that I can.
- I understand that the fundraising goal of the school is between \$60-\$80,000 per year. The Birches Academy is a public school; there is no tuition required to attend The Birches. However, as a charter school, The Birches receives approximately only 40% of the state funding that other public schools receive. For this reason, there is a substantial fundraising effort required just to pay our operating costs including a yearly art fee and annual fund drive. While I need not participate in all of these fundraisers, it is important to know that helping the school monetarily in whatever way I can is part of participating in a charter school.
- I understand that The Birches Academy asks a commitment of twenty volunteer hours per family per year. Because of the funding formula for New Hampshire charter schools, The Birches Academy does not have the personnel or support that a more traditional public school has. In addition, it is part of our mission that we are a learning *community*. Part of your child's success will come from your involvement. This involvement can take many forms and we will work together to find ways in which you can participate.
- I understand that The Birches Academy follows the Common Core standards with the arts used to support learning in the major subject areas. The Birches Academy participates in mandated state testing and performs its own assessments as well as a means to document growth. When making instructional decision regarding students, such as a placement in an advanced math class, we take into account the whole student which includes but is not limited to the social and emotional needs of the student.
- I understand that I should make at least a one year commitment to the school. The Birches is a choice and this choice works well for some students and may not be a match for others. Older, and even younger students, may miss other friends. Sometimes, when learning gets difficult, students may want to change schools. This is always an option, but making at least a year's commitment and sticking with it and decreasing the number of school transitions and the resulting curricular loss is important to the education and development of the child.
- I understand that all students at The Birches will play a musical instrument with a variety of choices available to the students as they get older. It is the parent's responsibility to rent or purchase the instrument and music lessons take place at some point during the school day, sometime necessitating missing thirty minutes of one subject each week. For some students under some circumstances, voice can be an instrument of choice. Performances and concerts that often take place out of school hours are a

required part of the music program. I understand that utilization of technology as a learning tool is very important for our twenty-first century students. While the school provides much of this technology in the form of smartboards, laptops, desk top computers and iPads, we ask that all students entering Grade 6 purchase their own iPad to be utilized through Grade 8 at The Birches Academy.

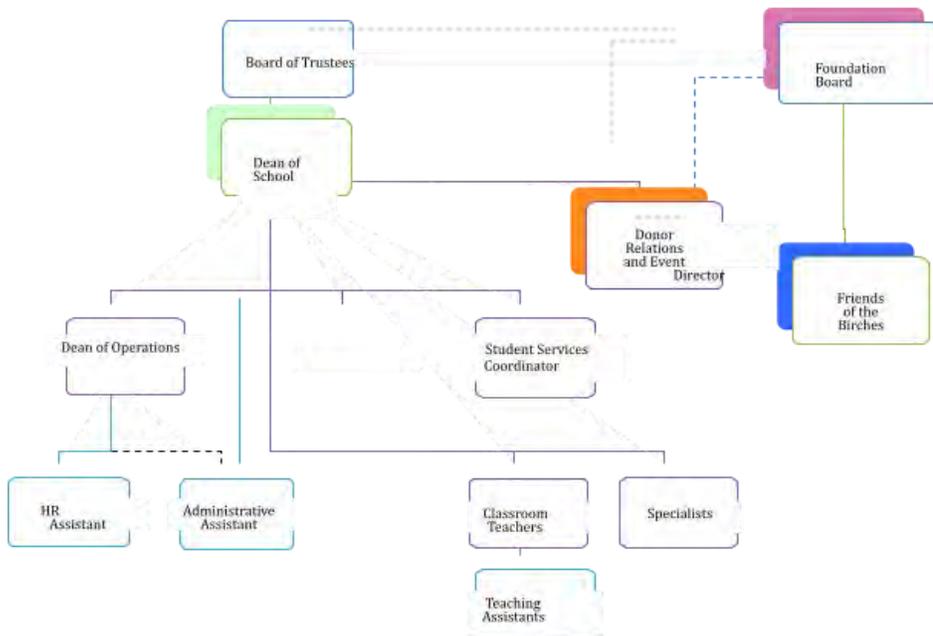
I understand that The Birches Academy is a public school and our enrollment is open and determined by lottery. Students on Individual Education Plans are accepted when it is determined by the special education team that The Birches is a fit for their needs. We strive to meet the individual needs of all students. However, as a public school, we are bound by the same discipline policies that are mandated by law for all public schools.

Parent's Signature: _____

Date: _____

Appendix I: Organizational Chart

The Birches Academy of Academics and Art Organizational Chart 2022



Appendix J: Letters of Support

Jennifer Madden
398 Notre Dame Ave
Manchester, NH 03102

April 30, 2017

New Hampshire Department of Education
Concord, NH. 03301

To Whom It May Concern:

Upon reflecting on my son's academic experience, I can't help but think of the road that lead us to Birches Academy. My son, Cameron, is very bright. An avid independent reader since he was four years old. When he began kindergarten in a local public school, the teacher recognized this and in fact said that she had never before had a student reading at his level. She then informed me that each student's reading level corresponds with a letter. She didn't know Cameron's actual reading level because the school wouldn't allow her to test him beyond a certain letter. This was unsettling to me. How was he supposed to be appropriately challenged?

Throughout the school year, very little work came home, not even artwork and on numerous occasions Cameron expressed that he felt bored at school because he was not learning new things. Ultimately, my husband and I decided to enroll Cam in the lottery at Birches Academy and we joined the community as he entered first grade. What a different experience!

Within two weeks of starting school, the teachers understood his strengths and weaknesses. He was placed in second grade math and an appropriate reading group. I am amazed everyday by the schools ability to differentiate learning to meet individual needs in a hands on way. Each student truly has the opportunity to shine. When you walk into a classroom, you see active, engaged learners and phenomenal teachers who go above and beyond to create a curriculum that ensures learning is achieved and supported through the arts. Students do not just learn, they experience. For example, when the first/second grade class learns about community, they take it to the next level by building an actual community with sculptures made from recyclable materials.

The hallways are always lined with amazing artwork that reflect progress and growth. The music program allows students to experience culture and encourages individuality. I truly cannot say enough about how amazing The Birches is. It is a strong community with amazing leaders, educators, parents and families that continue to impress me every day. Ultimately, my son thrives in this school environment and seeing the spark in him each day as he talks about everything that happened and things he learned about is the ultimate reward.

Thank you for taking the time to read about our experience!

Jennifer Madden

April 14, 2017

NH Department of Education Charter

To whom it may concern,

I am writing in support of the Birches Academy of Arts in their bid for charter renewal. My family has been part of the Birches community for two years now, and I could not be happier with the supportive school environment and the education my child is receiving.

As I researched education for my daughter, I was not satisfied with our local public school or the private school I toured. These schools taught to the lowest level in the classroom instead of the individual child's needs, some of the curriculum was antiquated, and the teacher-student ratios were sometimes alarming. The Birches has exceeded my expectations on many levels. The Birches affords my child smaller classrooms, project-based learning, and excellent teacher-student ratios, which I find are not only important in individualized learning but actually help drive the desire to learn. My child's enthusiasm for reading has been encouraged and she has gained skills which have allowed positive personal growth. With the Birches encouragement and individualized program she is now reading above her grade level.

By setting personal learning goals for each child the Birches fosters not only growth for the strength areas but assistance in areas where children are not as strong. My daughter struggled a bit in math this year and I have been given multiple tips, out-of-the-box ideas, and advice from the teachers to help give her the tools she needs to succeed. The teachers know my child and provide the guidance that will work based on her personal learning style. This instruction, focus, and dedication from the Birches teachers have helped her increase her math skills quickly in a way that works for her.

My daughter loves art! At the Birches she allowed to create in art class with multiple mixed-media supplies fostering her creativity. The music department has also transformed my shy child who would never stand up in front of anyone, to someone who is confident enough to sing on her own during the school assembly. She has also joined a theatre program and has been singing, dancing, and performing for an audience in our town. She has really come out of her shell. I credit the Birches with giving her the means to know herself, be herself, and to be confident enough in her abilities to try something new. There is a strong sense of community at the Birches. Parents, teachers and children are all committed to both the internal community at our school and to helping our local communities. My daughter won the Leaf of the Month award for "Community" this school year for helping the Kindergartners assimilate into first grade. Being supportive and coaching/mentoring others is a skill necessary no matter what you do in life. I appreciate my daughter having a school that encourages children to be empathic and to help each other. The awards are an added bonus when children are "caught" doing the right thing.

The Birches is an asset to our student population, our local communities and the State of New Hampshire. We are truly thankful to have a choice in educating our child in a school that engages the whole child and encourages personal learning growth on so many levels.

Sincerely,



Leanna Dinsmore
7 Heath Street
Pelham, NH 03076

Troy and Donna Wells

46 Partridge Road
Windham, NH 03087
(603)437-8447
bostoncart@gmail.com

8th April 2017

NH Department of Education Charter

To whom it may concern,

We are writing to support Birches Academy of Academics and Art in their bid for charter renewal. We have been a part of the Birches community since 2014. Our children have flourished academically and socially in the learning environment that Birches provides.

Project-based learning really connects to both of my children, especially my daughter, Carly. While studying economics in social studies, Carly and her friends were inspired to start a business with the purpose of raising money for their school. They had the full support of our wonderful Head of School and their teacher. This support includes letting them set up an area to display their goods (bookmarks, origami and drawings) in the school store, allowing them to speak at our weekly school-wide assembly to promote their business, and helping them work through disagreements related to running a business. This is an experience I am sure she would not get at a traditional public school and she has learned many life lessons along the way.

Our first-grader, Trevor, is learning second grade math as this is the level he is capable of. The teachers at Birches are skilled at determining each child's ability and guide students in determining personal learning goals so that everyone is working to their fullest potential. I am so grateful that Carly, Trevor and other children in New Hampshire have these unique educational opportunities. The Birches Academy of Academics and Arts is truly an asset to our state.

Sincerely,



Troy and Donna Wells

7/14/2022

EXECUTIVE SUMMARY

**Office of Chartered Public Schools
The Birches Chartered Public School
Request**

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter renewal request from The Birches Chartered Public School(CPS).

B. RATIONALE FOR ACTION

RSA 194-B 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 The Birches 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 The Birches Chartered Public School's charter.

OR:

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



Introduction:

Dear New Hampshire Board of Education/Charter Renewal Committee,

I am proud and pleased to come before you with our 10th year charter renewal. The Birches Academy was founded in 2012 and opened its doors on September 4th, 2012 with 88 students in 4 classes and a staff of 14. Today we have 225 students with 10 classrooms and a staff of 41. There is clearly still a need in southern New Hampshire that The Birches Academy of Academics and Art is serving well! Aside from adding staff since the approval of our five-year charter renewal, I would like to highlight the other changes that have been made.

When our five-year charter renewal was approved, we were focused heavily on improving our Arts Integration. While this remains an important part of what we do, and our teachers work closely to ensure that this remains a priority, we have also been focused on expanding our programs to focus on Science, Technology, Engineering, the Arts, and Mathematics as we move toward a STEAM inclusive curriculum.

Our technology goals were accelerated by necessity during the pandemic, and we worked hard to ensure that our use of technology was meaningful and gave the students greater access to their education. We began meeting in professional learning communities (PLCs) and utilizing the methodology found in the SAMR model (Terada, 2020) to maximize the impact of technology. We have increased our one to one computing to include grades three, four and five. In middle school we continue to employ a bring your own device (BYOD) strategy, but we have Apple laptops and Chromebooks available for students who do not have a device of their own.

Teachers work in their PLCs to share their expertise with each other. This has led to the inclusion of a Universal Design for Learning (UDL, 2021) philosophy, and it is helping flipped classroom techniques spread throughout our school. In addition, we have created a Makerspace where students and teachers can explore different technologies such as Raspberry Pi microcomputers, 3D printing, Legos, and littleBits STEM kits. We were able to send a teacher to be trained as a coding instructor, and we also started a robotics club, although this is currently on hold due to constraints put on the school and in-person gatherings by the pandemic.

Another way we work to leverage staff expertise is by employing a train-the-trainer methodology. With UDL, for example, we sent a team of teachers to be trained and then they returned to lead staff development groups. In the last five years we also developed trainers for Crisis Prevention Institute's (CPI) de-escalation and physical intervention, CPR and First-Aid, FEMA incident command system, and have four staff members signed up to attend the Regulated Classroom training offered by the state of New

Hampshire (Read-Daniels). Two of the attendees will also be working on our social emotional curriculum revamp over the summer to ensure that all of our programs work together for the maximum benefit to the students.

We also had several teachers at the elementary level research different explicit reading programs to supplement their instruction and try examples before the team finally settled on Bookworms which is based on the Science of Reading. This was in response to test data and observations by the elementary teachers and the Response to Intervention (RTI) teacher. As a team they decided that this area of focus was the most apt to have class-wide impact and enable the students to acquire the tools they needed to move forward successfully. This example also illustrates the openness of our teachers, in that their reaction to large numbers of students needing intervention was not to blame the students but rather to alter their instruction.

We have rented space at 419 S. Broadway in Salem for the last ten years, but there are specific references in our charter to an actual, physical space. Our building committee is working actively to find our forever home, but the pandemic, along with other market factors, has contributed to making buying at this time difficult. Because of this, we have had to sign an extension on our lease for an additional three years.

We continue to follow a curriculum which is centered around the Common Core Academic Standards and the Next Generation Science Standards to inform our Science curriculum. We also utilize other programs to address areas of concern within the school and several formative and summative assessment programs to generate the data necessary to determine our school-wide needs.

We have highlighted many important factors of attending The Birches Academy in a Home/School Compact that is given to interested parents upon visiting a Spotlight Tour and when enrolling in our school. Parental involvement and commitment is important to building a strong learning community so we want to communicate all aspects of The Birches Academy to incoming families before they make a decision to commit . This is included in Appendix H of our charter.

Our evolving needs have determined the creation of administrative positions and structure. We currently have a Dean of School, a Dean of Operations, a Student Services Coordinator, a Human Resources and Operations Assistant, a Donor Relations and Event Coordinator, and an Administrative Assistant. Additionally, we have added a full-time nurse to our staff.

Our Birches Board of Trustees is a strong factor in helping lead The Birches Academy with policies and oversight. At the beginning of the 2017-2018 school year, the Board of Trustees contracted a consultant to lead Board training and help the Board to prepare for a Capital Campaign for our new building. The consultant led several retreats and planning sessions which enabled the Board to improve its recruiting and onboarding policies. The consultant also helped the Board to generate a schedule with the Dean of School to review and add policies; this process is ongoing.

These are some of the changes between our first charter renewal and this charter renewal. These changes were made in order to continue our pursuit of the strong initial vision for The Birches Academy of Academics and Arts: A Chartered Public Charter. Although we seek to make use of new tools, it is our initial vision that continues to guide us today.

Sincerely,

Christopher Smith
Dean of School
The Birches Academy of Academics and Art

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: The Birches Academy of Academics and Art

Name of School Director: Christopher Smith

Street Address: 419 South Broadway

Town: Salem, NH

Email: chrissmith@birchesacademy.org

Phone Number: (603) 45-6399

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.

Christie Horniolo

5/2/2022

Print Name:

Date:

Christie Horniolo

Signature of the Chairman of the Board of Trustees

Chartered Public School Renewal Template

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

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

Educational mission

As a K-8 Chartered Public School, The Mission of the Birches Academy is to cultivate a learning community that promotes excellence in core academics and the arts while valuing the individual qualities and strengths of each child.

The mission of The Birches Academy of Academics and Art is to provide a top quality elementary and middle school education through the lens of arts integration. Through our staff and curriculum, we offer an environment that embraces the natural diversity of learning styles and supports the social, emotional and physical needs of our students.

There are seven fundamental aspects of our mission.

1. Provide a rigorous core academic program through integrated curriculum projects.
2. Cultivate the individual qualities and strengths of each student.
3. Train students to use artistic processes for academic learning.
4. Offer comprehensive multidisciplinary enrichment programs allowing new ways of thinking, behaving and learning.
5. Support student achievement by creating an inclusive community that actively engages parents, teachers and students in the learning process.
6. Promote character development and good citizenship by involvement in student government and whole-school meetings.
7. Incorporate the use of technology to expose students to applications used in higher education and real-world scenarios.

Proposed Revisions

The mission of The Birches Academy is to provide a learning community that supports excellence in core academics and the arts while cultivating the individual qualities and strengths of each child. There are eight fundamental aspects of our mission.

1. Provide a rigorous core academic program through integrated curriculum projects (STEAM).

2. Cultivate the individual qualities and strengths of each student.
3. Train students to use artistic processes for academic learning.
4. Utilize the scientific method and technology best-practices to guide student inquiry, dialogue and critical thinking.
5. Offer comprehensive multidisciplinary enrichment programs allowing new ways of thinking, behaving and learning.
6. Support student achievement by creating an inclusive community that actively engages parents, teachers and students in the learning process.
7. Promote character development and good citizenship.
8. Incorporate the use of technology in teaching.

Explanation for changes:

We are looking to add a STEAM focus to our charter because we are already doing the work and would like to ensure that we are able to maintain our focus as well as spread the word to people that we are a viable candidate when they are in search of a STEAM school for their child.

(see appendix A for a more detailed description of proposed mission changes)

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

The Birches Academy consistently outperforms the state average on the State Assessment Tests, and we continue to identify areas where we can improve and any areas where we notice a gap between groups of students. This has led us historically to shift Math programs and, more recently, to adapt our reading curriculum. Please see Appendix B for data.

When our assessment scores indicated that our students were struggling with reading fluency and accuracy, we started using the Foundations program in grades K-3. We arrived at this program because it is based on the Wilson Reading System (Wilson) and would not only address our struggling learners but also strengthen the foundational skills of our more accomplished students.

While our initial results from Foundations showed some growth, there still seemed to be a gap in phonemic segmentation, leading us to add the Heggerty program to bolster Foundations. We decided to augment rather than replace Foundations because we noticed that having a common vocabulary among teachers when talking about reading was very helpful for our staff during their continued training, as well as during our discussions with students about the reading strategies they use. Heggerty is still in the early stages of implementation, so we have limited data at this time. Anecdotally, our teachers feel that it is helping the students recognize patterns and group sounds appropriately. When we have more data to look at we will make a better informed decision to continue with the Heggerty program or to begin researching a different tool.

In grades four and five, which do not traditionally use Foundations, we also made changes to address the gaps uncovered by our assessments. We began using the Bookworms program which also works to increase vocabulary acquisition by helping to build and maintain foundational skills. While we saw very encouraging results in our students' writing with this program, we were still seeing gaps in phonics and

decoding skills. We are currently researching programs to supplement the Bookworms program to address phonics explicitly at the fourth and fifth grade levels.

For our middle school, our approach is a much more individualized program with teachers assigning extra work to students who require it to address areas of need. The middle school teachers may also assign whole-group activities which address areas of shared deficit throughout a class or grade. The shift to a vocabulary focus in middle school also has the teacher assigning students Latin and Greek root word work to increase their understanding of how language is constructed.

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

The two main areas of programmatic focus since our Charter renewal have been concerned with areas for potential academic growth and the ever-increasing need for social-emotional learning opportunities for our students. Both of these areas were made more difficult by the pandemic, but fortunately some of the programs we had started prior helped us to minimize learning loss and emotional isolation of our students during times of remote and hybrid instruction. Several of our academic adjustments are explained in other parts of this document in detail.

To meet the social-emotional needs of our students, we have made several modifications to our programming and continue to make improvements. One initiative that has had a major impact on our students is the creation of a House system. This forms the backbone of a modified positive behavioral interventions and supports (PBIS) framework by providing a vehicle to deliver instruction on appropriate prosocial behaviors to all the students in the school. At House meetings we demonstrate, practice and assess understanding of the specific prosocial behavior being focused on, and, because we have all grades (K-8) represented at House meetings, it offers a further opportunity for the older students to model positive behaviors to our younger students. We reinforce the targeted behaviors through the use of our peer leaders program and mentoring opportunities. We are also able to leverage the House system to create social capital for students who may find it difficult to navigate social situations.

Another component of our programming that helps us address student social-emotional needs is our all-school weekly meeting. At this meeting student groups take turns running the meeting and demonstrating areas of learning to their peers. At the end of each month, students are called up and recognized for demonstrating the trait of the month. These positive, prosocial traits are introduced at the first all-school meeting of the month, with examples that explain how each can strengthen individual character and the community as a whole. In between the first and last monthly meeting, we have added a weekly shout out to recognize a few students for demonstrating yet another identified prosocial trait. This reinforcement of prosocial activities and behaviors is the foundation of our social-emotional programming and is supported by other initiatives such as social groups for students who need to practice socialization or class rewards to recognize and reinforce appropriate behaviors.

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

One of our goals which came from our work with our strategic planning committee was to increase teacher expertise and capacity. We achieved some initial success before the full force of the program could be executed due to the pandemic, and more importantly, the work we had already done in this area proved to be a great help allowing us to more easily pivot during COVID. We sent a team of teachers to be trained in Universal Design for Learning (UDL); this team brought back the information and acted as

experts to lead staff development and facilitate instructional rounds at our school. We also sent staff members to be trained in Crisis Prevention Institute's (CPI) nonviolent intervention strategies and CPR/First Aid. In turn, this group offered training to additional staff members at a minimal additional cost to the school. Now that in-person training has begun to open back up, we have resumed this approach. Our third grade teacher, music teacher and art teacher attended a training on Arts Integration together and were able to generate great ideas for our school, such as an additional Kindergarten art class where the focus would return to tactile art. This will be rolled out next year. We have also scheduled a re-training for a staff expert in CPI for later this year.

A second organizational goal, to acquire a building for our school, had to be put on hold. We were deep in the planning stages of our capital campaign when the pandemic hit, which also impacted the real estate market. These along with other factors made it necessary for us to put this goal on hold. There is still much work being done in the background, and it is hoped that this additional planning period will actually help to strengthen our campaign when we launch it.

The third and fourth organizational goals are linked together: to increase technology use in the classroom where appropriate and to increase our reputation as a technologically innovative school. The pandemic was actually very helpful with increasing technology use in the classroom because our pivot to remote and then hybrid instruction necessitated the use of technology in the classroom in order to continue to provide solid instruction to our at-home students. Our teachers met in Professional Learning Communities (PLCs) and worked together to find solutions to specific delivery problems having to do with instruction. Several teachers approached the same problem in different ways and we allowed them the leeway to try options and find what worked best for each of them. The teachers then came back together and taught each other how to use technology in ways they hadn't considered.

We were somewhat limited by the pandemic with regard to our ability to get the word out about our being a technologically innovative school. On the one hand, we gained some measure of notoriety through word of mouth as the pandemic wore on and our teachers were able to keep close to their instructional pacing goals while we heard from several sources that other schools were struggling more. We heard from many parents about how much they appreciated our ability to utilize technology effectively. We've also had many people come onto our waiting list who commented that they'd heard positive stories about how we delivered instruction using technology during the pandemic. The inability to have visitors to the school, and the necessity of canceling our robotics program when we couldn't meet in person did hamper our efforts to move forward with initiatives better suited to a public-facing demonstration of technology use, but we are hopeful that we can begin to focus again on this goal.

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

Year 1	Year 2	Year 3
250	260	270

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

The addition of 25 students to our school should not have a great impact on instruction of programming. Because our middle school students switch between classes, there is room for additional students without

needing to exceed the average 25 students per class goal. Although our waiting list dipped during the pandemic with many people moving out of the area or choosing to home-school their children, we have since recovered and our waiting list is again consistently well above 200 students.

There are several reasons why we hope to increase our enrollment by 25 students, but two stand out above the others.

The first reason is that the addition of 25 students will allow us to increase our revenue without a significant cost. We will not have to add any teachers to accommodate the addition of these students, and the space we have available at the school is sufficient to absorb them.

The second reason, and the more compelling, is that we have had families leave for a period of time for a variety of reasons but then want to return. There are students who do very well at our school and who fit in very well with their peers but when they move to another school they can struggle to find their place. When the parents realize that they have made a mistake and try to come back, they end up on the bottom of our waiting list since, even though we want to take that student back, we have already filled their spot. Because the waiting list is spread out across the grades, opening our school to 25 more students means more kids in an environment where they can thrive. Since it would take us time to do a necessary fit-up of a new space before adding any students beyond the 25 already mentioned, we would not at this time look to increase our enrollment beyond that number for the next three years.

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

The Birches Academy works to meet or exceed state standards and meet all students where they are. While our work to meet students where they are did not falter during the pandemic, the speed at which new tools and programs were discarded in favor of others made it a challenge to document all of the changes. The following gives an overview of curriculum objectives in core content areas and highlights some of the ways in which we tried to meet kids where they are.

This summer we will be working to update our major curriculum documents to better reflect the current state of instruction, but all curriculum continues to be based on established standards, including Common Core State Standards, the Next Generation Science Standards, and the NH Social Studies Frameworks, and has course objectives that are rigorous and challenge all students. Please see appendix C for an example of The Birches Academy writing ICAN statements and appendix D for an example of a parent-friendly curriculum example of Grade 1&2 curriculum. The next paragraph will illustrate how we addressed specific areas of concern at different levels and progressed to where we currently are.

During the 16/17 through 18/19 years, we utilized VLACS in our middle school to address students who were advanced in Mathematics so that they could have access to higher order content, including Algebra and Geometry. Starting in the 19/20 school year we upgraded our Math program and hired a Middle School Math teacher who could teach Algebra; in the 21/22 year we even had a student who was able to advance to Algebra 2. We have continued with our expanded offerings in Middle School and will be doing so for the foreseeable future. Data is also looked at differently now. We used to track Math as a school, as was appropriate when it was our focus, but as our program grew and teachers became more adept at utilizing data to target instruction where additional help was needed, it made better sense to spin the Middle School Math data off and have the Elementary school begin to track all of its data together to determine what the next appropriate target should be. See appendix E for a snapshot from an example data tracking sheet.

While the staff and leadership team continue to meet biweekly to discuss issues facing the school and ideas about how to improve instruction, we also have team-level meetings where the focus on improvement is more localized and tracks data over a shorter period of time. For instance, when the Elementary School met and identified skills that were lacking in the fourth and fifth grade, they instituted a program to address sentence structure explicitly. The new writing program (Bookworms)² was implemented at the beginning of the 21/22 school year and the teachers are already seeing benefits as they move toward paragraph making in the second grade. This mirrors an earlier switch in the school to the use of Foundations, which teaches explicit reading and spelling. This was prompted not by a school-wide identified problem but rather by a problem identified in a subset of readers who struggle. Utilizing our UDL methodology, we offered the programs to all students of the developmentally appropriate grade level, and have seen great gains not only in the State assessment scores but also in the classroom formative assessments as well. Our Kindergarten and fifth grade classrooms also piloted a new Math program, but after meeting with their peers and seeing the newer version of the Math program we had been using, they decided to stay with that. This demonstrates a thoughtfulness in the adoption of educational materials and a research-mined decision process with regard to curriculum choice. Also, it demonstrates that while the Elementary school has shifted its focus, it has not done so at the expense of our work in the area of Math. In fact, with the new focus on language-based problems in Math, the shift of focus to language acquisition and mastery dovetails perfectly.

In Middle School, the teachers in Social Studies and Science have developed interactive notebooks which make it easier to meet students where they are by offering the teacher the opportunity to add or subtract information, or alter its format, when a student is thriving or struggling. At the Middle School level, in-class formative assessments are utilized to check in with the level of attainment with material. There is also a heavy emphasis put on students advocating for themselves when they are having a hard time with the work or when they are thriving and seeking more challenging work. This opportunity for students to have agency in their education makes the students partners in their education.

The Birches Academy highly values principles such as those of Next Generation Learning. Students are engaged in cross curricular projects that provide real life, student-centered learning experiences and the opportunity for authentic performance based assessment. At times, learning incorporates community members and professionals to create learning studio experiences. Multi-aged classrooms promote both self-directed learning and cooperative learning. Teachers serve as facilitators who scaffold learning experiences and provide support while the students engage and take ownership of their learning. Ultimately, The Birches Academy students are building a strong foundation for life, work and citizenship in the 21st Century.

Arts are integrated and this inclusive approach naturally embeds the processes of critical thinking, creative solutions, and goal attainment. Research has shown that when school curricula are integrated through the arts, students gain not only academically, but also improve their self-concepts and self-confidence. Creativity and the artistic process is modeled and emphasized. Arts include:

- Visual Arts: drawing, painting, sculpture modeling, and exposure to varied and quality supplies
- Performance Art: drama is woven into curricular areas; students have opportunities to learn, practice, and perform theatrical presentations including original works

² <https://openupresources.org/ela-curriculum/bookworms-k-5-reading-writing-curriculum/>

- Music: learning rhythm, keeping time, reading music, and exposure to and instruction in musical instruments and chorus, and opportunities for performance

Our curriculum is designed to develop knowledge and skills in reading, spelling, writing, mathematics, history, geography, social studies, and science. Foreign language, technology, health content, and other enrichment programs are woven into the core academic program. The arts will be emphasized through a comprehensive, multi-disciplinary arts program beyond core academic instructional time, as well as through integrated curriculum projects. Learning through experience will be emphasized as well as being student centered. Additionally, there is a focus on real world learning and problem resolution. The curriculum weaves together language arts, math, and science where possible.

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

We are currently one to one with Chromebooks in grades 3-5. Our middle school is currently using a bring your own devices program, but we also have Chromebooks to lend students who do not have a device of their own. In Kindergarten through second grade we utilize Ipads instead of Chromebooks since they are better suited to the programs used at those levels and the interface lends itself more easily to pictures in some instances replacing words.

Each teacher has a school-provided device with most teachers using an Apple product. There are also PCs and Chromebooks in rotation as the teachers sometimes find it easier to work on the same platforms that the students are using.

We recently updated our firewall and internet service to allow for greater bandwidth and security, as we have a more robust online presence as a school now. Our webpage is maintained by us, so we are able to make changes and additions quickly. We also have a parent volunteer who works to provide pictures and small stories to feed to our Outreach representative from the Board, who decide how best to present the information on our social media platforms. We actively use Instagram and Facebook, and we are working to expand our social media presence in the coming years.

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

The Birches Academy is a member of the Charter School Association. We attend its meetings and send several attendees to the Charter School Day events when they take place in person. We have hosted educational interns and student teachers. We invite the special educator who works with our students to our staff development opportunities and have met several times with the leadership of the Salem school district, the Windham Academy Charter School and the Granite State Arts Academy individually to talk about local issues.

Previous to the pandemic, we hosted Instructional rounds at our school as part of our work with UDL. This activity had representatives from our school and other schools visit several of our classrooms to examine specific aspects of our instructional practices. The feedback not only helps to disseminate our best practices to other schools, but also offers us an opportunity to improve our practices.

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

One positive aspect of the pandemic has been that many parents and other community members have expressed a willingness and desire to be of even more service to the school. We have been able to grow our pool of designated volunteers³ to 11 parents, and we were able to leverage this increase in stakeholder involvement not only to bolster our staffing numbers during times when several of our teachers were out due to COVID but also to be able to educate those community members about how we are working to fulfill our mission. These designated volunteers in turn were able to carry the message to others in our community. We also employ in-person and online meetings with parents where they are encouraged to bring any questions or concerns they have and engage in a discourse without fear of being censored. We also deployed surveys to solicit feedback from families about their experiences at The Birches Academy. Please see appendix F for parent responses and letters.

Prior to the pandemic, we had begun to redouble our efforts to engage the community with events like our first all-school barbecue which was well attended and spoken of highly by our families. We also had taken an all-school trip to Canobie Lake Park and utilized many parent volunteers as chaperones. Now that we are returning to a pre-pandemic model, we are hopeful that we can also return to these types of all-school activities. This year we will, for example, be returning to our practice of Field Day where each House competes in games and contests for the championship. Parents and community members are encouraged to join us for this day and to run different activities.

Utilizing our designated volunteers as chaperones, picture takers and substitutes is only part of what happens with the program. Really, these parents become de facto community ambassadors who can help us to recruit more parents. It has been our experience that the more involved the parents are the more we can accomplish as a school. Parental involvement at all levels fosters open communication and understanding.

As another example, we have parents who come in to lead after school enrichment programs such as sewing and chess. Once parents become involved and see that they are really a welcomed addition to the school team, it tends to encourage them to be an even greater part of our extended team. (Note: all parents who lead after school activities must be part of our designated volunteers program.)

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

Because New Hampshire Charter Schools are underfunded, schools must rely on fundraising from parents and the local community at large to help keep the schools sustainable. The Birches Academy has a Foundation that sits alongside it as the fundraising arm of the school, with a separate board that sets the schedule for fundraisers. Traditionally we hold the following events annually:

- Fill Your Cup: a family friendly event with entertainment, auctions, raffles and games
- Annual Appeal: a campaign for cash donations supporting the school
- Friends of The Birches Events: year-round activities including catalog sales, bake sales, rewards shopping, clothing drives, etc.

³ Designated volunteers are vetted and have to get fingerprint clearance.

The Foundation traditionally raises \$80,000 annually to support the school. Because of proper fiscal management, The Foundation of Birches Academy has been able to retain over \$500,000 for the future sustainability of The Birches Academy. While this is a substantial amount of savings, the cost of doing business has also risen at a pace that is not keeping up with the increase in funding or fundraising. It will be the mission of both the Foundation and The Birches Academy community to work in partnership to make fundraising a focus in coming years.

What are the school's plans for future fundraising efforts and goals?

As The Birches Academy enters the next phase of its charter, The Foundation and The Birches Academy Board of Trustees are working together on a capital campaign to help find a permanent home for the school. The Foundation is adding an Annual Day of Giving each spring that will coincide with the annual end of year concert and family event. The Foundation will continue with its commitment to building our community through smaller Friends of The Birches events, as a way to bring families and the outside community together to help not only raise much needed funds, but continue to have a strong impact on the local community.

The Birches Academy also runs a robust Before and After Care Program as well as enrichment programs and clubs. These programs generate income which helps offset operating expenses. We hope to expand these opportunities in the future.

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

While we continue to work with our legislators on a much needed increase in funding opportunities, we are also taking internal steps to ensure continued sustainability. The first step toward continued sustainability is continuing our historically successful fundraising efforts overseen by the Foundation. As noted above, the Foundation has done an amazing job of fundraising to date, cultivating a solid base of supporters that remain loyal to the school and its mission beyond the tenure of individual students.

The second step is the procurement of our own building space. Although there will still be costs associated with upkeep and maintenance of our new building, with continued fundraising and continued fiscal responsibility we will be able to lessen the monthly amount we pay. We will aim to pay off the mortgage on a new building versus paying an exorbitant rent that subsidizes someone else's mortgage.

The final step toward continued sustainability is our focus on staff development and retention. By continuing to employ a "train-the-trainer" model in staff development, we are able to offer a top-tier staff development program to our employees while at the same time allowing them to pursue their areas of interest. This coupled with our efforts at staff retention, such as the addition of an employee 401k match, will allow us to hold on to the experts we are training.

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.

Appendix A

Educational mission

The mission of The Birches Academy is to provide a learning community that supports excellence in core academics and the arts while cultivating the individual qualities and strengths of each child. There are eight fundamental aspects of our mission.

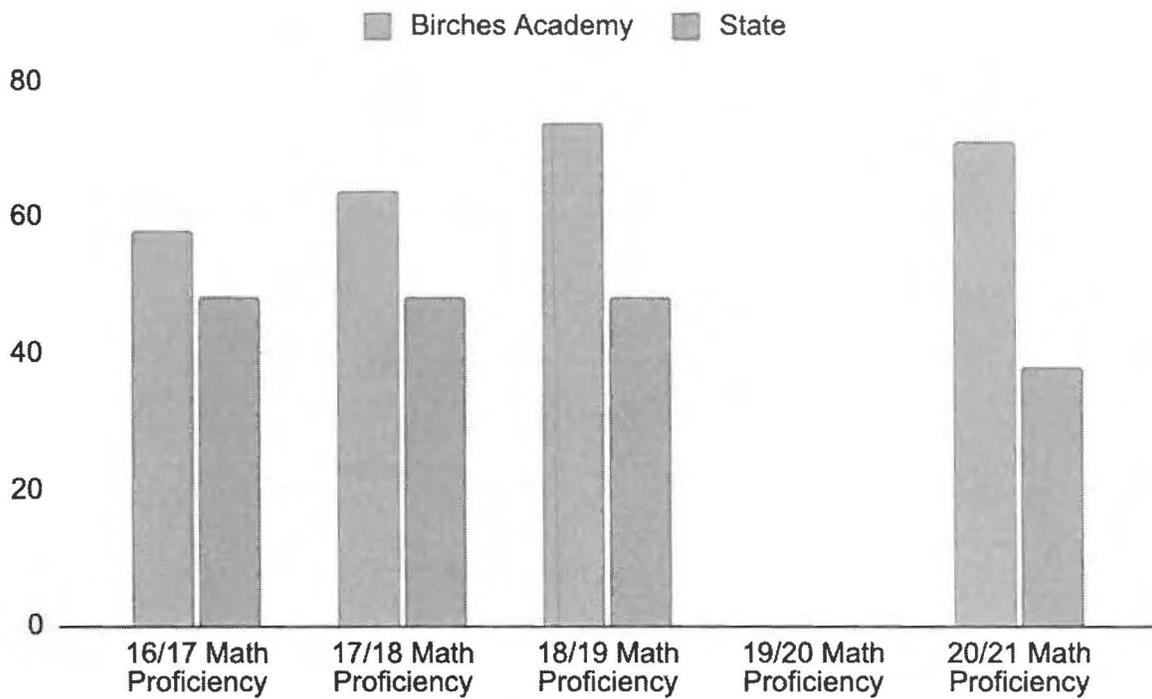
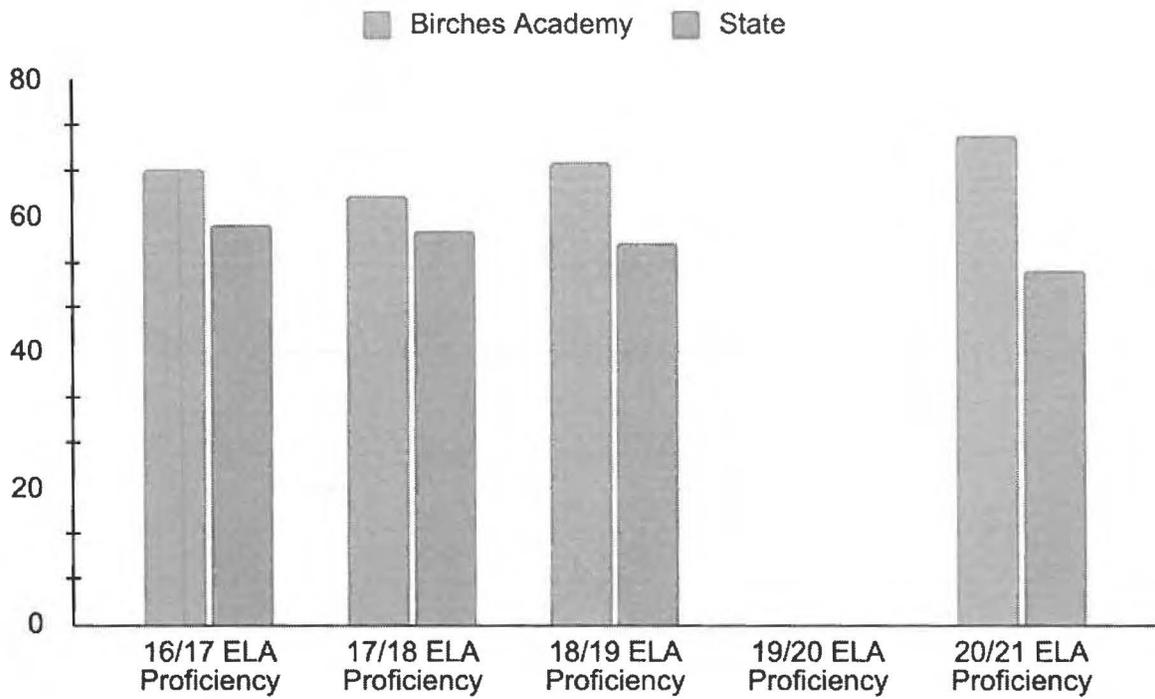
1. Provide a rigorous core academic program through integrated curriculum projects.
 - a. The Birches Academy will provide rich curricula in reading, spelling, writing, social studies, mathematics, and science with a focus on skill development and application. There will be an emphasis on the use of projects that make connections between academic subject areas and the arts. There will also be an emphasis on the inclusion of STEAM in the curriculum. The core curriculum program will receive no less than 60% of time available.
2. Cultivate the individual qualities and strengths of each student.
 - a. The Birches Academy will strive to meet the individual needs of each child. A Personal Learning Goal (PLG) will be created for each child taking into consideration the individual child. The PLG will be created by the teacher with input from parents/guardians and students which increases as students grow older. An individual portfolio compiled by each student under teacher direction will show progress in learning. This portfolio will include at least one metacognitive analysis per year which addresses questions such as “How did my prior knowledge affect my work on this assignment?”
3. Train students to use artistic processes for academic learning.
 - a. The Birches Academy will develop critical thinking skills in students regarding all their work through increased ownership and an emphasis on process and arts in the classroom. Through various forms of artistic expression, students will be encouraged to express themselves creatively.
4. Utilize the scientific method and technology best-practices to guide student inquiry, dialogue and critical thinking.
 - a. Students will be taught to use technology to take control of their learning including offering them greater access to their education and supporting their executive functioning. Students will be provided with opportunities to understand and implement the scientific method both in the classical sense and also in contemporary applications such as rapid prototyping. The goal will be to give them opportunities, and exposure to firsthand experience with applications used in higher education and real world scenarios.
5. Offer comprehensive multidisciplinary enrichment programs allowing new ways of thinking, behaving and learning.
 - a. The Birches Academy will provide after school enrichment programs that may include visual arts, movement, dance, theater, music, and foreign language allowing students to explore new ways of thinking, behaving, and learning.
6. Support student achievement by creating an inclusive community that actively engages parents, teachers and students in the learning process.
 - a. The Birches Academy will create a learning community that actively engages parents in significant and substantial ways both inside and outside

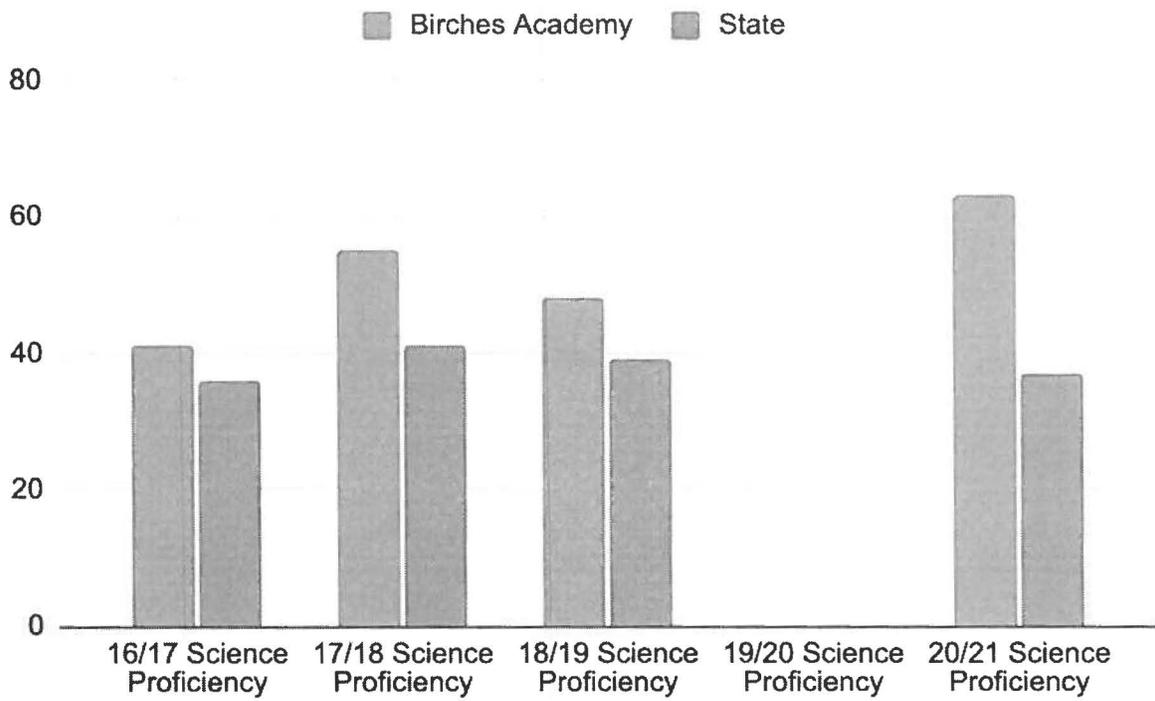
the classroom so that they become learning partners with students and teachers.

7. Promote character development and good citizenship.
 - a. The Birches Academy will promote sound character development by helping students relate and communicate with others, develop leadership skills and understand their individual rights and those of others in a respectful environment. Students will participate in forming the policies and procedures that affect them. All students will be given the opportunity to become involved in whole school meetings, and each student and staff member will be assigned membership in one of the Houses. All-school meetings will occur weekly and House meetings will occur once a month. House meetings will be structured so that each meeting has a theme which can be altered to address school-wide issues as they arise and offer older students an opportunity to mentor their younger counterparts. The House system can also function as a peer leader program when appropriate. House points can also be awarded by adults in the school community to support pro-social behaviors and create social capital for students who may struggle socially. Peer Leaders House system
8. Incorporate the use of technology in teaching.
 - a. The Birches Academy will use technology and technology platforms as a teaching tool wherever possible. The Birches Academy will ensure, through staff development, Professional Learning Communities(PLCs), and supervision, that teachers have access to new educational technologies and opportunities to train with them. Teachers will receive support as they transition in their technology integration through the SAMR model.

Appendix B

	Birches Academy	State
16/17 ELA Proficiency	67	59
17/18 ELA Proficiency	63	58
18/19 ELA Proficiency	68	56
19/20 ELA Proficiency	COVID	COVID
20/21 ELA Proficiency	72	52
	Birches Academy	State
16/17 Math Proficiency	58	48
17/18 Math Proficiency	64	48
18/19 Math Proficiency	74	48
19/20 Math Proficiency	COVID	COVID
20/21 Math Proficiency	71	38
	Birches Academy	State
16/17 Science Proficiency	41	36
17/18 Science Proficiency	55	41
18/19 Science Proficiency	48	39
19/20 Science Proficiency	COVID	COVID
20/21 Science Proficiency	63	37





Appendix C

The Birches Writing Cans

Seeds Can...	Seedlings Can...	Sprouts Can...	Saplings Can...	Leaves Can...	Trees Can...
Write one sentence with a capital letter and period	Write a 5 sentence paragraph on one topic	Indent and write 2 paragraphs with 5 sentences	Write a 3/5 paragraph essay with support	Write a 5 paragraph essay with an introduction and conclusion	Use conjunctions and commas to combine sentences correctly
Have an illustration and sentence on the same topic	Add adjectives and voice to work	Underline book titles and capitalize all proper nouns	Use commas and apostrophes	Use past, present, and future tenses correctly	Use all forms of punctuation, including semi-colons and colons
Use transitional words (first, then, next, finally) for procedural writing	Write pieces with a lead	Add silver dollar verbs	Use silver dollar adverbs and figurative language	Show subject/verb agreement	Use prepositional and infinitive phrases correctly
	Write a personal narrative on topic with a beginning, middle, and end	Use resources to correct spelling	Edit and revise writing pieces	Show pronoun/antecedent agreement	Write compound and complex sentences with no run-ons or fragments
		Write a biography report	Write a variety of sentence types with varied beginnings	Use transitional words and phrases to create fluid	Use subordinating clauses correctly

				paragraphs	
			Write an argumentative piece	Use content vocabulary correctly	Write a lab report
				Write an expository essay	Write a compare/contrast essay
					Write a research paper

Appendix D



419 South Broadway
Salem, NH 03079
603-639-9419

The mission of The Birches Academy is to cultivate a learning community that promotes excellence in core academics and the arts while valuing the individual qualities and strengths of each child.

Grade 1 and 2 at a Glance

ENGLISH LANGUAGE ARTS

The language arts curriculum is aligned to the ELA Common Core (<http://www.corestandards.org/ELA-Literacy/>), which outlines grade-level expectations in the form of standards. The grade-specific standards are categorized as reading, writing, language & speaking and listening. Students engage in a variety of activities while building language arts skills through an arts integration approach to learning.

The teachers at Birches Academy utilize a variety of instructional resources and strategies to meet the needs of all learners. The instructional resources include the *Six Traits of Writing*, *Benchmark's Writers Workshop* and the *Fountas & Pinnell Leveled Literacy Intervention System*. The strategies include mini-lessons, small group instruction, independent reading, a guided reading program and the six traits writing process. Students enrolled at Birches Academy of Academics and Art can expect to progress through the grades while developing proficiency in all four areas of the Common Core.

Overview of Expectations

Year A and Year B

- Understand basic sentence structure
- Recognize syllables and differentiate between long and short vowel sounds.
- Decode one-syllable, two syllable and irregularly spelled words.
- Read with accuracy and fluency.
- Describe the characters and setting in a story.
- Learn to write using descriptive words and demonstrate creativity through the arts.
- Print upper and lower case letters.
- Understand basic rules of grammar.
- Determine when to use a comma, period or question mark.
- Engage in a teacher guided writing project.



MATHEMATICS

The mathematics curriculum is aligned to the Mathematics Common Core (<http://www.corestandards.org/Math/>) with a focus on concept development, big ideas and essentials of understanding. The Mathematics Common Core is comprised of strands and specific grade-level standards that define what students should know and be able to do. The grade 1 and 2 strands include operations & algebraic thinking, numbers & operations in base ten, measurement & data, and geometry. The instructional resource in grades 1 through grade 6 is Pearson *EnVision Math*.

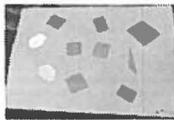
Teachers combine instruction with hands-on activities where students begin to develop a conceptual understanding of foundational mathematics, learn basic computational skills, engage in practice and apply knowledge to solve problems. The instructional approach allows for the daily reinforcement of basic skills as students gain a greater understanding of each strand and demonstrate proficiency in grade-level expectations. Based on assessment, student may engage in advanced mathematical studies consistent with the learning progression.

Overview of Expectations

Grade 1

- Solve problems using addition and subtraction.
- Count up to 20.
- Use place value.
- Be able to tell time.
- Use a ruler to measure length.
- Recognize geometric shapes.

+ -



$$7 \times 4 =$$



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Grade 2

- Solve problems using multiplication.
- Use place value when adding and subtracting.
- Understand the units of measure.
- Learn about money and making change.

1/5 2/4



SCIENCE

The science curriculum is aligned to the Next Generation of Science Standards (<http://www.nextgenscience.org/next-generation-science-standards>), a framework for K-12 Science education developed through a collaborative process. The framework is comprised of three disciplinary areas including physical science, life science, and Earth and space science where instruction is guided by grade-level performance expectations. A fourth area—engineering, technology and applications of science—identifies performance expectation by grade span.

The focus of study in grades 1 and 2 is the Earth, its structure and landforms, biomes and ecosystems. Students gain a perception of the world around them where knowledge and understanding become the underpinnings for socially responsible and caring young adults. Science instruction combines classroom discussion, hands-on activities, experiments and research. The science instructional resource, Pearson Interactive Science, provides for a blended learning experience and features write-in student modules along with an e-learning digital path.

Overview of Expectations

Year A

Physical Science

- Study about waves and how vibrations can make sounds.
- Explore lights and lighted objects.
- Investigate the use of sound and light for communications.

Life Science

- Identify the needs of plants and animals for survival.
- Explain why offspring do not look exactly like their parents.

Earth and Space Science

- Use observations of the sun, moon and stars.
- Understand that daylight hours depend on time of year.



Year B

Physical Science

- Identify the characteristics of different materials.
- Assemble and disassemble objects.
- Understand that changes may or may not be reversible.

Life Science

- Understand that plants need sunlight and water to grow.
- Demonstrate how animals help in the pollination of a plant.
- Observe and compare different animals and the habitat.

Earth and Space Science

- Describe how wind or water can change the shape of the Earth's surface.
- Identify the different forms of water storage on Earth.

Engineering Design

- Identify and describe a solution to a problem.

SOCIAL STUDIES

The social studies curriculum is aligned to the New Hampshire State Curriculum Framework for Social Studies (http://www.education.nh.gov/instruction/curriculum/social_studies/documents/frameworks.pdf). The Framework is divided into five content strands including civics, economics, geography, New Hampshire and United States history, world history and contemporary issues. Instruction combines classroom discussion, project-based learning, current topics in history and research.

Overview of Expectations

Year A

Civics and Government

- Compare the rules of the classroom to those of the US government.

Economics

- Define goods, services, producers and consumers.
- Identify the steps and materials needed to make a product.
- Define resources and survival needs of the early settlers.

Geography

- Learn to use maps and globes.
- Describe the seasons in New Hampshire.
- Identify the seven continents, major oceans and various biomes on Earth.
- Understand the characteristics of an ecosystem, and identify different ecosystems.

US and NH History

- Explore the various national and New Hampshire celebrations, monuments and symbols.
- Discuss how the lives of women and children have changed over time.



Year B

Civics and Government

- Examine the roles and responsibilities of family, school and community members.

Economics

- Identify the characteristics of money.
- Understand the need and benefit of banks and banking.

Geography

- Understand that the world is made up of different countries.
- Investigate, and identify, rural, urban and suburban populations.
- Describe essential resources—food, water and shelter.

US and NH History

- Understand that the economy is driven by farming, manufacturing and retail.
- Explain how different peoples have influenced US life.

World History

- Discuss the social and political systems of various countries in the world.
- Describe the song and dance of different cultures.



MUSIC

The music program is designed to instill a love of music and an introduction to the art of music. Students explore music through listening, moving to rhythms and singing a variety of songs. Beginning music theory introduces students to basic melody and music notations. Students attend general music twice per week and engage in a variety of performances. Teachers collaborate, ensuring that students have every opportunity to express thoughts and ideas through music and the arts.

Overview of Expectations

- Develop a singing voice with a varied repertoire of music, singing alone and with others.
- Explore the vocabulary of music and understand basic concepts.
- Learn to read music and write using standard notation to create basic melodic and rhythmic routines.
- Explore and learn to play percussion instruments—rain sticks, maraca, wood blocks and Orff instruments.
- Listen to the music of an orchestra, and identify the instruments that create the various sounds.
- Learn about kinesthetic and movement to music.



DO RE MI

PHYSICAL EDUCATION

Students participate in age appropriate, safe and effective physical activities based on the New Hampshire K-12 Physical Education Curriculum Guidelines. The program encourages students to perform a variety of physical activities that focus on building motor skills and the qualities of movement. A pre and post "Pacer" assessment is conducted to determine cardiovascular endurance. This assessment demonstrates student growth and indicates what students need to improve on and/or maintain for physical health and well-being.

The content has been curated from the Common Core ELA and Math, Next Generation Science Standards (NGSS), and the K-12 NH Social Studies Curriculum Framework (July 2014).

Appendix E

Student Name (grade)	RTI TIER			Math Assessment		F&P Benchmark Instructional Level			Personal Learning Goal			Math assessments			Foundations		
	Fall	Winter	Spring	Fall	Spring	Fall Letter	Winter Letter	Spring Letter	met	made progress		Fall	Winter	Spring	Fall	Winter	Spring
				76	79	N	N	P	x			75	74	91		70	86
				79.2	85	J	N	O	x			86	79	85	57	84	95
				60	64	J	N/O	O	x			70	86	90	56	80	92
				62.5	74	G	M/N	N		x		88	80	71	90	85	90
				53.3	65	H	J/K	M	x			64	74	80	70	72	72
	x	x	x	83.3	79	H/I	L	L		x		80	81	88	78	53	80
	x	x	x	79.2	82	H	H/J	M		x		74	78	80	59	15	58
				87.5	91	L	M	T		x		90	95	95	98	100	98
				91.7	85	D	F/G	L		v		89	81	53	53	x	88
				87.5	91	L	M	O	x			87	85	96	84	60	93
				58.3	85	H/J	L	L	x			82	70	83	97	77	98
				87.5	85	K	M	O	x			78	90	84	93	95	98
				79.2	86	K	K/L	M		x		79	79	90	93	84	91
				75	88	M	M	N	x			88	84	89	93	89	94
				75	76	J	N	M		y		93	94	94	96	96	96
				83.3	94	P	S	S	x			98	93	91	100	100	100

Appendix F

Feedback



Hello families!

The outreach committee of the Birches Board of Trustees has created a short survey on communications preferences, as well as asking for any input you'd like to share to be used in school promotions or in our 10-year charter renewal application. All questions are optional. Your feedback **by Wednesday April 22nd** is valued and appreciated!

[Take the survey](#)

The Birches Academy of Academics and Art | 419 South Broadway, Salem, NH 03079

[Unsubscribe {recipient's email}](#)

[Update Profile](#) | [Constant Contact Data Notice](#)

Sent by chrissmith@birchesacademy.org powered by



Try email marketing for free today!

Birches parent survey, April 2022

The Outreach committee for the Board of Trustees has some questions for you about communication preferences as well as assessing your interest in sharing your Birches story in school promotions as well as in our 10-year charter renewal application. All questions below are optional. Survey closes Friday, April 22.

 jessicaw@birchesacademy.org (not shared) [Switch account](#)



Which social network do you use/favor?

- I use both Facebook and Instagram, but use Facebook more
- I use both Facebook and Instagram, but use Instagram more
- I use Facebook and Instagram equally
- I only use Facebook
- I only use Instagram
- I use neither Facebook nor Instagram
- Other:

Do you read the Birches weekly bulletin?

- Always
- Occasionally
- Never



Do you visit the Birches website?

- Often
- Occasionally
- Never

Is there website content you'd like added?

Your answer

We are looking for quotes to use from parents and students on the website and in social media as well as in our 10-year charter renewal application. If you would like to share please add it below - it can be anonymous or credited if you'd like to add your name. This is not a required field! Anything provided here may be used. Comments can include: what you/your student love about the Birches, how Birches has made a difference in your child, a specific memory or project that impacted you, a story about a teacher who made a difference, etc.

Your answer

Submit

Clear form

Never submit passwords through Google Forms.

This form was created inside of The Birches Academy. [Report Abuse](#)

Google Forms



Which social network do you use/favor?	Do you read the Birches weekly bulletin?	Do you visit the Birches website?	Is there website content you'd like added?	We are looking for quotes to use from parents and students on the website and in social media as well as in our 10-year charter renewal application. If you would like to share please add it below - it can be anonymous or credited if you'd like to add your name. This is not a required field! Anything provided here may be used. Comments can include: what you/your student love about the Birches, how Birches has made a difference in your child, a specific memory or project that impacted you, a story about a teacher who made a difference, etc.
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I only use Facebook	Always	Occasionally		
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I only use Facebook	Always	Occasionally		
I use Facebook and Instagram equally	Always	Never		
I use neither Facebook nor Instagram	Always	Occasionally		
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		The teachers at Birches seem to find ways to get reluctant learners (my son!) excited about learning! My son has made so much progress academically and socially since joining this school and we are so grateful!
I only use Facebook	Always	Often		Bonnie Sisson - Mimi to Greysen Alexa. I love how Birches is so inclusive in all of their efforts. Many of the students have proud grandparents - and I am one - so it is very meaningful when I am invited to events, to volunteer, share an experience or to donate. Birches makes it about the entire family and not just who attends. Thank you.
I only use Facebook	Always	Never		
I only use Facebook	Always	Occasionally		
I only use Facebook	Always	Occasionally		
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I use Facebook but prefer email	Always	Occasionally		
I only use Facebook	Always	Occasionally		
I use both Facebook and Instagram, but use Instagram more	Occasionally	Occasionally		
I only use Facebook	Always	Occasionally		
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I only use Facebook	Always	Occasionally		
I only use Facebook	Always	Occasionally		

Which social network do you use/favor?	Do you read the Birches weekly bulletin?	Do you visit the Birches website?	Is there website content you'd like added?	We are looking for quotes to use from parents and students on the website and in social media as well as in our 10-year charter renewal application. If you would like to share please add it below - it can be anonymous or credited if you'd like to add your name. This is not a required field! Anything provided here may be used. Comments can include: what you/your student love about the Birches, how Birches has made a difference in your child, a specific memory or project that impacted you, a story about a teacher who made a difference, etc.
I only use Facebook	Always	Never		
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I use neither Facebook nor Instagram	Always	Occasionally	Kids's Club information	Anonymous
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I use Facebook and Instagram equally	Always	Never		
I only use Instagram	Occasionally	Occasionally		
I only use Facebook	Always	Often		
I use Facebook and Instagram equally	Always	Often		
I use both Facebook and Instagram, but use Facebook more	Always	Never	Up	
I only use Facebook	Always	Never		
I use both Facebook and Instagram, but use Facebook more	Occasionally	Occasionally		My 4th grader has been at Birches for a year now and we couldn't be happier. She was never a child who enjoyed school, let alone was excited to attend daily. After joining Birches, my child's whole idea of school transformed. She now loves school, loves to be at school, and is sad when she cannot attend due to needing a sick day. I have never seen my child so happy and I honestly believe that it's because we transferred her to the Birches Academy.
I only use Facebook	Always	Occasionally		
I only use Facebook	Always	Never		
I only use Facebook	Always	Occasionally		
I only use Facebook	Always	Never		What we love about birches is the community feel. The support is fantastic, Mr smith Rocks! Favorite memory is having Mrs Baldinado for my sons teacher, she gave him so much confidence and brought so much joy out in my son.
I use neither Facebook nor Instagram	Always	Occasionally		
I only use Facebook	Always	Occasionally		
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I use Facebook and Instagram equally	Always	Occasionally		

Which social network do you use/favor?	Do you read the Birches weekly bulletin?	Do you visit the Birches website?	Is there website content you'd like added?	We are looking for quotes to use from parents and students on the website and in social media as well as in our 10-year charter renewal application. If you would like to share please add it below - it can be anonymous or credited if you'd like to add your name. This is not a required field! Anything provided here may be used. Comments can include: what you/your student love about the Birches, how Birches has made a difference in your child, a specific memory or project that impacted you, a story about a teacher who made a difference, etc.
				<p>My daughter who has graduated and moved on to high school with some other Birches graduates came home from school one day and stated that "mom Birches kids are just nice kids"</p> <p>When I inquired a little more about this observation the response I got was " Birches kids are smart, motivated, love to learn, respectful and are just kind to people".</p> <p>This spoke volumes to me!!</p> <p>Birches Academy not only prepares students academically, it produces well rounded thoughtful, kind people that can continue on their journey to make successful choices and lives for themselves.</p> <p>Thank you Birches for the wonderful work that you do. The seeds that you plant with every child create roots and branches that have far reaching effects. Your graduates are thriving!!</p>
I use Facebook and Instagram equally	Always	Often		
I use Facebook and Instagram equally	Occasionally	Never		
I use Facebook and Instagram equally	Always	Occasionally		The Birches community has become like a second family for our children, with the way they nurture and value each individual child and what they bring to the world. Our only regret is that we didn't know about it sooner.
I only use Facebook	Always	Occasionally		
I use neither Facebook nor Instagram	Always	Occasionally		
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I only use Facebook	Always	Occasionally		Both of my boys, 1st and 2nd grade, love going to school! They both feel welcome and safe at The Birches and say they have best teachers. The Birches Academy has created an amazing community where students can grow to be their best selves.
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		
I use neither Facebook nor Instagram	Occasionally	Occasionally		
I only use Facebook	Always	Occasionally		Having this school is amazing, I love the art, music, and public speaking they have implement in the curriculum!!! The staff is amazing! So sad to hear how schools are cutting all these important classes in a child's life.
I use both Facebook and Instagram, but use Instagram more	Always	Occasionally		
I use both Facebook and Instagram, but use Facebook more	Always	Often		

Which social network do you use/favor?	Do you read the Birches weekly bulletin?	Do you visit the Birches website?	Is there website content you'd like added?	We are looking for quotes to use from parents and students on the website and in social media as well as in our 10-year charter renewal application. If you would like to share please add it below - it can be anonymous or credited if you'd like to add your name. This is not a required field! Anything provided here may be used. Comments can include: what you/your student love about the Birches, how Birches has made a difference in your child, a specific memory or project that impacted you, a story about a teacher who made a difference, etc.
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		During our years at the Birches there are many wonderful memories involving our teachers. We had the excitement of being the first students in the beautiful kindergarten with Mrs. Simard. Mrs. Cox made sure math facts were learned "happy snappy" and laughed along with us. Third grade brought weaving, juggling and treasured written work. Mrs. Baldonado became a trusted friend and instilled confidence while challenging her students. Middle school has been a time of growth, both academically and emotionally, and a true love of learning has developed. Mr. Smith has become someone my oldest son considers a friend and a person he can turn to for advice or a listening ear. We are so lucky to have so many wonderful experiences at The Birches.
I use Facebook and Instagram equally	Always	Occasionally		
Only use Facebook occasionally	Always	Occasionally		My daughter started with the first kindergarten class and we have never regretted it. She has always had much more art and music than her friends in other schools. The kids are well mannered and polite and the adults are nurturing and attentive of all the students, not only those in their classes. Now my daughter's middle school experience is free from the drama and hazing kids from other schools are reporting. My child is blossoming in Birches, where she feels accepted and respected as an important contributor to the Birches community.
I only use Facebook	Always	Occasionally		
I only use Facebook	Always	Never		
I only use Instagram	Always	Often	more updated information on staff and happenings .	
I use both Facebook and Instagram, but use Instagram more	Occasionally	Never		
I use both Facebook and Instagram, but use Facebook more	Occasionally	Never		
I use neither Facebook nor Instagram	Always	Occasionally		
I only use Facebook	Occasionally	Occasionally		

Which social network do you use/favor?	Do you read the Birches weekly bulletin?	Do you visit the Birches website?	Is there website content you'd like added?	We are looking for quotes to use from parents and students on the website and in social media as well as in our 10-year charter renewal application. If you would like to share please add it below - it can be anonymous or credited if you'd like to add your name. This is not a required field! Anything provided here may be used. Comments can include: what you/your student love about the Birches, how Birches has made a difference in your child, a specific memory or project that impacted you, a story about a teacher who made a difference, etc.
I use both Facebook and Instagram, but use Facebook more	Always	Occasionally		Birches Academy made a huge difference to our childrens' lives, both academically and socially. We recognized that our children would do better in a smaller, educationally focused environment with an understanding that the arts played a key role in brain growth in children. The teachers and staff have created an exceptional educational and arts focused school for NH children and it was a perfect fit for each of our three different learners. The small size of the school enables the highly committed teachers and staff to really get to know each child and to be on top of behaviors, both concerning and positive. The experience at the Birches Academy helped shape our childrens' true and deep love of learning and the environment helped them want to strive, succeed and be happy in life. When their friends in high school lament over their middle school experiences and talk about "just surviving it", my kids puzzle because each of them loved their experience in elementary and in middle school. Caring, bright, well educated and passionate staff equaled an exceptional opportunity for my children.
I use neither Facebook nor Instagram	Always	Never		

Christine Lehoullier
129 Rand Drive
Chester, NH 03036
603-264-9261
February 16, 2022

The Birches Academy of Academics & Art
419 S. Broadway
Salem, NH 03038
Phone: 603-458-6399 Fax: 603: 458-7071

To Whom It May Concern,

It is my great pleasure to strongly recommend The Birches Academy of Academics & Art for charter renewal!

Both my daughters, Kylie and Emma attend The Birches Academy. When Kylie started struggling in school in second grade a friend recommended applying to The Birches Academy and she was admitted not long after third grade started. We were amazed not only to find out that she was about a grade lower in her reading level than she could have been, but how efficient and caring the teachers were about setting up the necessary tools for Kylie to become successful in reaching all her academic goals, not just reading fluency.

We are proud to see how well she has blossomed into a well-rounded and motivated student who is a confident high honors sixth grader and who never wants to miss a day of school! Our youngest daughter, Emma, is also receiving lots of positive reinforcement in second grade. We are so thrilled with the level of communication, willingness to adapt and the school's family-like atmosphere. I know that I can reach out to the teachers and staff if I have a question and they can reach out to me and that we can work together to work toward Emma's behavioral and academic goals. This is a GEM of a school! These teachers create an amazing atmosphere for the students that promotes unity and working together using those problem-solving skills that are so important to build resilience in today's world.

Throughout the pandemic, not only has the school nurtured one another and the community; The Birches hasn't missed a step academically, keeping it's students on track with their academic goals but also holistically by emphasizing an importance on their mental and physical health. As I recently summed up in a note to the staff, "The Birches Academy staff really knows how to "Bring It" every day and for that we are grateful!"

Sincerely,

Christine Lehoullier

Christine Lehoullier

The Birches Academy of Academics & Art
419 S. Broadway
Salem, NH 03038
Phone: 603-458-6399 Fax: 603: 458-7071
February 16, 2022
Page 2

[Grab your reader's
attention with a great quote

Sincerely,

Christine Lehoullier

To Whom It May Concern,

We wanted to reach out in support of Birches Academy. We have two children currently attending in 1st and 6th grade. Birches Academy is an amazing charter school because of its foundation of engaging teachers, supportive administrative staff and parental & community involvement.

We find value in everything that Birches stands for. We appreciate the weekly community time of bringing all the kids together through the tree groups/Harry Potter theme. It builds camaraderie through all the grades. The younger students feel connected and supported by the older children, while the older children get to be mentors.

We fell in love with the school from the moment Mrs. Leblanc, the administrative assistant, toured us around. She is the heart of the school and cares about every child. We knew our children would be in great hands with her knowledge, care and support. While walking us around the school, she held so much pride and joy in sharing every detail about the school, curriculum, programs, teachers, students and overall community. We knew then that Birches was the right option for our children.

Birches has a strong focus on the arts and music programs. The art teacher, Mrs. Hawkes, is a talented artist that shares her love of art in a way that has our children continually developing. Both children are always excited for art days. Mrs. Hawkes is creative with the classroom; our children love talking about which work tables they sit at, as they are named after famous artists. She has reward systems for children to earn open studio time, which is where their creativity really flows and their raw talent is expressed in each piece. And then we get emailed photos when a project is finished and we can see their beautiful works of art. Then, the music program, taught by Mr. Jones, has us blown away. Both my children come home singing and playing music after each class. Mr. Jones uses fun interactive activities to engage every child. He uses many different outlets so they can find what style, instrument, vocals inspire them. Mr. Jones even offers lessons after school; our children are reading music and playing the piano. And he even invites the parents in to view a music class and share in their learning.

Each and every teacher at Birches has a heart of gold and works to lift the children to their highest potential. Mrs. Simard is one of the teachers that holds a special place in our hearts. She is an amazing kindergarten teacher, from her classroom management to engaging hands-on lessons. It's always hard sending your child off to school for the first time and her level of communication is top notch to put parents at ease. She would send photos throughout the day and check in with emails and updates. The fifth grade teacher, Mrs. Baldonado, is another teacher who goes above and beyond. She would reach every different learning style with her teaching. Some examples of her 'out of the box' lessons were playing a mystery game for a forensic lesson, building your own winter resort math project and

dissecting owl pellets for science. As far as middle school, we are beyond content for our child's experience. She comes home happy every day, learning to switch teachers for each class, taking midterms, having public speaking opportunities, and overall, we feel she will be well prepared for high school.

Birches has incredible extracurricular programs to assist with providing a well rounded student. We are pleased with all of the options to choose from: homework clubs, kindness club, sewing club, skateboarding clubs, morning 'news' crew announcers and skiing clubs. There are endless opportunities for every child.

We are truly grateful for the educational, social and emotional support that comes from attending Birches Academy. We look forward to seeing our children continue to grow with this community.

Sincerely,
Nick & Melissa Hall

February 3, 2022

TO: NH Department of Education

FROM: Pamela Sarantis

RE: The Birches Academy of Academics and Art Charter Renewal

I am writing this letter in support of the charter renewal for The Birches Academy. My family has been a part of this school since 2018 when my two children entered in 3rd and 7th grade.

We were looking for a school that would work for my youngest child who has learning challenges. Birches is that school. The arts integrated focus allows for so much hands-on and visual learning, which is the way both of my kids learn best. My youngest son is now in 6th grade at the school and is thriving in all areas. My oldest child graduated from Birches in 2020 and was accepted at a prep school out of state where he is thriving. The experience that he had at Birches fully prepared him and let him move ahead of others in his grade for high school. The Birches truly meet kids where they are at, it's not a one-size-fits-all approach. The talented teachers and staff have been supportive and have navigated the pandemic in a way that my kids never missed a beat!

Aside from the academics, The Birches Academy has helped both of my children develop good character. I have seen them grow from awkward, timid kids into confident and respected members of the school community. They have learned to become leaders in some areas and how to work as a team.

The type of environment you find at The Birches is unlike any other. I highly support the renewal of the Charter so that kids in its service area can continue to take advantage of the unique opportunities that only the Birches can provide.

Thank you for your consideration!

Sincerely,

Pamela Sarantis
Parent

We currently have 2 students enrolled, Quinn and Jack, and look forward to Rory starting kindergarten in the Fall of 2022.

When we chose the Birches, our original intention was for kindergarten only as this was the only full day option available to us. We quickly saw how much care and camaraderie that the staff and school showed the students and family. The level of engagement and communication throughout that first school year solidified our choice to continue at the birches for Quinn and enroll Jack.

I love the fact that the kids have multiple specials per week, art/music/foreign language/ physical education, along side their core curriculum. When we ask the kids about their day, the level of excitement shared from the specials is something that cannot be matched.

The Birches Academy feels like an extension of family throughout the friendships our children have made, and through the friendships we have made with other parents.

If there are families who are contemplating sending their children to the Birches, I would be more than happy to connect with them and share our reasons for choosing the Birches Academy for our children.

Regards,

John MacLeod

RE: The Birches Academy of Academics and Art Charter Renewal

02/10/2022

NH Department of Education,

My wife Denise and I were made aware that The Birches Academy was going to be renewing their charter through the State of NH. We have four (4) children who have been or have graduated from The Birches Academy. Currently we have one (1) in 6th grade. We have been a part of the school for 9 years and in strong support of their charter being renewed. Our boys were extremely prepared for high school and couldn't have had a better choice for education.

Sincerely,

Michael & Denise Gendreau

9 Harley Road

Pelham, NH 03076

(978) 764-0309

New Hampshire State Department of Education
Office of School Finance
101 Pleasant Street, Concord NH, 03301-3860

2022-2023 Charter School Budget

Charter School Name	Acct No	Total	Elementary	Middle	High
Academy of Academics and Art: A Public					
Budgeted Expenditures					
Instruction	1000-1999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Regular Programs	1100-1199	1,066,769.07	1,066,769.07	0.00	0.00
Special Programs	1200-1299	49,000.00	49,000.00	0.00	0.00
Vocational Programs	1300-1399	0.00	0.00	0.00	0.00
Other Programs	1400-1499	0.00	0.00	0.00	0.00
Non-Public Programs	1500-1599	0.00	XXXXXX	XXXXXX	XXXXXX
Adult & Community Programs	1600-1699	0.00	XXXXXX	XXXXXX	XXXXXX
Community/Jr Coll Ed. Programs	1700-1799	0.00	XXXXXX	XXXXXX	XXXXXX
Community Service Programs	1800-1899	0.00	XXXXXX	XXXXXX	XXXXXX
Support Services	2000-2999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Student Support Services	2000-2199	500.00	500.00		0.00
Instructional Staff Services	2200-2299	0.00	0.00		0.00
General Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Collective Bargaining	0000-0000	0.00	0.00	0.00	0.00
School Board Contingency	2310 / 840	0.00	XXXXXX	XXXXXX	XXXXXX
Other School Board	2310-2319	0.00	0.00	0.00	0.00
Executive Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Management Services	2320 / 310	0.00	0.00		0.00
All Other Administration	2320-2399	520,519.00	520,519.00		0.00
School Admin Services	2400-2499	0.00			0.00
Business	2500-2599	0.00			0.00
Operation & Maint. Of Plant	2600-2699	378,000.00	378,000.00		0.00
Student Transport	2700-2799	0.00			0.00
Support Services Central/ Other	2800-2999	0.00			0.00
Non-Instructional Services		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Food Service Operations	3100	0.00	0.00	0.00	0.00
Enterprise Operations	3200	0.00	0.00	0.00	0.00
Facilities, Acquisitions, Construction		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Site Acquisition	4100	0.00	0.00	0.00	0.00
Site Improvement	4200	0.00			0.00

New Hampshire State Department of Education
Office of School Finance
101 Pleasant Street, Concord NH, 03301-3860

2022-2023 Charter School Budget

Charter School Name	ademy of Academics and Art: A Public	District #			
Budgeted Expenditures					
	Acct No	Total	Elementary	Middle	High
Architectural/Engineering	4300	0.00	0.00	0.00	0.00
Educational Specification Develop	4400	0.00	0.00	0.00	0.00
Building Acquisition/Constr.	4500	0.00	0.00	0.00	0.00
Building Improvement Services	4600	0.00			0.00
Other Facilities Acq. And Serv.	4900	0.00			0.00
Other Outlays	5000-5999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Debt Service - Principal	5110	0.00	XXXXXX	XXXXXX	XXXXXX
Debt Service - Interest	5120	0.00	XXXXXX	XXXXXX	XXXXXX
To Food Service	5220-5221	0.00	XXXXXX	XXXXXX	XXXXXX
To Other Special Revenue	5222-5229	0.00	XXXXXX	XXXXXX	XXXXXX
To Capital Projects	5230-5239	0.00	XXXXXX	XXXXXX	XXXXXX
To Capital Reserve	5251	0.00	XXXXXX	XXXXXX	XXXXXX
To Expendable Trust	5252	0.00	XXXXXX	XXXXXX	XXXXXX
To Non-expendable Trust	5253	0.00	XXXXXX	XXXXXX	XXXXXX
To Fiduciary Funds	5254	0.00	XXXXXX	XXXXXX	XXXXXX
To Charter Schools	5310	0.00	XXXXXX	XXXXXX	XXXXXX
To Other Agencies	5390	0.00	XXXXXX	XXXXXX	XXXXXX
Supplemntal Appropriation	—	0.00	XXXXXX	XXXXXX	XXXXXX
Deficit Appropriation	—	0.00	XXXXXX	XXXXXX	XXXXXX
Total Budgeted Expenses		2,014,788.07	2,014,788.07	0.00	0.00
Budgeted Revenue					
	Acct No	Total			
Revenue	XXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Local Revenue	1111-1990	96,621.00	XXXXXX	XXXXXX	XXXXXX
Tuition from NH LEA (Regular Program)	1321		XXXXXX	XXXXXX	XXXXXX
Tuition From NH LEA (Special Program)	1322				
Tuition From NH LEA (Vocational Program)	1323				
Other Tuition (Individuals/Outside LEAs/Other)	1310/1330/1340	8,000.00	XXXXXX	XXXXXX	XXXXXX
Transportation Fees	1400	0.00	XXXXXX	XXXXXX	XXXXXX
Other Local Revenue (e.g. contributions)	1500-1990	88,621.00	XXXXXX	XXXXXX	XXXXXX
State Revenue	3111-3900	1,832,791.00	XXXXXX	XXXXXX	XXXXXX
Adequacy State Revenue	3111	1,792,791.00	XXXXXX	XXXXXX	XXXXXX

New Hampshire State Department of Education
Office of School Finance
101 Pleasant Street, Concord NH, 03301-3860

2022-2023 Charter School Budget

Charter School Name	Acct No	Total	Elementary	Middle	High
Budgeted Expenditures					
Lease Aid State Revenue	3190	40,000.00			
Other State Revenue	3112-3900		XXXXXX	XXXXXX	XXXXXX
Federal Revenue	4100 - 4595	84,000.00	XXXXXX	XXXXXX	XXXXXX
Title 1	4520	10,000.00	XXXXXX	XXXXXX	XXXXXX
All Other Title Grants Excluding Title 1	4530	14,000.00	XXXXXX	XXXXXX	XXXXXX
Federal CSP Start-up Grant	4590	0.00	XXXXXX	XXXXXX	XXXXXX
ESSER	4595	60,000.00	XXXXXX	XXXXXX	XXXXXX
Other Federal Revenue					
Other Revenue	5110 - 5600		XXXXXX	XXXXXX	XXXXXX
Total Budgeted Revenue		2,013,412.00			
Surplus Statement					
Starting Balance			10,000.00		
Estimated Revenue			2,013,412.00		
Estimated Expenditures			-2,014,788.07		
Operational Balance Surplus/ (Deficit)			-1,376.07		
Ending Balance			8,623.93		

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: **The Birches Academy of Academics and Art-A Public Charter School**

Primary street address of school: **419 South Broadway Salem, NH 03079**

Mailing address of school: **419 South Broadway Salem, NH 03079**

Telephone number: **603-458-6399**

Grade levels taught: **K-8**

Total enrollment for last school year: **225**

HEAD OF SCHOOL

Name: Christopher Smith

Title: Dean of School

Email: chrissmith@birchesacademy.org

Telephone number: 603-458-6399

PRIMARY CONTACT AUTHORIZED TO REPRESENT THE SCHOOL

Name: Christopher Smith

Title: Dean of School

Email: chrissmith@birchesacademy.org

Telephone number: 603-458-6399

SCHOOL MISSION

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

Despite the challenges presented to us during a year of instruction in a pandemic, the Birches Academy of Academics and Art was able to remain true to its mission of providing a “top quality elementary and middle school education through the lens of arts integration.” This was accomplished in several ways embracing both the “seven fundamental aspects of our mission” as well as by “offering an environment that embraces the natural diversity of learning styles and supports the social, emotional and physical needs of our students through our staff and curriculum.

Throughout the year, our art teacher continued to collaborate with our teachers integrating art into their lessons. For example, beginning in our remote period and extending into the hybrid model, students in middle school English class worked with their teacher, as well as with the art teacher, to create reconstructions of the annex occupied by Anne Frank and her family during their time in hiding. This project touched on several of our core aspects most notably the third. By utilizing the artistic process to recreate the annex at a time when the students themselves were persevering in a time of isolation and reading Anne Frank’s story this group of children formed a connection with the material that will stay with them well into the future.

For families who chose to remain remote throughout the year, we also made materials available to their student. In addition to sending home any needed technology, we sent art bags home that our art teacher had assembled which, coupled with the online instructions, allowed the children to create projects at home. We also ran gym class contests and groups through our closed Facebook group and Google Classroom, which helped keep our community connected and working together. Teachers assigned groups comprised of at-home students and in-class students to foster that community also because we believe as a school that together we are more than the sum of our parts.

While whole-school, in-person meetings were put on hold out of necessity, through the use of technology the school retained its community feel. Both in-person and remote students contributed material to the online version of Forest Forum, our weekly all school meeting, and the finished product was played simultaneously throughout the school at its normal time. Many students were able to use Forest Forum as a vehicle to continue to support their peers, even when their peers were in a different educational setting. In order to facilitate this, teachers would often group in-person students with remote students for project work.

The teachers showed a dedication to their students and were able to offer information to them in a variety of digital formats as well as by presenting them with in-person materials and instruction when possible. Even during times of remote instruction there were exceptions made for students who were not successful at accessing their education electronically. These students were invited to the school and in many cases received one on one help to ensure that they did not fall behind their peers.

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>Response</i>
What is the current attendance rate of pupils enrolled at the school, as reflected in the school's average daily membership?	97%
What was the total number of pupils enrolled at the school during the previous school year?	225
Provide the total percentage of pupils who were promoted to the next grade level or graduated from high school.	99.5
What was the total participation rate of students at the chartered public school in the statewide assessment system for the previous school year?	97
Does the chartered public school provide services to all resident pupils in grades where the chartered public school is the only available public school?	Not applicable
Describe the processes and procedures the chartered public school has taken to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1)	Students are not asked about their IEP/504 status until after they have been accepted at the Birches. We then work closely with several districts to ensure that students receive their services, and we provide space in our building if the sending districts want to deliver the services in our building. We currently house a special educator who contracts with many of the sending districts to our school. We provide 504 plans with students who qualify and have a person on staff who administers them.
Describe the transportation services available to students, if any.	The town of Salem offers transportation to students who reside in Salem and choose to attend our school. We do not offer transportation.
Provide a description of the community services available at the chartered public school site.	The Birches Academy doesn't offer any community services on site, but we work with many community groups. If a student has a need or demonstrates an issue that necessitates outside community involvement, we would refer them or their parents to the appropriate resource.

SAFETY AND FACILITIES REPORTING

<i>Items:</i>	<i>Completed?</i>	<i>Comments</i>
---------------	-------------------	-----------------

<i>Items:</i>	<i>Attached?</i>	<i>Comments</i>
School calendar, including hours of operation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
A financial statement setting forth the revenue and expenditures for the year just ended	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
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	Click or tap here to enter text.
A projection of income and expenses for the upcoming school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.

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	Pamela Sarantis joined the board.
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	Board meetings were conducted remotely. They have returned to in-person now.
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	
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:

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?	9/1/2021	Click or tap here to enter text.
What is the date of the most recent Health Inspection?	9/1/2017	Click or tap here to enter text.
What is the date of the most recent Insurance Certificate?	7/1/2021	
What is the date of the most recent lead test, if applicable?	8/1/2019	Click or tap here to enter text.
What is the date of the most recent Asbestos Inspection Report, if applicable?	Click or tap to enter a date.	Not applicable
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:

Click or tap here to enter text.

The Birches Academy worked hard to continue to meet our students' academic needs through the pandemic. We do not have data from the NH SAS for 2019/2020 because the test was not given, but we compare our results here from the 2018/2019 year with the 2020/2021 year data. Appendix A shows an overview of student data showing overall proficiency on the SAS of 71% in Mathematics, 71% percent in ELA, and 59% in Science. This is compared to Appendix B which shows the data broken out by grade but yields overall school proficiency rates of 71% in Mathematics, 66% in ELA/Reading, and 47% in Science.

This data demonstrates, through a pandemic year followed by a mixed-model year that Mathematics remained near the same level while English and Science both improved.

The Birches Academy continued to offer Algebra to students who had advance to that level. Our teachers met in professional learning groups throughout the year and our elementary teachers focused on writing. This focus was determined by working through data and finding that this was an area of struggle for our students. Further conversation resulted in the focus only on writing because we determined that it was interwoven through all other subjects and that after we had addressed this issue, we could better identify other areas of weakness if any still existed. Through their research the elementary teachers identified a supplemental program which they have adapted to address writing in a more directive manner than previously; teachers are utilizing the current writing curriculum, the Foundations program and also supplemental materials that teachers have adopted from the Open Educational Resources(OER) website.

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:

Click or tap here to enter text.

During this past pandemic year, we leaned heavily on technology to meet the non-academic goals of our charter. We addressed the use of artistic processes for academic learning both using technology and using analog processes which were shared utilizing technology. For example, middle school students read "The Diary of Anne Frank" because the teacher realized that the isolation necessitated by Covid would allow the students to connect to the material in a way that hasn't really been possible in recent years. Students then, first at home and later in person, created dioramas of the annex where the Frank family lived during their time in hiding. When the students returned, they used duct tape to create a scale representation in the common area of a scale model of the annex. The pandemic created a stronger opportunity to involve families in the work of our students and helped to foster the community involvement talked about in our charter. Tea with Mr. Smith and open committees are two of the tools we used this past year that we will keep going after the pandemic as well. Although we were not able to come together in our whole-school celebrations this year in person, we continued our tradition by having each class take a week and create a presentation that we incorporated into the online version of our "Forest Forum." This presentation was then broadcast to the school and all students got to see it. This allowed our students to be able to continue sharing their individual strengths and qualities with their peers. When we were able to get most of the students back into the building in person we were also able to some of our afterschool clubs going.

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.

Christopher Smith

Printed Name of Authorized Representative

Dean of School

Title



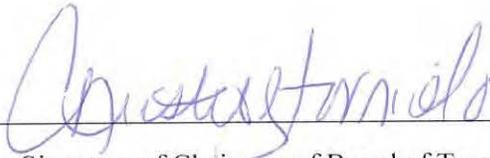
Signature of Authorized Representative

8/24/2021

Date

Cristie Stornio

Printed Name of Chairman of Board of Trustees



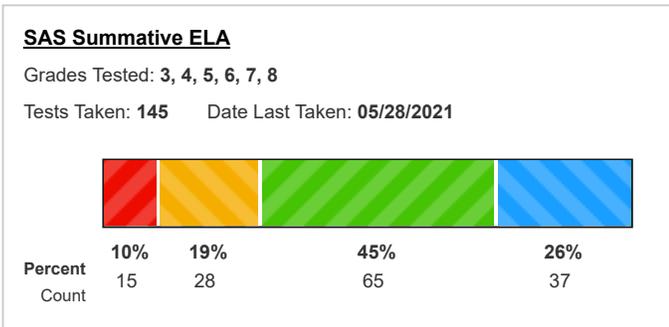
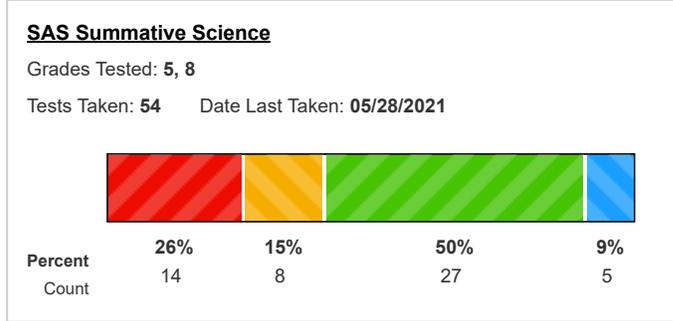
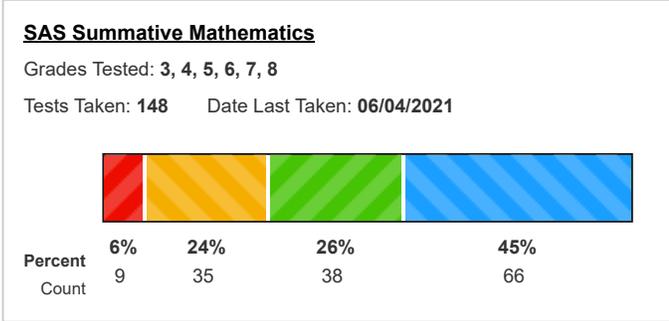
Signature of Chairman of Board of Trustees

8/24/2021

Date

Performance Distribution, By Test Group: The Birches Academy of Academics - Art A Public Charter Sch, 2020-2021

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



1	The Birches Academy of Academics and Art	
2	Approved Budget	
3	July 2021 - June 2022	
4		
5		Total
6		21-22 Budget- Updated June 21
7	Revenue	
8	4000 Contributed Support	0.00
9	1951 Services provided to other LEA	25,000.00
10	4010 Indiv/Business Contributions	0.00
11	4071 Student Annual Art Fee	12,231.00
12	4190 Field Trip Payments	3,000.00
13	4195 Middle School Trip Payments	0.00
14	4200 Before/After Care Income	47,000.00
15	4210 Enrichment Income	2,500.00
16	4220 Summer camp	0.00
17	4302 SPSFR	0.00
18	4510 Local Revenue	0.00
19	4511 Tution-Individuals	0.00
20	Total 4510 Local Revenue	\$ 0.00
21	4531 Equitable Aid	1,658,842.00
22	4533 Lease Aid	40,000.00
23	Total 4000 Contributed Support	\$ 1,788,573.00
24	4306 Title Grants	0.00
25	(ESSER/CARES)-COVID-19 Relief	110,959.75
26	Title I a	10,225.00
27	Title II a	4,876.00
28	Title IV a	10,000.00
29	total Federal Grants	136,060.75
30	4311 Merchant Fee	200.00
31	4312 Interest Earned	200.00
32	Total Revenue	\$ 1,925,033.75
33	Gross Profit	\$ 1,925,033.75
34	Expenditures	
35	1100000 Instructional Program	
36	1100112 Salaries, Teachers	478,723.45
37	1100113 Salaries, Instructor	227,432.60
38	1100115 Salaries, Teaching Asst.	223,458.56
39	1100119 Substitute Teaching	15,000.00
40	1100120 FFCRA EE Pay	0.00
41	1100260 Workers Compensation	3,800.00
42	1100270 Benefits Program- ALL EE'S	65,000.00
43	1100280 Voluntary Benefits (dental etc)	0.00
44	1100585 Professional Development	1,500.00
45	1100588 Title Grants	0.00
46	1100590 Title I a	1,225.00

47	1100592 Title 1 Salaries	9,000.00
48	Title II a	4,876.00
49	Title IV a	10,000.00
50	Total 1100588 Title Grants	\$ 25,101.00
51	1100611 Art Supplies	12,000.00
52	1100612 Music Supplies	500.00
53	1100640 Textbooks and Workbooks	11,000.00
54	1100650 Computer Software, Licenses	8,000.00
55	1100733 Furniture and Equipment	500.00
56	Total 1100000 Instructional Program	\$ 1,072,015.61
57	2100000 Student Support Services	0.00
58	2122370 Testing/Appraisal Services	1,900.00
59	Total 2100000 Student Support Services	\$ 1,900.00
60	2130000 Health Expenses	0.00
61	2134610 Health Supplies	500.00
62	Total 2130000 Health Expenses	\$ 500.00
63	2300000 Administration	0.00
64	2300009 Payroll Fee	7,900.00
65	2300117 Salary, Enrichment	2,500.00
66	2300119 Summer Camp Expense/Salary	0.00
67	2300220 Employer Taxes- Administratio	101,335.60
68	2300221 Salary, Admin Positions Other	329,212.75
69	2300222 Enrichment Expense/Salary	500.00
70	2300223 Services Provided, Salary	25,000.00
71	2300224 Night Owl Expense	2,000.00
72	2300225 Employee Health Ded	5,480.95
73	2300390 Contracted Services	500.00
74	2300534 Postage	500.00
75	2300540 Advertising-Marketing	3,000.00
76	2300545 Field Trip Expense	7,500.00
77	2300550 Printing	15,000.00
78	2300615 Office Supplies	13,000.00
79	2300810 Dues and Fees	12,000.00
80	2300812 Merchant Fee	500.00
81	Total 2300810 Dues and Fees	\$ 12,500.00
82	2300811 Room Rental Fee	5,000.00
83	2300908 Other Expense	250.00
84	2317390 Audit	6,500.00
85	2318395 Legal Services	5,000.00
86	Total 2300000 Administration	\$ 542,679.30
87	2600000 Oper. & Maint. of Facility	
88	2600390 Cleaning	38,000.00
89	2600391 COVID-19 Expenses	10,000.00
90	2600392 Covid 19 Payroll	0.00
91	Total 2600391 COVID-19 Expenses	\$ 10,000.00
92	2600395 Waste Management	4,800.00
93	2600430 Building Repairs	10,000.00

94	2600520 Property Insurance	11,400.00
95	2600530 Telephone	4,500.00
96	2600610 Building and Grounds Supplies	1,000.00
97	2600622 Electric	22,000.00
98	2600624 Gas	8,000.00
99	2620441 Rent	284,901.00
100	Total 2600000 Oper. & Maint. of Facility	\$ 394,601.00
101	Total Expenditures	\$ 2,011,695.91
102	Net Operating Revenue	(\$86,662.16)

The Birches Academy 2020/2021 School Calendar

August 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	T					

31 - Teacher in Service
0 student days

January 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X	X	20	21	22	23
24	25	26	27	28	29	30
31						

1 - New Year's Day
18 - Martin Luther Day- No School
19 - No School
18 student days

September 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		T	T	T	T	5
6	X	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	D	24	25	26
27	28	29	30			

1-4 -Teacher in Service
7 - Labor Day
8 - First Day gr 1- 8
14 - First Day gr K
23 - Delayed Opening
20 student days

February 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	D	11	12	13
14	15	16	17	18	19	20
21	X	X	X	X	X	27
28						

10 - Delayed Opening
22-26 - Winter Break
15 student days

October 2020						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	X	13	14	15	16	17
18	19	20	E	22	23	24
25	26	27	28	29	30	31

12 - Columbus Day
21 - Early Release
21 student days

March 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	X	20
21	22	23	24	25	26	27
28	29	30	31			

19 - Charter School Day
22 student days

November 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	T	X	12	13	14
15	16	17	18	19	20	21
22	23	24	N	X	X	28
29	30					

3 - No am or pm Bus*
10 - Teacher in Service
11 - Veteran's Day
25 - 12:10 Dismissal
No pm bus or Night Owls
26-27 - Thanksgiving Recess
17 student days

April 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	E	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	X	X	X	X	X	

7 - Early Release
26-30 - Spring Break
17 student days

December 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	E	10	11	12
13	14	15	16	17	18	19
20	21	22	23	X	X	26
27	X	X	X	X		

9 - Early Release
17 - No Night Owls
23 - No Night Owls
12/24/20-1/1/21
Holiday Break
17 student days

May 2021						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	D	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	X					

12 - Delayed Opening
31- Memorial Day
20 student days

School day 8:40am to 2:50pm

Early Release is 90 min, dismissal is 1:20pm
Delayed Opening is 90 min, doors open at 9:55am
Considered Tardy after 10:10am
* There is school on November 3 but no bus service.

June 2021						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	\$	19
20	\$	\$	\$	\$	\$	26
27	28	29	30			

17 - Last Student Day
\$ - Snow make up days if necessary
13 student days

The Birches Academy of Academics and Art

Statement of Cash Flows

July 2020 - June 2021

	TOTAL
OPERATING ACTIVITIES	
Net Revenue	-146,196.39
Adjustments to reconcile Net Revenue to Net Cash provided by operations:	
20001 Accounts Payable	13,977.18
20000 Accounts Payable-Auditor	-1,400.00
Total Adjustments to reconcile Net Revenue to Net Cash provided by operations:	12,577.18
Net cash provided by operating activities	\$ -133,619.21
NET CASH INCREASE FOR PERIOD	\$ -133,619.21
Cash at beginning of period	383,194.34
CASH AT END OF PERIOD	\$249,575.13

The Birches Academy of Academics and Art

Budget vs. Actuals: 2020-2021 Budget - FY21 P&L

July 2020 - June 2021

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Revenue				
4000 Contributed Support				
1951 Services provided to other LEA	29,019.33		29,019.33	
4010 Indiv/Business Contributions	2,690.59		2,690.59	
4013 Yearbook	2,469.00		2,469.00	
4071 Student Annual Art Supply Fee	11,838.94	12,321.00	-482.06	96.09 %
4190 Field Trip Payments	8,794.72	6,500.00	2,294.72	135.30 %
4200 Before/After Care Income	2,822.69	47,000.00	-44,177.31	6.01 %
4210 Enrichment Income	3,376.00	10,000.00	-6,624.00	33.76 %
4220 Summer camp		5,000.00	-5,000.00	
4302 SPSFR	64,231.26	64,231.26	0.00	100.00 %
4303 CARES Act	6,539.92		6,539.92	
4511 Tution-Individuals	8,020.00		8,020.00	
4531 Equitable Aid	1,650,395.21	1,625,085.00	25,310.21	101.56 %
4533 Lease Aid	30,000.00	20,000.00	10,000.00	150.00 %
Total 4000 Contributed Support	1,820,197.66	1,790,137.26	30,060.40	101.68 %
4306 Title Grants		22,864.00	-22,864.00	
4305 Title IIA	4,179.00		4,179.00	
4307 Title IVA	10,241.00		10,241.00	
4308 Title IA	8,881.41		8,881.41	
Total 4306 Title Grants	23,301.41	22,864.00	437.41	101.91 %
4311 Merchant Fee	274.07		274.07	
4312 Interest Earned	290.73		290.73	
Total Revenue	\$1,844,063.87	\$1,813,001.26	\$31,062.61	101.71 %
GROSS PROFIT	\$1,844,063.87	\$1,813,001.26	\$31,062.61	101.71 %
Expenditures				
1100000 Instructional Program				
1100112 Salaries, Teachers	467,962.38	466,243.00	1,719.38	100.37 %
1100113 Salaries, Instructor	168,447.11	152,737.00	15,710.11	110.29 %
1100115 Salaries, Teaching Asst.	175,599.92	188,800.00	-13,200.08	93.01 %
1100119 Substitute Teaching	11,788.19	12,500.00	-711.81	94.31 %
1100120 FFCRA EE Pay	3,847.07		3,847.07	
1100123 ARA Relief	0.00		0.00	
1100260 Workers Compensation	3,758.00	4,500.00	-742.00	83.51 %
1100270 Benefits Program- ALL EE'S	64,406.85	65,000.00	-593.15	99.09 %
1100280 Voluntary Benefits (dental etc)	4,088.71		4,088.71	
1100585 Professional Development	494.94	500.00	-5.06	98.99 %
1100588 Title Grants	15,564.00	22,864.00	-7,300.00	68.07 %
1100590 Title I a	1,882.18		1,882.18	
1100591 Title II a	3,079.08		3,079.08	
1100592 Title 1 Salaries	5,417.50		5,417.50	
Total 1100588 Title Grants	25,942.76	22,864.00	3,078.76	113.47 %

The Birches Academy of Academics and Art

Budget vs. Actuals: 2020-2021 Budget - FY21 P&L

July 2020 - June 2021

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
1100611 Art Supplies	7,516.04	9,000.00	-1,483.96	83.51 %
1100612 Music Supplies	1,088.43	1,000.00	88.43	108.84 %
1100614 Yearbook expense	2,480.00		2,480.00	
1100640 Textbooks and Workbooks	9,802.34	9,000.00	802.34	108.91 %
1100650 Computer Software, Licenses	5,721.86	9,000.00	-3,278.14	63.58 %
1100733 Furniture and Equipment	325.84	1,500.00	-1,174.16	21.72 %
Total 1100000 Instructional Program	953,270.44	942,644.00	10,626.44	101.13 %
2100000 Student Support Services				
2122370 Testing/Appraisal Services	218.00	1,900.00	-1,682.00	11.47 %
Total 2100000 Student Support Services	218.00	1,900.00	-1,682.00	11.47 %
2130000 Health Expenses				
2134610 Health Supplies	142.73	50.00	92.73	285.46 %
Total 2130000 Health Expenses	142.73	50.00	92.73	285.46 %
2300000 Administration				
2300009 Payroll Fee	11,362.40	6,800.00	4,562.40	167.09 %
2300116 Salary, Before/After Care	3,234.61		3,234.61	
2300117 Salary, Enrichment	4,875.00		4,875.00	
2300119 Summer Camp Expense/Salary		4,440.00	-4,440.00	
2300220 Employer Taxes- Administration	94,818.46	95,426.00	-607.54	99.36 %
2300221 Salary, Admin Positions Other	313,896.79	377,640.00	-63,743.21	83.12 %
2300222 Enrichment Expense	52.00	1,500.00	-1,448.00	3.47 %
2300223 Services Provided, Salary	35,418.37		35,418.37	
2300224 Night Owl Expense	948.00		948.00	
2300390 Contracted Services	299.50	500.00	-200.50	59.90 %
2300534 Postage	337.05	500.00	-162.95	67.41 %
2300540 Advertising-Marketing	1,037.23	3,000.00	-1,962.77	34.57 %
2300545 Field Trip Expense	12,676.64	7,000.00	5,676.64	181.09 %
2300550 Printing	17,059.01	16,500.00	559.01	103.39 %
2300615 Office Supplies	12,832.21	16,000.00	-3,167.79	80.20 %
2300810 Dues and Fees	12,701.99	12,000.00	701.99	105.85 %
2300812 Merchant Fee	1,406.04		1,406.04	
Total 2300810 Dues and Fees	14,108.03	12,000.00	2,108.03	117.57 %
2300811 Room Rental Fee	450.00	2,500.00	-2,050.00	18.00 %
2300908 Other Expense		250.00	-250.00	
2317390 Audit	4,500.00	6,500.00	-2,000.00	69.23 %
2318395 Legal Services	8,077.50	5,000.00	3,077.50	161.55 %
Total 2300000 Administration	535,982.80	555,556.00	-19,573.20	96.48 %
2600000 Oper. & Maint. of Facility				
2600390 Cleaning	28,425.00	35,000.00	-6,575.00	81.21 %
2600391 COVID-19 Expenses	50,575.26	73,486.22	-22,910.96	68.82 %
2600392 Covid 19 Payroll	42,757.56		42,757.56	
Total 2600391 COVID-19 Expenses	93,332.82	73,486.22	19,846.60	127.01 %

The Birches Academy of Academics and Art

Budget vs. Actuals: 2020-2021 Budget - FY21 P&L

July 2020 - June 2021

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
2600395 Waste Management	3,829.96	4,800.00	-970.04	79.79 %
2600430 Building Repairs	9,364.75	5,000.00	4,364.75	187.30 %
2600520 Property Insurance	10,393.35	9,700.00	693.35	107.15 %
2600530 Telephone	4,414.82	4,500.00	-85.18	98.11 %
2600610 Building and Grounds Supplies	790.94	1,000.00	-209.06	79.09 %
2600622 Electric	19,368.64	20,400.00	-1,031.36	94.94 %
2600624 Gas	7,488.85	4,000.00	3,488.85	187.22 %
2620441 Rent	309,112.98	284,901.00	24,211.98	108.50 %
Total 2600000 Oper. & Maint. of Facility	486,522.11	442,787.22	43,734.89	109.88 %
Unapplied Cash Bill Payment Expenditure	0.00		0.00	
Total Expenditures	\$1,976,136.08	\$1,942,937.22	\$33,198.86	101.71 %
NET OPERATING REVENUE	\$ -132,072.21	\$ -129,935.96	\$ -2,136.25	101.64 %
NET REVENUE	\$ -132,072.21	\$ -129,935.96	\$ -2,136.25	101.64 %

The Birches Academy of Academics - Art A

419 South Broadway 2nd Floor Salem, NH 03079-4323 | 603-458-6399

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Report Card Year: **2021**

Additional Targeted Support as determined in 2018

Entity ID
731-29055

Grades Served
K 1-8

Dean of School
Christopher Smith

District Name
The Birches Academy of Academics & Art A Public Charter Sch

Federal Accountability Indicators (1 - Low | 4 - High)

	2019	2020	2021
Achievement Rating	3	*COVID	3
English Language Proficiency Rating	*N	*COVID	*N
Growth Rating	2	*COVID	*COVID
Equity Rating	2	*COVID	*COVID
College and Career Readiness Rating	N/A	N/A	N/A
Graduation Rate Rating	N/A	N/A	N/A

Total Student Enrollment

225



Female
49.33%

Male
50.67%

Student Population Breakdown

Economically Disadvantaged	<10%
English Language Learners	<10%
Homeless	N/A
Migrant	N/A
Military Connected	*N
Students in Foster Care	*N
Students with Disabilities	15.11%

Population by Race / Ethnicity

American Indian or Alaskan	N/A
Asian or Pacific Islander	<10%
Black or African American	*N
Hispanic or Latino	<10%
Multiple Races	*N
White	85.33%

Performance Indicators by Subgroupings

*Achievement Metrics Compared vs. Targets

		2019	2020	2021
DLM Participation - ELA		0.00%	*COVID	0.00%
DLM Participation - Math		0.00%	*COVID	0.00%
ELA Participation Rate		98%	*COVID	96%
Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
	Asian or Pacific Islander	*N	*COVID	*N
	Black or African American	*N	*COVID	*N
	Hispanic or Latino	*N	*COVID	92%
	Multiple Races	*N	*COVID	*N
	White	98%	*COVID	97%
Sex	Female	97%	*COVID	94%
	Male	98%	*COVID	97%
Student Group	Economically Disadvantaged	*N	*COVID	*N
	English Language Learners	*N	*COVID	*N
	Homeless	N/A	*COVID	N/A
	Migrant	N/A	*COVID	N/A
	Military Connected	N/A	*COVID	*N
	Students in Foster Care	N/A	*COVID	N/A
	Students with Disabilities	88%	*COVID	88%
	ELA Proficiency	68% (vs 60)	*COVID	72% (vs 64)
Achievement Level	Level 1 (lowest)	12%	*COVID	10%
	Level 2	20%	*COVID	18%
	Level 3	44%	*COVID	45%
	Level 4 (highest)	24%	*COVID	26%
Grade	Grade 3	88%	*COVID	74%
	Grade 4	59%	*COVID	70%
	Grade 5	79%	*COVID	84%
	Grade 6	64%	*COVID	57%

Achievement

	Grade 7	57%	*COVID	70%
	Grade 8	55%	*COVID	72%
	Grade 11	N/A	*COVID	N/A
Race/Ethnicity	American Indian or Alaskan	N/A (vs 53)	*COVID	N/A (vs 60)
	Asian or Pacific Islander	*N (vs 72)	*COVID	*N (vs 72)
	Black or African American	*N (vs 37)	*COVID	*N (vs 44)
	Hispanic or Latino	*N (vs 42)	*COVID	>90% (vs 50)
	Multiple Races	*N (vs 63)	*COVID	*N (vs 71)
	White	66% (vs 64)	*COVID	69% (vs 71)
Sex	Female	72%	*COVID	78%
	Male	63%	*COVID	66%
Student Group	Economically Disadvantaged	*N (vs 40)	*COVID	*N (vs 47)
	English Language Learners	*N (vs 32)	*COVID	*N (vs 39)
	Homeless	N/A	*COVID	N/A
	Migrant	N/A	*COVID	N/A
	Military Connected	N/A	*COVID	*N
	Students in Foster Care	N/A	*COVID	N/A
	Students with Disabilities	25% (vs 22)	*COVID	24% (vs 28)
English Language Proficiency (ACCESS test)		*N (vs 43)	*COVID	*N (vs 50)
First Year Exemption - ELA		N/A	*COVID	N/A
First Year Exemption - Math		N/A	*COVID	N/A
Math Participation Rate		97%	*COVID	98%
Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
	Asian or Pacific Islander	*N	*COVID	*N
	Black or African American	*N	*COVID	*N
	Hispanic or Latino	*N	*COVID	100%
	Multiple Races	*N	*COVID	*N
	White	97%	*COVID	98%
Sex	Female	96%	*COVID	97%
	Male	98%	*COVID	99%
Student Group	Economically Disadvantaged	*N	*COVID	*N
	English Language Learners	*N	*COVID	*N
	Homeless	N/A	*COVID	N/A
	Migrant	N/A	*COVID	N/A
	Military Connected	N/A	*COVID	*N
	Students in Foster Care	N/A	*COVID	N/A
	Students with Disabilities	88%	*COVID	96%
Math Proficiency		74% (vs 49)	*COVID	71% (vs 51)
Achievement Level	Level 1 (lowest)	13%	*COVID	<10%
	Level 2	14%	*COVID	23%
	Level 3	24%	*COVID	25%
	Level 4 (highest)	49%	*COVID	46%
Grade	Grade 3	>90%	*COVID	>90%
	Grade 4	73%	*COVID	74%
	Grade 5	70%	*COVID	68%
	Grade 6	84%	*COVID	48%
	Grade 7	59%	*COVID	64%
	Grade 8	45%	*COVID	77%
	Grade 11	N/A	*COVID	N/A
Race/Ethnicity	American Indian or Alaskan	N/A (vs 37)	*COVID	N/A (vs 41)
	Asian or Pacific Islander	*N (vs 67)	*COVID	*N (vs 67)
	Black or African American	*N (vs 25)	*COVID	*N (vs 28)
	Hispanic or Latino	*N (vs 31)	*COVID	75% (vs 35)
	Multiple Races	*N (vs 48)	*COVID	*N (vs 52)
	White	73% (vs 51)	*COVID	70% (vs 54)
Sex	Female	71%	*COVID	69%
	Male	76%	*COVID	72%
Student Group	Economically Disadvantaged	*N (vs 29)	*COVID	*N (vs 32)
	English Language Learners	*N (vs 22)	*COVID	*N (vs 25)
	Homeless	N/A	*COVID	N/A
	Migrant	N/A	*COVID	N/A
	Military Connected	N/A	*COVID	*N
	Students in Foster Care	N/A	*COVID	N/A
	Students with Disabilities	25% (vs 16)	*COVID	30% (vs 19)
Science Participation Rate		93%	*COVID	96%
Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
	Asian or Pacific Islander	*N	*COVID	*N
	Black or African American	N/A	*COVID	N/A
	Hispanic or Latino	*N	*COVID	*N
	Multiple Races	*N	*COVID	N/A
	White	92%	*COVID	96%
Sex	Female	93%	*COVID	96%
	Male	94%	*COVID	96%
Student Group	Economically Disadvantaged	*N	*COVID	*N
	English Language Learners	*N	*COVID	*N
	Homeless	N/A	*COVID	N/A

Academic Growth		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	
	Science Proficiency			48%	*COVID	63%
		Achievement Level	Level 1 (lowest)	27%	*COVID	20%
			Level 2	23%	*COVID	16%
			Level 3	18%	*COVID	53%
			Level 4 (highest)	30%	*COVID	10%
		Grade	Grade 3	N/A	*COVID	N/A
			Grade 4	N/A	*COVID	N/A
			Grade 5	57%	*COVID	60%
			Grade 6	N/A	*COVID	N/A
			Grade 7	N/A	*COVID	N/A
			Grade 8	36%	*COVID	67%
			Grade 11	N/A	*COVID	N/A
		Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
			Asian or Pacific Islander	*N	*COVID	*N
			Black or African American	N/A	*COVID	N/A
			Hispanic or Latino	*N	*COVID	*N
			Multiple Races	*N	*COVID	N/A
			White	51%	*COVID	65%
		Sex	Female	41%	*COVID	69%
			Male	58%	*COVID	57%
		Student Group	Economically Disadvantaged	*N	*COVID	*N
			English Language Learners	*N	*COVID	*N
			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 Growth			45	*COVID	*COVID
		Grade	Grade 4	41	*COVID	*COVID
			Grade 5	57	*COVID	*COVID
			Grade 6	41	*COVID	*COVID
			Grade 7	43	*COVID	*COVID
			Grade 8	43	*COVID	*COVID
		Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
			Asian or Pacific Islander	*N	*COVID	*COVID
			Black or African American	*N	*COVID	*COVID
			Hispanic or Latino	*N	*COVID	*COVID
		Multiple Races	*N	*COVID	*COVID	
		White	45	*COVID	*COVID	
	Sex	Female	46	*COVID	*COVID	
		Male	43	*COVID	*COVID	
	Student Group	Economically Disadvantaged	*N	*COVID	*COVID	
		English Language Learners	*N	*COVID	*COVID	
		Homeless	N/A	*COVID	N/A	
		Migrant	N/A	*COVID	N/A	
		Military Connected	N/A	*COVID	*COVID	
		Students in Foster Care	N/A	*COVID	N/A	
		Students with Disabilities	35	*COVID	*COVID	
Math Growth			55	*COVID	*COVID	
	Grade	Grade 4	59	*COVID	*COVID	
		Grade 5	61	*COVID	*COVID	
		Grade 6	68	*COVID	*COVID	
		Grade 7	36	*COVID	*COVID	
		Grade 8	46	*COVID	*COVID	
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A	
		Asian or Pacific Islander	*N	*COVID	*COVID	
		Black or African American	*N	*COVID	*COVID	
		Hispanic or Latino	*N	*COVID	*COVID	
		Multiple Races	*N	*COVID	*COVID	
		White	54	*COVID	*COVID	
	Sex	Female	56	*COVID	*COVID	
		Male	53	*COVID	*COVID	
	Student Group	Economically Disadvantaged	*N	*COVID	*COVID	
		English Language Learners	*N	*COVID	*COVID	
		Homeless	N/A	*COVID	N/A	
		Migrant	N/A	*COVID	N/A	
		Military Connected	N/A	*COVID	*COVID	
		Students in Foster Care	N/A	*COVID	N/A	
		Students with Disabilities	39	*COVID	*COVID	
	Average Class Size		24.6	25.0	25.1	
	Expulsion Rate		0.00%	0.00%	0.00%	
		American Indian or Alaskan	N/A	N/A	N/A	

Student Environment	Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A	
		Asian or Pacific Islander	0.00%	0.00%	0.00%	
		Black or African American	*N	*N	*N	
		Hispanic or Latino	0.00%	0.00%	0.00%	
		Multiple Races	*N	*N	*N	
		White	0.00%	0.00%	0.00%	
	Student Group	Economically Disadvantaged	0.00%	0.00%	0.00%	
		English Language Learners	0.00%	0.00%	*N	
		Homeless	N/A	N/A	N/A	
		Migrant	N/A	N/A	N/A	
		Military Connected	*N	*N	*N	
		Students in Foster Care	N/A	N/A	*N	
		Students with Disabilities	0.00%	0.00%	0.00%	
	In School Suspension Rate			1.92%	0.90%	0.00%
	By Day	1-5 Days	100.00%	100.00%	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	0.00%	0.00%	0.00%	
		Black or African American	*N	*N	*N	
	Hispanic or Latino	9.09%	0.00%	0.00%		
	Multiple Races	*N	*N	*N		
	White	1.12%	1.07%	0.00%		
Student Group	Economically Disadvantaged	0.00%	0.00%	0.00%		
	English Language Learners	0.00%	0.00%	*N		
	Homeless	N/A	N/A	N/A		
	Migrant	N/A	N/A	N/A		
	Military Connected	*N	*N	*N		
	Students in Foster Care	N/A	N/A	*N		
	Students with Disabilities	4.55%	0.00%	0.00%		
Incidents of Violence			4	1	1	
Out of School Suspension Rate			0.96%	1.81%	0.00%	
By Day	1-5 Days	100.00%	100.00%	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	0.00%	0.00%	0.00%		
	Black or African American	*N	*N	*N		
	Hispanic or Latino	9.09%	0.00%	0.00%		
	Multiple Races	*N	*N	*N		
	White	0.56%	2.14%	0.00%		
Student Group	Economically Disadvantaged	0.00%	0.00%	0.00%		
	English Language Learners	0.00%	0.00%	*N		
	Homeless	N/A	N/A	N/A		
	Migrant	N/A	N/A	N/A		
	Military Connected	*N	*N	*N		
	Students in Foster Care	N/A	N/A	*N		
	Students with Disabilities	4.55%	4.17%	0.00%		
Educator Profiles	Average Teacher Salary		\$45,857	\$46,188	\$47,203	
	Classes by Educators Certified in the Subject		0.00%	100.00%	85.00%	
	Classes by Educators on an Intern Path		0.00%	0.00%	0.00%	
	Classes by Experienced Educators		60.78%	78.95%	94.12%	
Finance	Cost Per Pupil		N/A	\$8,169	\$7,275	
	Total Expenditures		N/A	\$1,835,691	\$1,630,643	
	Expenditure Type	Federal Sources	N/A	\$9,255	\$94,072	
Revenue Type	State & Local Sources	N/A	\$1,826,436	\$1,536,570		
Achievement Rating			3	*COVID	3	
	Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A	
		Asian or Pacific Islander	*N	*COVID	*N	
		Black or African American	*N	*COVID	*N	
		Hispanic or Latino	*N	*COVID	4	
		Multiple Races	*N	*COVID	*N	
		White	3	*COVID	3	
	Student Group	Economically Disadvantaged	*N	*COVID	*N	
		English Language Learners	*N	*COVID	*N	
		Students with Disabilities	1	*COVID	2	
College and Career Readiness Rating			N/A	N/A	N/A	
	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/A	
		White	N/A	N/A	N/A	
	Student Group	Economically Disadvantaged	N/A	N/A	N/A	
		English Language Learners	N/A	N/A	N/A	
		Students with Disabilities	N/A	N/A	N/A	

ESSA	English Language Proficiency Rating	Race/Ethnicity	American Indian or Alaskan	*N	*COVID	*N
			Asian or Pacific Islander	N/A	N/A	N/A
			Black or African American	*N	*COVID	N/A
			Hispanic or Latino	N/A	N/A	N/A
			Multiple Races	*N	*COVID	N/A
			White	N/A	N/A	N/A
		Student Group	Economically Disadvantaged	N/A	N/A	N/A
			English Language Learners	*N	*COVID	*N
			Students with Disabilities	N/A	N/A	N/A
	Equity Rating	Race/Ethnicity	American Indian or Alaskan	2	*COVID	*COVID
			Asian or Pacific Islander	N/A	N/A	*COVID
			Black or African American	N/A	N/A	*COVID
			Hispanic or Latino	N/A	N/A	*COVID
			Multiple Races	N/A	N/A	*COVID
			White	N/A	N/A	*COVID
		Student Group	Economically Disadvantaged	2	*COVID	*COVID
			English Language Learners	N/A	N/A	*COVID
			Students with Disabilities	N/A	N/A	*COVID
	Graduation Rate Rating	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/A	
White			N/A	N/A	N/A	
Student Group		Economically Disadvantaged	N/A	N/A	N/A	
		English Language Learners	N/A	N/A	N/A	
		Students with Disabilities	N/A	N/A	N/A	
Growth Rating	Race/Ethnicity	American Indian or Alaskan	2	*COVID	*COVID	
		Asian or Pacific Islander	N/A	N/A	*COVID	
		Black or African American	*N	*COVID	*COVID	
		Hispanic or Latino	*N	*COVID	*COVID	
		Multiple Races	*N	*COVID	*COVID	
		White	*N	*COVID	*COVID	
	Student Group	Economically Disadvantaged	2	*COVID	*COVID	
		English Language Learners	*N	*COVID	*COVID	
		Students with Disabilities	*N	*COVID	*COVID	
Profile	Population By Gender	Sex	Female	51.80%	48.44%	49.33%
			Male	48.20%	51.56%	50.67%
	Population By Race/Ethnicity	Race/Ethnicity	American Indian or Alaskan	<10%	<10%	<10%
			Asian or Pacific Islander	*N	*N	*N
			Black or African American	<10%	<10%	<10%
			Hispanic or Latino	*N	*N	*N
			Multiple Races	86.49%	84.89%	85.33%
			White	<10%	<10%	<10%
	Population By Subgroup	Student Group	Economically Disadvantaged	<10%	<10%	<10%
			English Language Learners	<10%	<10%	<10%
			Homeless	N/A	N/A	N/A
			Migrant	N/A	N/A	N/A
			Military Connected	*N	*N	*N
			Students in Foster Care	N/A	N/A	*N
			Students with Disabilities	11.71%	11.11%	15.11%
Total Student Enrollment			222	225	225	

*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



Chartered Public School 5-Year Renewal Summary Report

School Name: *The Birches Academy of Academics and Art Chartered Public School*

Evaluation Team: *Tal Bayer*

Board Meeting Date: *7/14/2022*

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:	
Enrollment has been consistently stable from 220-225 with a sizeable waitlist after lottery 85% Certified educators 94% Experienced educators, higher than state average Staffing turnover is very low, less than 5% School environment very positive and welcoming. Evidenced by minimal suspensions (in or out school) Schools assessment proficiency scores in ELA, Math and Science are substantially above state averages at every grade level. In many cases almost double the state average School has created a sustainable organization through fiscal responsibility over its life Board is sizeable 13 members with diverse set of skills and expertise amongst its membership(business management, marketing, financial, facilities, property management, real estate, legal, project management, education and SPED) Many Board members are current or former parents Board tenure is stable with minimal turnover School leadership has been consistent. With school for 10 years and 4 years School board and school leadership have an eff	
Areas for school improvement:	
None Noted	
Areas of concern:	
None noted	



New Hampshire Department of Education
Office of Charter Schools

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:	
School culture- evident upon entering the school. Staff, students and parents care about the school and community. Students seem to be genuinely interested in and invested in their education. School does an amazing job with creating a warm and vibrant space for students to learn and grow in. School staff- Teachers work collaboratively and in coordination with school administration. Teachers have a voice in hiring, curriculum and schedules. Parents- Outstanding parent turnout for the team visit (25 parents), which far exceeds the normal turnout of 3-5. Parents are heavily invested in school and have numerous opportunities for engagement and are some of the schools biggest champions.	
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:	
School is consistently on time and in compliance with 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.



New Hampshire Department of Education

Office of Charter Schools

Birches Academy CPS represents a wonderful educational option for students in the state of NH. Their approach has shown great success on the academic front and has created strong demand for enrollment slots that far outstrips their current enrollment capacity. They have created a fiscally responsible and sustainable organization that is a model for replication. The evaluation team strongly feels that this school is “Meeting Expectations.”

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.

7/15/2022

EXECUTIVE SUMMARY

Office of Chartered Public Schools

LEAF Chartered Public School Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter renewal request from LEAF Chartered Public School(CPS).

B. RATIONALE FOR ACTION

RSA 194-B 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 LEAF 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 LEAF Chartered Public School's charter.

OR:

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



LEAF CHARTER SCHOOL

5 Year Charter School Renewal Application

Submitted April 14, 2022

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: LEAF CHARTER SCHOOL

Name of School Director: Dakota Benedetto

Street Address: 6A Baine Road

Town: Alstead

Email: dbenedetto@leafschoolnh.org

Phone Number: (603) 352-1829

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.

BRIAN GREEN

April 14, 2022

Print Name:

Brian Green

Date:

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 mission of LEAF Charter School is to provide expanded educational opportunities for all students, through an intellectually rigorous STEAM (Science-Technology-Engineering-Arts-Math) curriculum and strong partnerships with creative professionals.

LEAF's vision is a community of learners inspired to create, collaborate, and contribute, both in and out of school settings, for their entire lives. Our name embodies the major tenets of the charter:

Learning from Local Leaders
Experiential Education
Arts Integration & Academic Achievement
Freedom & Flexibility

Please describe the progress your school has made towards its academic goals:

All LEAF graduates have been accepted to an institution of higher learning and/or a job training program. The process of researching, visiting, and applying to various post-secondary programs is included in the Senior Seminar workshop. While our data is somewhat limited by small sample size and a short observation time, anecdotal evidence on alumni academic success is promising. All graduates who matriculated into a college or university program have maintained good academic standing and continued receipt of scholarships. Our first cohort will graduate from 4-year university programs next year (June 2023). We intend to continue tracking alumni success to help improve academic outcomes for current and future LEAF students.

Alumni are currently enrolled at Clark University, Union College, University of NH, University of Chicago, UMass Amherst, Colby Sawyer College, Plymouth State University, Goddard College, Franklin Pierce University, Keene State College, River Valley Community College, and Lakes Region Community College, as well as the US Army and various trade apprenticeships.

Throughout their time at LEAF, students are assessed through teacher-designed performance tasks aligned with state graduation competencies. Students must attain "proficient" or "advanced" levels of competence in each area in order to receive credit. A new student information system ("TeacherEase") has recently streamlined the process of tracking the numerous competencies and communicating progress to parents and students. This will allow staff and administration to more effectively monitor student progress over time. The overall rate of grade-level promotion and/or graduation at LEAF for the previous four years is 96%.

Please describe the progress your school has made towards its programmatic goals:

In its first year of operation, LEAF had a single full-time staff member and offered a range of academic and co-curricular courses, many taught by local creative professionals and a part-time teaching staff. Over the ensuing four years, the school has added ten full-time staff members, and has expanded its academic offerings accordingly. Staff have worked to increase curriculum integration across disciplines, through professional development, site visits to other schools with innovative programs, and collaborative planning time. Teaching staff have also worked to expand their repertoire of support strategies to help all students reach academic competence. More recently, LEAF joined the NH UDL (Universal Design for Learning) Network and developed a partnership with the office of NH Vocational Rehabilitation.

Throughout the pandemic, and through the 2021-22 school year, LEAF has provided additional academic support options for all students to help mitigate the effects of school closures. The school provides a free, locally sourced, healthy homemade lunch every day to all students, socio-emotional support and peer counseling groups, and connections to wraparound services as needed. We offer college and career counseling to all students, including financial aid information sessions and other external supports for all students and families.

All students participate in quarterly Portfolio Reviews, a student-led presentation of their work to their parents, teachers, and peers. Students also organize and participate in Exhibit Nights at the end of each semester, an immersive presentation of student work that is open to the public. Additionally, students prepare portfolios and other work for college & scholarship applications, grant applications to fund major projects, and as part of their internship or mentorship placements.

Please describe the progress your school has made towards its organizational goals:

LEAF's small scale and innovative start-up culture has encouraged lots of creative solutions and community participation. Parents, students, staff, and other community members work together for volunteer work days, discussion potlucks, Exhibit Nights, field trips, fundraising events, and other endeavors. Everyone involved has contributed in many ways, from building bookshelves and harvesting produce to writing grants and building websites.

The Board of Trustees has developed a Strategic Plan with the aim to increase community engagement, ensure optimal student outcomes, and establish long-term financial sustainability. Although parents, students, and other community members are still actively encouraged to get involved in a volunteer capacity at LEAF, big strides have been made in delegating crucial tasks to paid staff or qualified contractors. This has allowed teaching staff more time to focus on creating a rigorous and engaging curriculum.

As the organization has grown, it continues to gain recognition in the community, which in turn has boosted enrollment and therefore financial stability. At the same time, staff and volunteers have increased pursuit of grants and other supplemental funding that have helped contribute to

the variety of curricular and co-curricular offerings. True financial sustainability will be the work of many years, with increased enrollment, fundraising efforts, and effective use of all available state and federal funds.

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

Year 1	Year 2	Year 3
100 students	112 students	112 students

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

No.

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

“Learning from Local Leaders” includes a variety of opportunities for students and community members to learn from one another, such as school visits, tours of local businesses, job shadowing, and mentorships. These activities have certainly been more challenging to arrange throughout the pandemic, but we have made many new connections within the community, especially since adding a full-time “Community Connections Coordinator” in July 2020. Student feedback indicates that this is one of the most highly valued aspects of attending school at LEAF. Specifically, they value that their own teachers are active members of the community, and share their experiences and expertise with students. They also appreciate that, “People seem to want to come here and teach us, which is cool.”

“Experiential Education” builds on these community relationships, while also offering students the choice of pursuing interests independently. Again, while COVID has posed some serious challenges to this kind of educational opportunity, there have been some silver linings. When NH schools were forced to close their doors in the spring of 2020, LEAF staff worked to collaborate with families to create at-home opportunities for experiential learning. Students embarked on a variety of projects with the help of their families and neighbors, and frequently documented their work for ELO credit. Some examples include a student who designed and built a subterranean greenhouse at home, a group of students who participated virtually in the NH Educational Theatre Guild Drama Festival, and a class of students who planned meals to cook at home and live-streamed their “cooking shows” to the rest of the class. More recently, students have returned to internships and apprenticeships in a variety of fields, from automotive and architecture to timber framing and veterinary science. And of course, experiential learning continues here on campus, where students learn about ecology and chemistry through maple sugaring, about history and technology through a partnership with the local sawmill, and about nutrition and economics through gardening and meal preparation. Students indicate that they feel empowered by the breadth of experiential learning at LEAF, and express particular appreciation for the Food & Garden program. In addition, they love learning how to safely and appropriately

use a variety of hand- and power tools, and having those tools available for their use on school projects.

“Arts Integration and Academic Achievement”: Students express that they feel encouraged by staff to pursue their own creative ideas and interests, and that they have the opportunity to do this in most, if not all, of their classes. They appreciate that they have been involved in designing and building the ever-evolving school space, and feel that this is a unique opportunity that may not be available to them in other settings. Students who have taken the Project Lab course (added in the Fall of 2020, now a staple for first year students) indicate that it has helped with time management and work completion, as well as “actual creativity, the kind where your work doesn’t look like everybody else’s work.” Additional feedback from alumni, parents, and college faculty indicates that this focus on creative work has benefited our students beyond their time at LEAF. Many have suggested that LEAF students, and graduates of other programs with a project-based approach to learning, may be more prepared for university and workplace settings than students whose education has been limited to a more conventional approach.

“Freedom & Flexibility”: This aspect of LEAF’s philosophy has been the most challenging to “get right.” There is an ongoing exploration and conversation - between and among students, staff, parents, and board members - about the most effective balance of freedom and structure. The ideal seems to be enough structure for students and staff to feel safe and supported, while also having enough freedom to explore their interests and pursue their passions in creative ways. Reaching this ideal is the ongoing work of the organization, and fluctuates depending on circumstances (such as levels of enrollment, COVID complications, experience levels of instructors, extenuating student needs, etc.). Some areas within this realm that students most appreciate include the flexibility to arrange their own schedules (to a degree) and get help from a variety of different staff members or other students; the opportunity and encouragement to lead Skills Week workshops, clubs, or other student-led activities; the long lunch hour, and the time it affords to socialize, catch up on work, or just generally recharge; Flexible Fridays; and the limited amount of homework, so that students feel more able to participate in co-curricular activities or personal passion projects.

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

In August 2017, LEAF Charter School started with a small handful of laptops and iPads for students and staff, with no dedicated IT support personnel. Teaching staff and students maintained these devices and network infrastructure. In July of 2020, a few months into the pandemic, a full-time IT support person was hired to administer and maintain the technology, network, and security resources at LEAF. This staff member also serves to assist with technology integration into the classroom, support remote instruction, and provide occasional workshops for staff and students.

Since adding the IT support role, LEAF has made the following advances in technology and digital infrastructure: a firewall appliance for network monitoring as well as website and application filtering for CIPA compliance; additional wireless access points throughout the

campus; 45 additional Chromebooks, bringing LEAF closer to a 1:1 ratio for an increased number of students attending; improved website and social media presence for increased communication and engagement with stakeholders; digital administration of the SAT test and other assessments; new student information system (Common-Goals / Teacher-Ease) for tracking attendance, competencies, and other information with online access for students and parents/guardians.

Teaching staff have become substantially more comfortable and familiar with technology use. During the COVID pandemic many classrooms relied on the Google Suite programs including Google “Meet” and “Classroom” to hold classes virtually. Coming back to in-person learning, staff continue to use and integrate technology into classroom projects and assignments. Some examples of these integrated technology projects include producing movies, publishing magazines, computer programming and game design, website design and critique, musical applications, photography and animation - as just a small sample of examples. Technology use, availability, and capacity overall has increased and improved. LEAF support structures for technology related issues have grown parallel in need and it is addressed by implementing many of the highlights listed above. Planning for future growth, funding, and acquisition of some wishlist technologies is an area we will continue to work on for the next 3-5 years and beyond.

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

LEAF’s work with local districts has so far been primarily focused on collaboration with special education providers. Local case managers, counselors, and other providers have been generous with their time and expertise, and have been enthusiastic about partnering with LEAF to support students. In fact, special educators and youth therapists have been some of LEAF’s biggest advocates, after seeing how beneficial the change in environment can be for some vulnerable students. This partnership has been mutually beneficial, as LEAF staff acquire additional strategies from their collaboration with district specialists.

As a relatively new school, LEAF has not yet made its mark on the educational community by more widely sharing best practices with other districts in the region. Within the next three to five years, as staff gain more experience with LEAF’s unique curriculum and approach, the school will extend its efforts further afield to disseminate proven best practices.

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

Family involvement is encouraged, as articulated in LEAF’s charter: The LEAF Charter School welcomes and encourages parent involvement at all levels. It is our belief that active parental participation promotes a positive school culture, increases student learning and investment, and helps to ensure long-term school sustainability. The School will make every effort to engage

parents in meaningful school-related activities, especially families from historically disenfranchised backgrounds.

Some possible opportunities for parents and other family members to contribute include:

- As members of the Board of Trustees, Parent Advisory Board, Admissions Review Panel
- Assessing student work through Forums and the Graduation Committee
- During the regular school schedule as an academic tutor, classroom aid, or mentor
- Various volunteer opportunities, i.e., preparing mailings, maintaining website, sourcing local food options, chaperoning/transporting for field trips & external programming, etc.
- Continued support in assisting with school readiness, ongoing grant applications, etc.
- Leading a “Skills Intensive” workshop (offered at the beginning of each academic quarter, in the areas of Life Skills, Survival Skills, Study Skills, & Job Skills)
- Sharing educational beliefs & LEAF Charter School experiences with the community
- Recruitment of other parents & students

While it is true that parents and other family members have been involved in all these ways and more, the LEAF Board of Trustees continues to seek innovative ways to further engage stakeholders. Throughout the 2021-22 school year, we have been crafting and revising a new Family Participation policy that would require some involvement on the part of every family. We have been through several iterations and have held open forums to discuss the issue. We hope to approve and implement a final version of the policy in the summer of 2022.

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

Through the efforts of the Board of Trustees and the Outreach Committee, LEAF has established two annual fundraising events (“In Good Taste” - a local foods celebration in the fall, and a “Homestead Food Festival” in the spring) and an annual fund drive. Thus far, raised funds have not comprised a significant portion of LEAF’s annual budget (usually less than \$5000 annually).

What are the school’s plans for future fundraising efforts and goals?

The LEAF Board of Trustees and administration are currently exploring other fundraising options and are working to establish a separate fundraising committee. With the new committee, and some proposed changes at the administrative level, they hope to increase this source of revenue incrementally over time.

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

A primary concern for organizational sustainability is to ensure that the lead administrative role (the Director) is sufficiently supported to be effective. Throughout the first five years, this role has carried teaching responsibilities as well as many administrative responsibilities. The course schedule and organizational structure for the 2022-23 school year has been modified to allow this role to be entirely administrative. This should ensure more timely and effective completion of administrative tasks, as well as additional time for instructional and cultural leadership, pursuit

of grants and other revenue sources, and other efforts necessary for the continued success of the organization.

In order to increase financial sustainability, school leadership has streamlined the course schedule, will continue to pursue grants and increased enrollment, and will prioritize the elimination of debt accrued during the pandemic.

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.

2022-2023 Charter School Budget

Charter School Name	LEAF CHARTER SCHOOL	District #	706		
Budgeted Expenditures					
	Acct No	Total	Elementary	Middle	High
Instruction					
	1000-1999				
Regular Programs	1100-1199	436,931.00	0.00	0.00	436,931.00
Special Programs	1200-1299	83,712.50	0.00	0.00	83,712.50
Vocational Programs	1300-1399	0.00	0.00	0.00	0.00
Other Programs	1400-1499	0.00	0.00	0.00	0.00
Non-Public Programs	1500-1599	0.00	0	0	0
Adult & Community Programs	1600-1699	0.00	0	0	0
Community/Jr Coll Ed. Programs	1700-1799	0.00	0	0	0
Community Service Programs	1800-1899	0.00	0	0	0
Support Services					
	2000-2999				
Student Support Services	2000-2199	60,063.00			60,063.00
Instructional Staff Services	2200-2299	750.00			750.00
General Administration					
Collective Bargaining					
	0000-0000	0.00			0.00
School Board Contingency	2310 / 840	0.00	0	0	0
Other School Board	2310-2319	0.00		0.00	0.00
Executive Administration					
Management Services	2320 / 310	0.00		0.00	0.00
All Other Administration	2320-2399	0.00			0.00
School Admin Services	2400-2499	99,448.00		0.00	99,448.00
Business	2500-2599	16,100.00		0.00	16,100.00
Operation & Maint. Of Plant	2600-2699	78,374.00		0.00	78,374.00
Student Transport	2700-2799	23,000.00		0.00	23,000.00
Support Services Central/ Other	2800-2999	0.00			0.00
Non-Instructional Services					
Food Service Operations	3100	15,000.00	0.00	0.00	15,000.00
Enterprise Operations	3200	0.00	0.00	0.00	0.00
Facilities, Acquisitions, Construction					
Site Acquisition	4100	0.00	0.00	0.00	0.00
Site Improvement	4200	0.00	0.00	0.00	0.00
Architectural/Engineering	4300	0.00	0.00	0.00	0.00
Educational Specification Develop	4400	0.00	0.00	0.00	0.00
Building Acquisition/Constr.	4500	0.00	0.00	0.00	0.00
Building Improvement Services	4600	0.00	0.00	0.00	0.00
Other Facilities Acq. And Serv.	4900	0.00	0.00	0.00	0.00

Other Outlays	5000-5999				
Debt Service - Principal	5110	27,762.00	0	0	0
Debt Service - Interest	5120	4,000.00	0	0	0
To Food Service	5220-5221	0.00	0	0	0
To Other Special Revenue	5222-5229	0.00	0	0	0
To Capital Projects	5230-5239	0.00	0	0	0
To Capital Reserve	5251	0.00	0	0	0
To Expendable Trust	5252	0.00	0	0	0
To Non-expendable Trust	5253	0.00	0	0	0
To Fiduciary Funds	5254	0.00	0	0	0
To Charter Schools	5310	0.00	0	0	0
To Other Agencies	5390	0.00	0	0	0
Supplemntal Appropriation	-----	0.00	0	0	0
Deficit Appropriation	-----	0.00	0	0	0
Total Budgeted Expenses		845,140.50	0.00	0.00	#####
Budgeted Revenue					
	Acct No	Total	Elementary	Middle	High
Revenue					
<u>Local Revenue</u>	<u>1111-1990</u>	90,000.00		0.00	0.00
Tuition from NH LEA (Regular Program)	1321	0.00		0.00	0.00
Tuition From NH LEA (Special Program)	1322	80,000.00		0.00	0.00
Tuition From NH LEA (Vocational Program)	1323	0.00		0.00	0.00
Other Tuition (Individuals/Outside LEAs/Other)	1310/1330/1340	0.00		0.00	0.00
Transportation Fees	1400	0.00		0.00	0.00
Other Local Revenue (e.g. contributions)	1500-1990	10,000.00		0.00	0.00
<u>State Revenue</u>	<u>3111-3900</u>	754,699.00		0.00	0.00
Adequacy State Revenue	3111	729,979.00		0.00	0.00
Lease Aid State Revenue	3190	15,120.00		0.00	0.00
Other State Revenue (NHCA TUITION)	3112-3900	9,600.00		0.00	0.00
<u>Federal Revenue</u>	<u>4100 - 4595</u>	39,580.08		0	0
Title 1	4520	14,081.08		0	0
All Other Title Grants Excluding Title 1	4530	16,045.00		0	0
Federal CSP Start-up Grant	4590	0.00		0	0
ESSER	4595	0.00	0	0	0
Other Federal Revenue (REAP / SRSA)		9,454.00			
<u>Other Revenue</u>	<u>5110 - 5600</u>	0.00	0	0	0
Total Budgeted Revenue		884,279.08			

Surplus Statement	
Starting Blance	
Estimated Revenue	884,279.08
Estimated Expenditures	-845,140.50
Operational Balance Surplus/ (Deficit)	39,138.58
Ending Balance	39,138.58

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, Line10, Account 4200
Page 15, Line 11, Account 4300
Page 15, Line 12, Account 4400
Page 15, Line 13, Account 4500
Page 15, Line14, 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

LEAF CHARTER SCHOOL CHARTER RENEWAL 2022 - PUBLIC NOTICE / REQUESTS FOR COMMENT

Throughout the 2021-22 school year, every print and email newsletter to LEAF parents, staff, students, board & community members contained the following message:

“LEAF is in the process of renewing our charter with the state of New Hampshire ([more info here](#)). All charter schools undergo this process every five years, to demonstrate the quality of their educational programs and to receive feedback on improvement. The process includes interviews with students and parents. If you are interested in participating, please email Dakota. You may also email your feedback directly to the NH Department of Education [here](#).”

Several parents & students replied with their willingness to participate in interviews. Only one parent submitted written feedback directly to our office (full text below).

From LeeAnn LaFosse, mother of Emma Touchette, LEAF graduate 2022:

“I was hoping to share this in person but I guess this is the best way to express thanks and acknowledge the benefit of LEAF.

Emma is graduating high school because of the way LEAF functions. She has been able to grow academically, mentally and emotionally at a pace that has worked for her- with the support of all the staff that she has had over the years. When she became sick and wasn't able to function at her normal level, every staff member, and I include Dakota in this, went above and beyond to support her and help her navigate the new challenges successfully. To this day Dakota and Judy are providing parent and student support in helping Emma ,and myself, work through the college process.

Hands-on learning, taking the time to know the students personally and being able to successfully apply certain teaching methods to help each student thrive at school- this is what LEAF offers. I am forever grateful to all who work here, past and present, for helping Emma gain the independence and additional skills she needs to be a functional adult, and a good person!”

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

LEAF CHARTER SCHOOL ANNUAL PROGRESS REPORT - 2020-2021

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: LEAF Charter School
Primary street address of school: 6A Baine Road, Alstead, NH 03602
Mailing address of school: 6A Baine Road, Alstead, NH, 03602
Telephone number: 603-352-1829
Grade levels taught: 9-12
Total enrollment for last school year: 73

HEAD OF SCHOOL

Name: Dakota Benedetto
Title: Director
Email: dbenedetto@leafschoolnh.org
Telephone number: 603-352-1829

PRIMARY CONTACT AUTHORIZED TO REPRESENT THE SCHOOL

Name: Sarah Dunholter
Title: Administrative Assistant
Email: sdunholter@leafschoolnh.org
Telephone number: 603-352-1829

SCHOOL MISSION

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

The mission of the LEAF Charter School is to provide expanded educational opportunities for all students, through an intellectually rigorous STEAM (Science - Technology - Engineering - Arts - Math) curriculum and strong partnerships with creative professionals. LEAF Charter School students will graduate prepared for 21st century careers and communities.

In the past school year, we continued to expand our partnerships with creative professionals in a variety of ways that have benefited LEAF students. We have established more internships, job shadows, mentorships, and other career-focused opportunities - although COVID restrictions somewhat limited progress throughout the year. Our classroom teachers continued to collaborate with local and regional organizations to facilitate several projects with real-world applications.

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	
A financial statement setting forth the revenue and expenditures for the year just ended	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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	
A projection of income and expenses for the upcoming school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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	James Kraly new board member as of 10/26/20
Have there been any changes to the Trustee's methods of operations since the last annual report? If so, explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
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	
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	

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?	81%
What was the total number of pupils enrolled at the school during the previous school year?	89
Provide the total percentage of pupils who were promoted to the next grade level or graduated from high school.	82%
What was the total participation rate of students at the chartered public school in the statewide assessment system for the previous school year?	29%
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 laws as outlined in RSA 194-B:8 (1)	LEAF has a non-discrimination policy in place (Policy AC) and associated grievance procedure (AC-R). All complaints are submitted to the Director for investigation and remediation.
Describe the transportation services available to students, if any.	Students who reside within our local district are able to ride the bus to LEAF in the morning. During the year, we acquired our own bus for transporting students in this region home. Students from towns out of district rely on private transportation and/or carpools.
Provide a description of the community services available at the chartered public school site.	LEAF provides a free, locally sourced, healthy homemade lunch every day to all students. We provide extra academic and socio-emotional support before and after school. During the school year and throughout the summer we offer socio-emotional support and peer counseling groups. Our Student Support Specialist also works with families to provide wraparound services as needed. We offer College & Career counseling to all students, and after-hours Financial Aid info sessions for all families.

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?	x Yes <input type="checkbox"/> No	
What is the date of the most recent Fire Inspection Certificate?	11/24/2020	
What is the date of the most recent Health Inspection?	9/23/2021	
What is the date of the most recent Insurance Certificate?	7/1/2021	
What is the date of the most recent lead test, if applicable?	9/16/2021	
What is the date of the most recent Asbestos Inspection Report, if applicable?	N/A	
Has the chartered public school completed the Restraint and Seclusion reporting required under RSA 126-U:7?	x Yes <input type="checkbox"/> No	
Has the chartered public school completed the required reporting of substantiated incidents of bullying or cyberbullying as required under RSA 193-F:6?	x Yes <input type="checkbox"/> No	

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:

The LEAF Charter School's primary academic goal is to offer students a wide range of pathways towards literacy, numeracy, cultural fluency, and competency in essential 21st century skills. LEAF students will graduate prepared for college, careers, and diverse communities.

1. All students will gain an understanding of traditional academic subjects, through meaningful interdisciplinary study and STEAM (Science-Technology-Engineering-Arts-Math) projects.

Throughout the 2020-21 school year, LEAF staff worked to increase curriculum integration across disciplines, through professional development, site visits to other schools with innovative programs, and extended team planning time. Some examples include partnerships with local businesses and nonprofits, including the Mill Heritage Association, the Alstead Conservation Commission, Sullivan County Conservation District, and more.

2. All students will demonstrate their readiness for college, career, and life-long learning through portfolio development and presentation of work.

All students participated in Portfolio Reviews, a student-led presentation of their work to their parents, teachers, and peers. Students also organized and participated in Exhibit Nights at the end of each semester, an immersive presentation of student work that is open to the public. Additionally, students prepared portfolios and other work for college & scholarship applications, grant applications to fund major projects, and as part of their internship or mentorship placements.

3. All students will read and compute at or above grade level, based on NH State Standards and school-specific GSEs (Grade-Span Expectations).

LEAF staff have continued to expand our repertoire of support strategies to help all students reach academic competence, including our work on Universal Design for Learning, competency-based assessment, and flipped classrooms.

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:

At LEAF Charter School, we adhere to the basic tenets of the Coalition for Community Schools, including the five conditions for learning that are essential for every child to succeed:

1. The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.
2. Students are motivated and engaged in learning—both in school and in community settings, during and after school.
3. The basic physical, mental, and emotional needs of young people and their families are recognized and addressed.
4. There is mutual respect and effective collaboration among parents, families and school staff.
5. Community engagement, together with school efforts, promote a school climate that is safe, supportive and respectful and that connects students to a broader learning community.

In order to address these needs, in addition to the academic goals stated above, LEAF provides the following:

1. Structured academic and socio-emotional support before, during, and after school, online or in person
2. Peer counseling groups during lunches
3. Wraparound support services
4. An advisory system that connects students with a trusted adult
5. Summer programming with options for credit recovery and peer support
6. A holistic and collaborative approach to meal programming and student nutrition
7. Racial Literacy outreach for students & families, including work with the UVEI / Groundswell Racial Literacy partnership
8. Ongoing grant funding from the NOVO Foundation to support SEL (Socio-Emotional Learning) efforts at LEAF, including the LEAF Out Loud program, that supports students in finding and using their voices to effect change

According to an anonymous year-end student survey, LEAF students feel safe at school and respected by their teachers and peers. More than 95% of students report that they have a trusted adult at school to whom they feel comfortable talking about difficult problems.

SOME EXAMPLES OF STUDENT PROJECTS



Socially-distanced Summer Programming - July/August 2020

Thank you to [Toadstool Books](#) (books for the reading program) and the many local sites that hosted our Landscape Painting group!



Building Picnic Tables in the Tent Classrooms - September 2020

Thank you to [Hamshaw Lumber](#) for building supplies and [Orchard School & Community Center](#) for the big tent!

Maintaining Trails & Building Bridges at Wellman Pond - November 2020

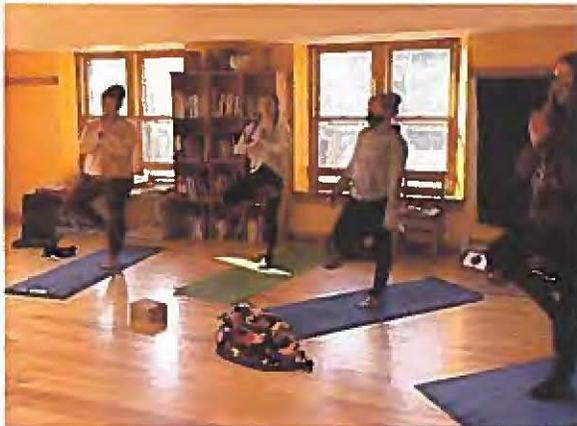
Thank you to the [Alstead Conservation Commission](#)

for advising on this project!



Young Women's Wellness Retreat - November 2020

Thank you to the [Orchard School](#) for hosting this event!



Enjoying Pizza from the Student-Built Cob Oven - November 2020

Thank you to [St. Pierre's](#) and [Whitcomb's](#) for materials, and [Orchard Hill Breadworks](#) for the advice expertise!

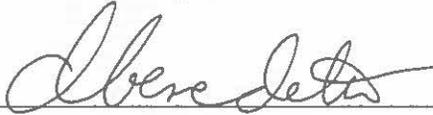


&

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.

Dakota Benedetto, Director



Signature of Authorized Representative

November 30, 2021

Date

Brian Green, Chairman of Board of Trustees



Signature of Chairman of Board of Trustees

November 30, 2021

Date

AUGUST/SEPTEMBER

MON	TUE	WED	THU	FRI
23	24	X	X	X
X	31	1	2	3
X	7	8	9	10
13	14	15	16	17
20	21	22	23	ER
27	28	29	30	1

OCTOBER

MON	TUE	WED	THU	FRI
4	5	6	7	8
X	12	13	14	15
18	19	20	ER	X
25	26	27	28	ER

NOVEMBER

MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	X	12
15	16	17	18	19
22	23	X	X	X
29	30			

DECEMBER

MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	ER
13	14	15	16	17
20	21	22	X	X
X	X	X	X	X

JANUARY

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
X	18	19	20	21
X	25	26	27	28
31				

**LEAF CHARTER SCHOOL
2021-22 CALENDAR
IMPORTANT DATES**

Aug 31 New Student Orientation
Sept 1 FIRST DAY OF SCHOOL!
 Sept 6 No School - Labor Day
 Sept 24 Early Release Day
 Oct 11 No School - Workshop Day
 Oct 21 Early Release Day
 Oct 22 No School - Workshop Day
 Oct 28-29 Portfolio Reviews
 Oct 29 Early Release Day
 Oct 29 Quarter 1 Ends
 Nov 1-5 Skills Intensive Week
 Nov 11 No School - Veterans Day
 Nov 24-26 No School - Thanksgiving
 Dec 10 Early Release Day
 Dec 23 - Dec 31 No School - Holidays
 Jan 17 No School - Civil Rights Day
 Jan 21 Quarter 2 / Semester 1 Ends
Jan 20 Quarter 2 Exhibit Day
Jan 21 Snow date for Exhibit Night
 Jan 24 No School - Workshop Day
 Jan 25-28 Skills Intensive Week
 Feb 21-25 No School - Winter Break
 Mar 11 Early Release Day
 Mar 14-24 Portfolio Reviews
 Mar 25 Early Release Day
 Mar 28 - Apr 1 No School - Spring Break
 Apr 1 Quarter 3 Ends
 Apr 4-8 Skills Intensive Week
 Apr 25-29 No School - Spring Break
 May 20 Early Release Day
 May 30 No School - Memorial Day
Jun 17 Quarter 4 Exhibit Day
TBA Quarter 4 Ends LAST DAY
 Teacher inservice / workshop time

* Board Meetings (6:30pm virtually)

** Weather delays & cancellations posted on WMUR (television & website) and on Facebook (LEAFSchoolNH)

FEBRUARY

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
X	X	X	X	X

MARCH

MON	TUE	WED	THU	FRI
28	1	2	3	4
7	8	9	10	ER
14	15	16	17	18
21	22	23	ER	X
28	29	30	31	

APRIL

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
X	X	X	X	X

MAY

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	ER
23	24	25	26	27
X	31			

JUNE

MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
X	X	X	23	24

LEAF Charter School

Statement of Financial Position

As of August 31, 2021

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
Cash on hand	352.07
PAYROLL SBW Checking (0037)	-23,489.10
SBW Checking (0466)	-55.28
SBW Checking (5543)	733.30
SBW Checking (6980)	16,347.72
SBW Checking (7049)	-5,300.01
Total Bank Accounts	\$ -11,411.30
Accounts Receivable	
Accounts Receivable (A/R)	15,333.42
Deferred Revenues	0.00
Due from Other Governments	130,598.00
State of NH-DOE	13,399.00
Total Due from Other Governments	143,997.00
Grant Reimbursements Receivable	29,865.37
Total Accounts Receivable	\$189,195.79
Other Current Assets	
Approved Grant-Refundable Development	18,772.31
Inventory Asset	0.00
Uncategorized Asset	-1,200.00
Undeposited Funds	0.00
Total Other Current Assets	\$17,572.31
Total Current Assets	\$195,356.80
Fixed Assets	
Accumulated Depreciation	-19,829.00
Equipment & Furnishings	63,568.00
Total Fixed Assets	\$43,739.00
TOTAL ASSETS	\$239,095.80

LEAF Charter School

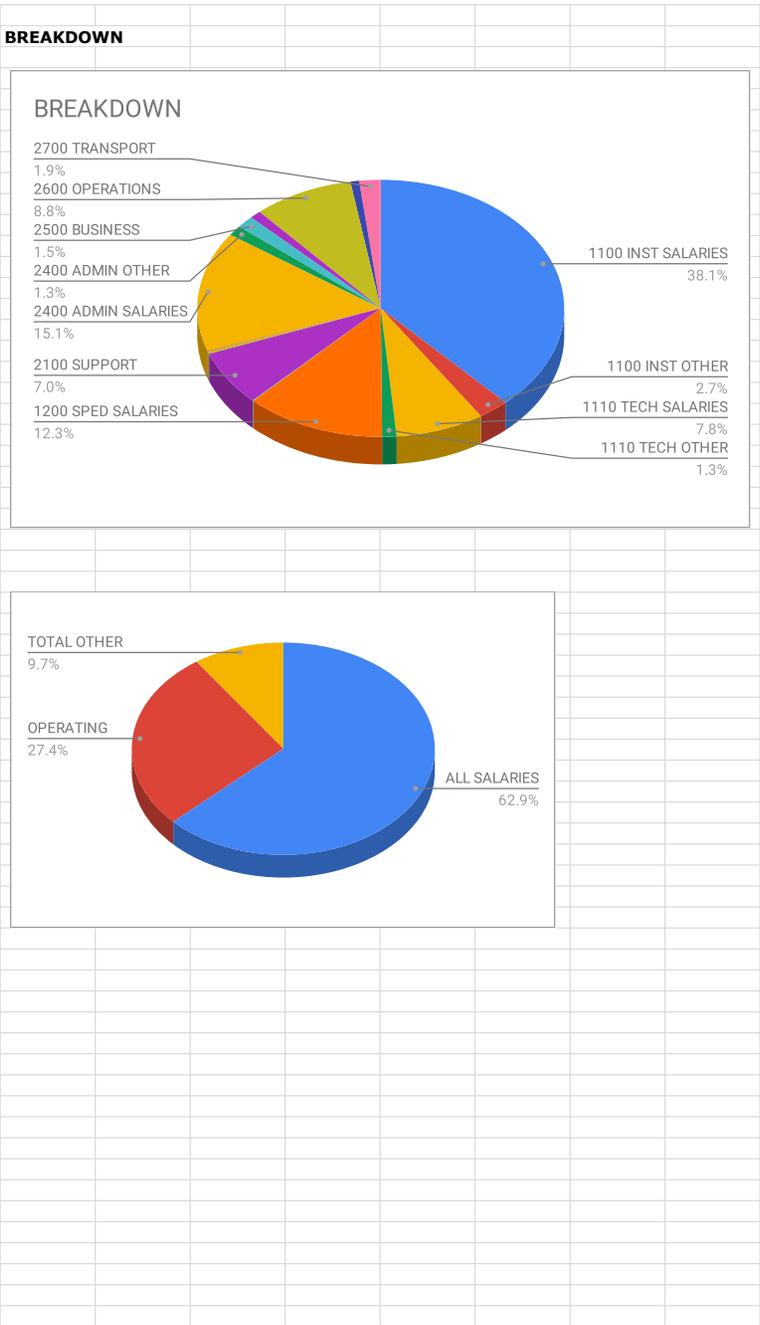
Statement of Financial Position

As of August 31, 2021

	TOTAL
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	5,550.07
Total Accounts Payable	\$5,550.07
Other Current Liabilities	
403b Payable	730.83
451 Commercial Line of Credit	180,000.00
451 Other Current Loans	0.00
Owner Loan	37,500.00
Total 451 Other Current Loans	37,500.00
Accrued Payroll Liability	11,314.00
Due to Other Governments	83,286.00
Employee Contributions Withholding	
Aflac post-tax	177.47
Aflac pre-tax	130.36
Employee 403b	1,461.66
Total Employee Contributions Withholding	1,769.49
Employee Payroll Tax Payable	4,652.24
Federal Inc, Employee	-1,065.19
Medicare, Employee	-194.30
Soc Sec, Employee	-832.79
Total Employee Payroll Tax Payable	2,559.96
Liabilities	0.00
Insurance Deposit	3,361.66
Total Liabilities	3,361.66
Misc. accrued liabilities	0.00
Total Other Current Liabilities	\$320,521.94
Total Current Liabilities	\$326,072.01
Total Liabilities	\$326,072.01
Equity	
Fund Balance	25,296.75
Opening Balance Equity	-176.18
Owner's Equity	
Owner Contributions	301.00
Total Owner's Equity	301.00
Net Revenue	-112,397.78
Total Equity	\$ -86,976.21
TOTAL LIABILITIES AND EQUITY	\$239,095.80

LEAF BUDGET OPTIONS FY2020		Minimum	Maximum
PROJECTED LEAF ENROLLMENT		84	112
1100	INSTRUCTIONAL SERVICES		
1100 100	Teacher Salaries	246,500	317,500
1100 111	Stipends	0	0
1100 112	Aides/Tutors Salaries		
1100 112	Title I Programs	16,461	16,461
1100 112	Title IV Programs	30,241	30,241
1100 113	Administrative Support		
1100 122	Substitutes	0	0
1100 211	Teacher Benefits	19,720	25,400
1100 214	Workers Compensation	8,627.5	11,112.5
1100 230	Substitute FICA	228	228
1100 230	FICA	21,692	27,940
1100 240	Staff Development	0	0
1100 260	Unemployment	2,958	3,810
1100 300	Purchased Services		
1100 320	Curriculum Development		
1100 320	Curriculum Purchases		
1100 322	Professional Development	6,939	6,939
1100 550	Printing	840	1,120
1100 610	Supplies	16,800	22,400
1100 641	Books & Printed Matter	1,680	2,240
1100 730	Equipment & Furnishings	1,000	1,000
1100 734	Computer Equipment	1,000	1,000
1100 738	Replacement Computers		
1100 739	Other Equipment		
1110	COMPUTER TECHNOLOGY		
1110 100	Salary	50,500	50,500
1110 111	Stipends		
1110 211	Benefits	4,040	4,040
1110 214	Workers Compensation	1,767.5	1,767.5
1110 230	FICA	4,444	4,444
1110 260	Unemployment	606	606
1110 300	Purchased Services	0	0
1110 610	Supplies	500	500
1110 734	Computers	9,454	9,454
1110 738	Replacement Computers		
1110	Software	0	0
1200	SPECIAL EDUCATION		
1200 110	Teacher/Liaison, Special Educatio	45,000	45,000
1200 112	Aide, Special Education	42,000	42,000
1200 211	Benefits	4,000	4,000
1200 214	Workers Compensation	1,575	1,575
1200 230	FICA	3,960	3,960
1200 260	Unemployment	540	540
1200 300	Purchased Services		
1200 610	Supplies	500	500
2100	STUDENT SUPPORT SERVICES		
2100 100	Salary	45,000	45,000
2100 200	Benefits	3,600	3,600
2100 214	Workers Compensation	1,575	1,575
2100 230	FICA	3,960	3,960
2100 260	Unemployment	540	540
2120 370	Testing/Assessments		
2120 390	Contracted Services, Guidance/C	\$0	\$0
2120 610	Supplies	750	750
2120 641	Books & Printed Matter	600	600
2120 643	Information Access Fee	1,000	1,000

1100 INST SALARIES	299,726
1100 INST OTHER	21,320
1110 TECH SALARIES	61,358
1110 TECH OTHER	9,954
1200 SPED SALARIES	97,075
1200 SPED OTHER	500
2100 SUPPORT SALARIES	54,675
2100 SUPPORT OTHER	\$2,350
2130 HEALTH SALARIES	0
2130 HEALTH OTHER	0
2222 LIBRARY SALARIES	0
2222 LIBRARY OTHER	500
2223 AV SALARIES	0
2223 AV OTHER	250
2400 ADMIN SALARIES	118,463
2400 ADMIN OTHER	10,000
2500 BUSINESS SALARIES	0
2500 BUSINESS OTHER	12,100
2600 OPERATIONS SALARIES	8,000
2600 OPERATIONS OTHER	69,474
2700 TRANSPORT SALARIES	6,000
2700 TRANSPORT OTHER	14,850
ALL SALARIES	645,296
OPERATING COSTS	280,529
TOTAL OTHER	99,615.00



LEAF Charter School (District)

6A Baine Road Alstead, NH 03602-3956 | 603-352-1829

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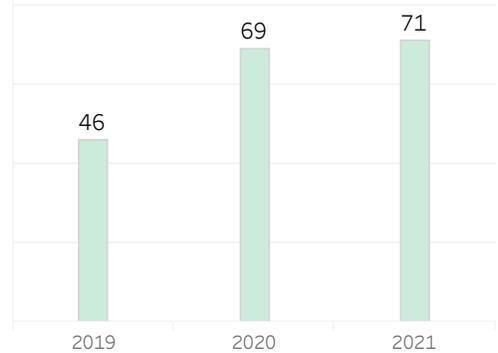


Report Card Year: **2021**

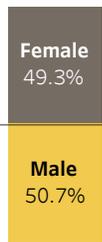
District ID
706

Admin Principal
Dakota Benedetto

Email Address
dbenedetto@leafschoolnh.org



Population by Gender



Student Population Breakdown

Economically Disadvantaged	16.90%
English Language Learners	*N
Homeless	N/A
Migrant	N/A
Military Connected	N/A
Students in Foster Care	N/A
Students with Disabilities	18.31%

Population by Race / Ethnicity

American Indian or Alaskan	N/A
Asian or Pacific Islander	N/A
Black or African American	*N
Hispanic or Latino	*N
Multiple Races	*N
White	85.92%

Performance Indicators by Subgroupings

*Achievement Metrics Compared vs. Targets

				2019	2020	2021
Profile	Population By Gender	Sex	Female	63.04%	50.72%	49.30%
			Male	36.96%	49.28%	50.70%
	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	N/A	*N
			Hispanic or Latino	*N	*N	*N
			Multiple Races	*N	*N	*N
			White	86.96%	85.51%	85.92%
	Population By Subgroup	Student Group	Economically Disadvantag..	*N	26.09%	16.90%
			English Language Learners	N/A	*N	*N
			Homeless	N/A	*N	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	18.31%	
Total Student Enrollment				46	69	71
DLM Participation - ELA		*N	*COVID	0.00%		
DLM Participation - Math		*N	*COVID	0.00%		
ELA Participation Rate		*N	*COVID	70%		
	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	*COVID	N/A	
		Multiple Races	N/A	*COVID	*N	
		White	*N	*COVID	71%	

Achievement

	Sex	Female	*N	*COVID	*N
		Male	*N	*COVID	71%
	Student Group	Economically Disadvantag..	*N	*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 Proficiency		*N (vs 60.45)	*COVID	56% (vs 64.40)
	Achievement Level	Level 1 (lowest)	*N	*COVID	13%
		Level 2	*N	*COVID	31%
		Level 3	*N	*COVID	38%
		Level 4 (highest)	*N	*COVID	19%
	Grade	Grade 3	N/A	*COVID	N/A
		Grade 4	N/A	*COVID	N/A
		Grade 5	N/A	*COVID	N/A
		Grade 6	N/A	*COVID	N/A
		Grade 7	N/A	*COVID	N/A
		Grade 8	N/A	*COVID	N/A
		Grade 11	*N	*COVID	56%
	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 (vs 42.44)	*COVID	N/A (vs 49.61)
		Multiple Races	N/A (vs 62.93)	*COVID	*N (vs 70.61)
		White	*N (vs 63.95)	*COVID	60% (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/A (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		*N	*COVID	70%
	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	*COVID	N/A
		Multiple Races	N/A	*COVID	*N
		White	*N	*COVID	71%
	Sex	Female	*N	*COVID	*N
		Male	*N	*COVID	71%
	Student Group	Economically Disadvantag..	*N	*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
	Math Proficiency		*N (vs 49.14)	*COVID	19% (vs 51.05)
	Achievement Level	Level 1 (lowest)	*N	*COVID	50%
		Level 2	*N	*COVID	31%
		Level 3	*N	*COVID	19%
		Level 4 (highest)	*N	*COVID	<10%
	Grade	Grade 3	N/A	*COVID	N/A
		Grade 4	N/A	*COVID	N/A
		Grade 5	N/A	*COVID	N/A
		Grade 6	N/A	*COVID	N/A
		Grade 7	N/A	*COVID	N/A
		Grade 8	N/A	*COVID	N/A
		Grade 11	*N	*COVID	19%
	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 (vs 31.07)	*COVID	N/A (vs 34.54)
		Multiple Races	N/A (vs 48.26)	*COVID	*N (vs 52.06)
		White	*N (vs 51.30)	*COVID	20% (vs 54.21)
	Sex	Female	*N	*COVID	*N
		Male	*N	*COVID	*N

Sex		Female	*N	*COVID	*N
Student Group	Male		*N	*COVID	*N
	Economically Disadvantag..		*N (vs 29.05)	*COVID	*N (vs 32.48)
	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/A (vs 15.90)	*COVID	*N (vs 19.08)
Null			N/A		N/A
Science Participation Rate			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/A	*COVID	N/A
Sex	Female		N/A	*COVID	N/A
	Male		N/A	*COVID	N/A
Student Group	Economically Disadvantag..		N/A	*COVID	N/A
	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/A
	Science Proficiency			N/A	*COVID	N/A
Achievement Level	Level 1 (lowest)		N/A	*COVID	N/A
	Level 2		N/A	*COVID	N/A
	Level 3		N/A	*COVID	N/A
	Level 4 (highest)		N/A	*COVID	N/A
Grade	Grade 3		N/A	*COVID	N/A
	Grade 4		N/A	*COVID	N/A
	Grade 5		N/A	*COVID	N/A
	Grade 6		N/A	*COVID	N/A
	Grade 7		N/A	*COVID	N/A
	Grade 8		N/A	*COVID	N/A
	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/A	*COVID	N/A
Sex	Female		N/A	*COVID	N/A
	Male		N/A	*COVID	N/A
Student Group	Economically Disadvantag..		N/A	*COVID	N/A
	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/A
	Average Class Size			N/A	N/A	N/A
Expulsion Rate			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
	Hispanic or Latino		*N	*N	*N
	Multiple Races		*N	*N	*N
	White		0.00%	0.00%	0.00%
	Student Group	Economically Disadvantag..		*N	0.00%	0.00%
English Language Learners			N/A	*N	*N
Homeless			N/A	*N	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%	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

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
	Hispanic or Latino	*N	*N	*N
	Multiple Races	*N	*N	*N
	White	0.00%	0.00%	0.00%
Student Group	Economically Disadvantag..	*N	0.00%	0.00%
	English Language Learners	N/A	*N	*N
	Homeless	N/A	*N	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		0	1	1
Out of School Suspension Rate		0.00%	0.00%	1.52%
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%	100.00%
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
	Hispanic or Latino	*N	*N	*N
	Multiple Races	*N	*N	*N
	White	0.00%	0.00%	1.79%
Student Group	Economically Disadvantag..	*N	0.00%	9.09%
	English Language Learners	N/A	*N	*N
	Homeless	N/A	*N	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

College & Career Readiness

Dropout Rate		0.00%	0.00%	1.41%
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	N/A	*N
	Hispanic or Latino	*N	*N	*N
	Multiple Races	*N	*N	*N
	White	0.00%	0.00%	1.64%
Student Group	Economically Disadvantag..	*N	0.00%	0.00%
	English Language Learners	N/A	*N	*N
	Homeless	N/A	*N	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	7.69%
Five-Year Graduation Rate		N/A	*N	*N
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
	Multiple Races	N/A	N/A	N/A
	White	N/A	*N	*N
Student Group	Economically Disadvantag..	N/A	*N	*N
	English Language Learners	N/A	N/A	N/A
	Homeless	N/A	*N	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/A	N/A	N/A
Four-Year Graduation Rate		*N	*N	81.82%
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	*N
	Multiple Races	N/A	N/A	*N
	White	*N	*N	83.33%
Student Group	Economically Disadvantag..	*N	*N	*N
	English Language Learners	N/A	N/A	N/A
	Homeless	*N	N/A	*N
	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/A	N/A	*N

		Students with Disabilities	97%	97%	97%	
Educator Profiles	Post Secondary Enrollment	Institution	In-State	N/A	N/A	N/A
		Location	Out-of-State	N/A	N/A	N/A
	Institution Type	Private		N/A	N/A	N/A
		Public		N/A	N/A	N/A
	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	*N
		Multiple Races		N/A	N/A	*N
		White		*N	*N	0.00%
	Student Group	Economically Disadvantag..		*N	*N	*N
		English Language Learners		N/A	N/A	N/A
		Homeless		N/A	*N	*N
		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/A	N/A	*N
		Postsecondary Enrollment		*N	*N	0.00%
	Average Teacher Salary		\$46,250	\$51,917	N/A	
	Classes by Educators Certified in the Subject		N/A	N/A	N/A	
Classes by Educators on an Intern Path		N/A	N/A	N/A		
Classes by Experienced Educators		N/A	N/A	N/A		
Finance	Cost Per Pupil		N/A	N/A	\$12,333	
		School Type	Elementary School	N/A	N/A	N/A
			High School	N/A	N/A	\$12,333
	Middle School		N/A	N/A	N/A	
	Total Expenditures			N/A	N/A	\$980,989
		Non-recurring Expenditures	Bond and Note Payment	N/A	N/A	\$0
			Facility Construction	N/A	N/A	\$0
		Recurring Expenditures	Bond & Note Interest	N/A	N/A	0
			Business Services	N/A	N/A	10
			Charter Schools / Other Ag..	N/A	N/A	0
			Community Programs	N/A	N/A	0
			Food Service	N/A	N/A	0
			General Administration	N/A	N/A	0
			Instructional Staff Support	N/A	N/A	0
			Non-Public Programs	N/A	N/A	0
			Other Instructional Progra..	N/A	N/A	0
			Plant Operations	N/A	N/A	7
			Pupil Transportation	N/A	N/A	2
			Regular Instruction	N/A	N/A	44
			School Administration	N/A	N/A	13
Special Programs			N/A	N/A	9	
Student Support Services	N/A		N/A	10		
Vocational Programs	N/A	N/A	0			
Total Revenues			N/A	N/A	\$878,619	
	Additional Reve..	Sale of Bonds and Notes	N/A	N/A	\$0	
		Revenue Type	Equitable Education Aid	N/A	N/A	60.40%
			Federal Sources	N/A	N/A	10.70%
			Local Revenue	N/A	N/A	26.00%
			Local Taxation	N/A	N/A	0.00%
			Other State Sources	N/A	N/A	2.90%
			Total Revenues	Other (includes insurance ..	N/A	N/A	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



Chartered Public School 5-Year Renewal Summary Report

School Name: *Leaf Chartered Public School*

Evaluation Team: *Tal Bayer, Mindy Labo, Cassie Hayes*

Board Meeting Date: *6/9/2022*

Commissioner Recommendation: Choose an item.

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

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:	
List of colleges and universities graduates of Leaf attend is exceptional Leaf member of NH UDL Network In partnership with the NH Vocational Rehabilitation Strong community engagement and partnerships Exceptional building and learning spaces both indoor and outdoors Flexible curriculum and approach to learning that allows students to explore interests and passions Staff are very committed and informed and aware of school mission and vision School leadership passionate about school vision and mission School board is committed and supportive of school leadership Approach to education is unique to the area Family and community support for the school is very strong. Students are engaged, curious and feel connected to the Leaf community and teachers Board strong contingent from Keene State Low student attrition (6-8%) Steady and constant increase of enrollment from its founding 5 years ago Students have a strong sense of pride and ownership in the school	
Areas for school improvement:	
Board Size – Board size as of time of evaluation is only 5 members. Board is heavy on educational experience and parent. Need to strengthen Board diversity of skill sets(legal, business, Financial, etc)	
Areas of concern:	



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Budget concerns- Debt load and deficit budget can act like an anchor on growth and sustainability
 School administrator is also carrying full time teaching responsibilities
 Enrollment- School needs additional enrollment to remain sustainable but needs additional staffing capacity to recruit and market

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:	
The building space is a wonderfully inspirational education space. Student work and culture of school is on full display. School culture is very positive and supportive. Students seemed very engaged and involved in the school. School lunch was a wonderful example of students and staff working together to produce an outstanding locally sourced meal for the school community. Student academic work demonstrated a higher order of thinking and self motivation and initiative. Students explore a wide variety of interest areas and locally and regionally relevant topics. Staff were very knowledgeable and familiar with individual students. Staff and Student rapport was friendly and respectful.	
Areas for school improvement:	
Math scores as indicated on the 2021 NH SAS *limited data over time available, impacts from Covid? What are 2022 scores? Board Size – Board size as of time of evaluation is only 5 members. Board is heavy on educational experience and parent. Need to strengthen Board diversity of skill sets(legal, business, Financial, etc)	
Areas of concern:	
Enrollment- Enrollment growth is critical for school to become financially sustainable Fundraising and grant writing- as noted above critical to financial viability	

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:	
School has had some challenges with timely reporting to the DOE.	
Areas for school improvement:	
Free up school administration from teaching responsibility or delegate some responsibilities to other instructional staff to ensure leadership has bandwidth to adequately focus on compliance and reporting.	
Areas of concern:	



Noted above

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.

Overall the team was incredibly impressed with what Leaf is providing students. The educational experience is welcoming, supportive and tailored to students needs/interests and is a jewel in the community that needs some polishing to make it shine. Evaluation team has concerns with current model of having the school administrator also teaching a full course load. This division of efforts leads to challenges with split focus, decreased ability to maximize leadership potential and ultimately creates sustainability challenges. The Leaf Board of Trustees has indicated the plan to adjust the school leaders teaching load for SY 2022/2023. Board needs further development and an increase in membership #'s. Focus needs to be placed on increasing enrollment #'s (establishing partnerships with school that might refer students, marketing and outreach and fundraising). Overall the evaluation team considered Leaf to be “meeting expectations” but with a few concerns as noted previously.

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

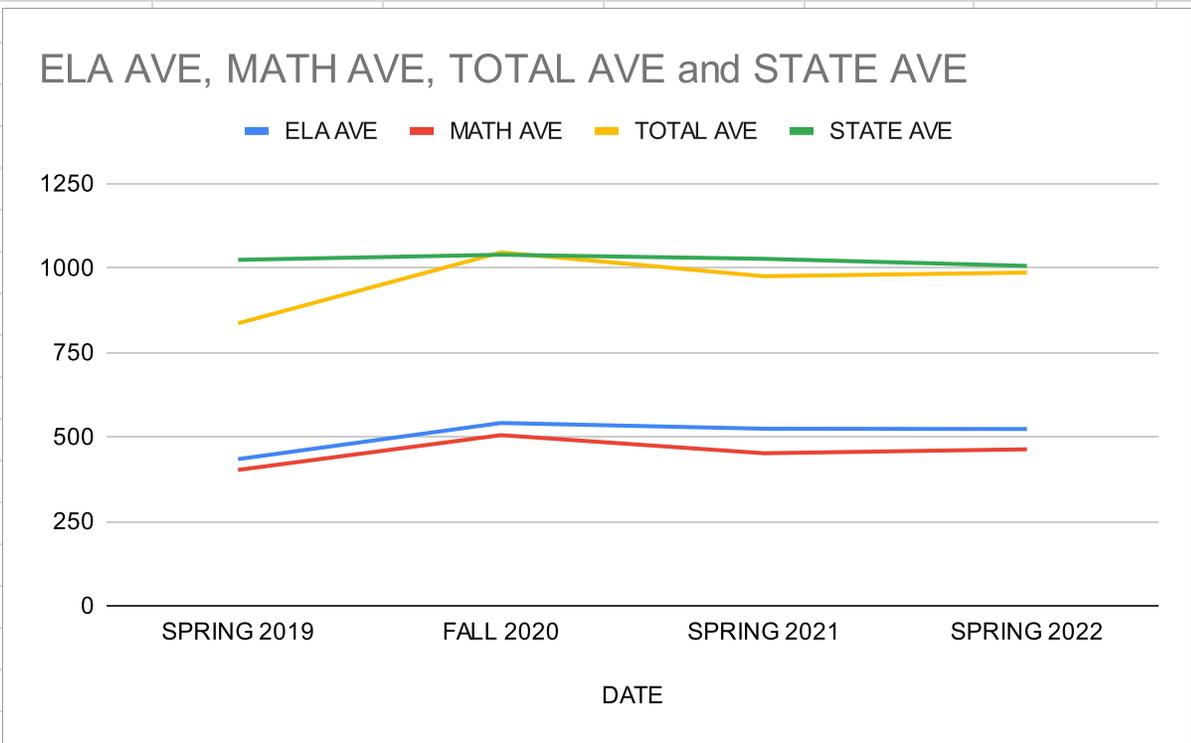
All sections and requirements were completed and addressed. Evidence provided suggests some negative trends in growth and/or development of school and students. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.

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.

LEAF CHARTER SCHOOL - TEST SCORE TRENDS 2019-2022

TEST	GROUP	# STUDENTS	DATE	ELA AVE	MATH AVE	TOTAL AVE	STATE AVE
NH SCHOOL SAT	CLASS OF 2020	5	SPRING 2019	434	402	836	1024
NH SCHOOL SAT	CLASS OF 2021	10	FALL 2020	541	505	1046	1039
NH SCHOOL SAT	CLASS OF 2022	15	SPRING 2021	524	451	975	1027
NH SCHOOL SAT	CLASS OF 2023	16	SPRING 2022	523	463	986	1006



7/14/2022

EXECUTIVE SUMMARY

Office of Chartered Public Schools

Polaris Chartered Public School Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter renewal request from Polaris Chartered Public School(CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny the renewal of a charter schools charter.

C. EFFECTS OF THIS ACTION

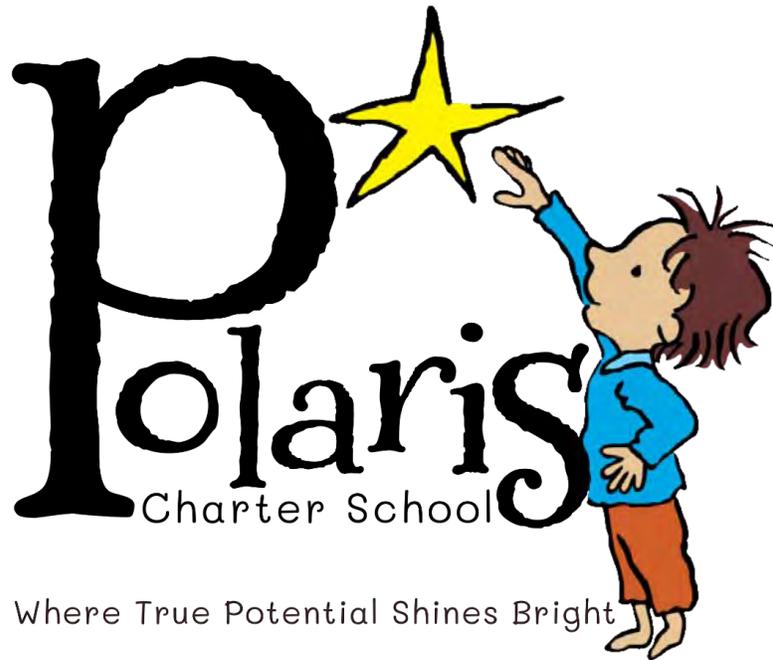
A renewal of the charter will allow Polaris CPS to continue to operate as a chartered public school in the state of New Hampshire until their next renewal in 2027.

D. POSSIBLE MOTION

I move that the State Board of Education approve the renewal of Polaris Chartered Public School's charter.

OR:

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



Charter School Renewal Application

Respectfully Submitted to
The New Hampshire Department of Education
by

Polaris Charter School
April 2022



Chartered Public School 5-Year Renewal Cover Sheet

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: POLARIS CHARTER SCHOOL
Name of School Director: JENNIFER MURDOCK-SMITH
Street Address: 100 COOLIDGE AVE
Town: MANCHESTER
Email: j.murdock-smith@polarischarterschool.org
Phone Number: 603-634-0034

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 application for renewal 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.

Don Winterton

5/3/2022

Print Name:

Date:

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 Form

Instructions:

Please provide answers to the questions below using the provided text form field. The boxes below will expand as you add content. Please keep responses between 1-3 paragraphs. If necessary to provide further detail or context, you may attach additional documentation as an appendix. Please reference the attachment in your answer. Additional documentation could include graphs, charts, letters, copies of documents, etc.

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

The mission of Polaris Charter School is to create a joyful and exciting learning community for intellectually curious elementary-aged children. Through an engaging, inquiry-based curriculum, our students will develop the ability to communicate effectively, work collaboratively, think critically, and excel academically. Our program fosters creativity and the development of social and emotional skills, instilling a positive attitude about future studies and ensuring students are well-prepared for the challenges of an ever-changing world.

Polaris Charter School will:

- Implement a rigorous, project-oriented, interdisciplinary curriculum that ensures state standards are met and exceeded.
- Utilize flexible groupings in multi-age classrooms.
- Encourage each student's progress with personal learning plans, combining social and academic standards with individualized goals.
- Motivate students to learn at their own pace and reach their full potential with a move-on-when-ready approach that allows for accelerated learning and is based on subject mastery.

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

A significant component of our mission is to personalize instruction to meet students' needs to the largest extent possible. We continually assess students and work to group them by ability in small group instruction. Where students really have an opportunity to shine and show their success is with project-based learning. In the summer of 2019, Polaris worked with Peggy Silva, a renowned educator to deepen project-based work. She and the director collaborated to present a workshop with teachers for how to use Essential Questions to guide multidisciplinary instruction where every student finds a platform to demonstrate success and pride. This was built on the next year with training in Understanding by Design to use the questions that we develop each Trimester to backwards plan with goals and targets for learning.

Another area that we have been striving to improve with is Math. This is where we have seen the largest impact due to COVID-19. Even prior to that, we had begun to recognize the challenge of teaching math within a multiage classroom. Toward that end, we were fortunate to be invited to send one of our teachers to the NHED train the trainer with esteemed instructor Mahesh Sharma.



New Hampshire Department of Education Office of Charter Schools

We have done/planned more professional development with unpacking the Bridges in Math curriculum. A “silver lining” due to COVID-19 has been grant money to address learning loss and we plan to use the opportunity to invest in additional components to Bridges.

In 2021-2022 we also started our first Title 1 program for Reading. Our small student population/% of low-income students has been a large factor with getting this up and running. We are currently offering after school tutoring 2-3 days a week after school and it is being delivered by existing staff.

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

The mission of Polaris has always emphasized social and emotional learning. We begin our day each morning by coming together as a whole school in our Gathering Room where we focus on a Core Value every month. We were able to enhance this even further by implementing the Jesse Lewis Choose Love Curriculum in 2019-2020. Even when we cohorted in our classrooms and could not gather in large groups, we continued meeting via Zoom each morning. This has been an even more essential practice as we navigate the longer term effects of COVID-19 on our students and staff.

COVID-19 and remote instruction also required Polaris to rely even more heavily on technology. This gave us the opportunity to examine our Google structure and security. Our Technology Coordinator worked with a Google Tech Team to overhaul the organization hierarchy and permission and settings. We also have added a program called Hapara which allows teachers and administrators to view student screens and websites they visit ensuring safety and on-task use of their Chromebook.

Another change we made to our programming was in addition to our internal assessments, we began using the NH SAS Interim Assessments in 2020-2021 to assess academic of growth over time. We conduct them in the Fall and Winter in addition to the required state test in the Spring. The Fall assessments has allowed us to identify students that already have a good grasp of grade level material so that we can make sure that we challenge them appropriately. This year, we plan to drill down to the individual level and look at each student’s scale score and look at their growth throughout the year.

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

Polaris has been able to celebrate many accomplishments as an organization primarily in growth and increased security. Based on a security assessment conducted by Homeland Security in 2018, Polaris obtained grants in 2019 from the Public School Safety Infrastructure Fund to upgrade our back doors, install a main office window and expand our surveillance cameras from 4 to 12 with recording capability.

In the 2019-2020 school year, we began offering Kindergarten within a multiage classroom with first grade. This has attracted more interest in Polaris and due to the need, we added an additional K/1 class in 2020-2021 to bring our enrollment up to the full 120 as outlined in our charter. As a greater demand was placed on our WIFI and some vulnerabilities identified, we set a goal to install a new system, add new hubs and upgrade our Firewall which was completed during the summer of 2021.

Additional health and safety measures were required due to COVID-19 when Polaris opted to return in-person instruction in 2020-2021 (I believe that we were the only public school in Manchester to do so). We partitioned a section of our Gathering Room to create an isolation area. We also constructed table



New Hampshire Department of Education Office of Charter Schools

shields so our students could remove their mask while seated at their table spot and air purifiers were purchased for all areas of our building.

However, our most significant achievement as an organization came to fruition in March of 2022 when we finalized the purchase and sale of our building. This was a several year process that was delayed by COVID-19. Owning versus leasing our space communicates to families that our school is established and stable. It gives our staff a greater feeling of job security. It also allows us to make capital investments in our space that can enhance the programs and instruction that we provide and we are very excited to see what we can accomplish further going forward.

Provide the anticipated enrollment for the school over the next 3 school years:

Enrollment Year 1	Enrollment Year 2	Enrollment Year 3
120	120	120

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

No

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

Our curriculum has remained stable since 2017 when we developed curriculum maps. Instruction is delivered in small groups based on students’ academic level. We use the Bridges curriculum for math. The Fountas and Pinnell libraries and assessment system are used for Reading. When students are not in small group guided instruction, they use the adaptive, online applications Dreambox (Math) and Lexia (Reading), Mystery Science to support their learning. Concepts are also taught and reinforced with theme-based projects each trimester. One recent curriculum addition we made was the Jesse Lewis Choose Love social-emotional program. Core Values are introduced and discussed at our whole school Morning Gathering each day. Further instruction of them occurs during classroom Morning Meetings.

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

We made significant upgrades in the last two years including installing a new Sonic Wall filter and implementing increased Google cloud security and structure. We also used ESSER funding to equip classrooms with interactive boards.

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

Charter School Leaders meet monthly to share resources. Polaris was invited to present one of our Virtual Learning Celebrations at the March 9, 2021 meeting. We also work very collaboratively with Manchester School District coordinating special education services.



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

COVID-19 significantly reduced parent involvement. Now that restrictions are lifted, we are holding a social Parent Night on May 11th for people to get to know each other and plan upcoming events. We are also launching a Playground Revitalization Project which we hope will unite us with a common goal.

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

We have been fortunate to be a non-profit beneficiary of NH Games of Chance via NH Charitable Gaming. Previous fundraising mainly focused on school-based projects, which given our size was not as effective. This year, we raised just over \$57,000.

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

As we embark on our playground renovation, we plan to seek sponsorships and explore grant opportunities.

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

As our Balance Sheet shows, we have operated very conservatively and have a solid cash reserve. This culminated with us being able to purchase our building in March of 2022! As a non-profit, we do not pay property taxes so our monthly mortgage payment is \$1,584 lower than our lease was. This sense of permanence will help attract community investors.

Additional Instructions:

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.

In addition, please submit a copy of the invitation as well as any written comments received by the school during the invitation period.

Polaris Charter School iReport Summary

There are several things to note when reviewing our most recent iReport:

- Beginning with the 2021-2022, we added an 8th classroom. In doing this, we were able to decrease our class sizes from 16 to 15 pupils but bring our full enrollment to 120 as specified in our charter.
- Our ELA NH SAS percent proficiency has remained consistent however there was a decline in math proficiency from 2019 to 2021. This is primarily due to leaning loss because of COVID however Math was an area that we began targeting for improvement prior to that. We believe that other precipitating factors for the decline are: the steady increase in our percent of special education students (from 4% to 11%), the challenge of teaching math in a multiage environment, the lack of materials and training and our small sample sizes (Grade 3 – 21, Grade 4 – 20, Grade 5 – 12). We have initiated the following interventions to address this:
 - We sent a teacher to the Train the Trainer Math Workshop with Mahesh Sharma which she brought back to our remaining staff. We purchased the manipulatives that he used in the training and have implemented using them. His training was recorded and we have begun watching them during our Wednesday afternoon professional development time.
 - We use the online program Dreambox to supplement math instruction. All teaching staff completed a Dreambox workshop in December of 2021 on how to use the Assign Focus feature to align with the Bridges module.
 - This August, we have a full-day Bridges training as half our staff our new to it
 - Polaris will be using ESSER funds to purchase components of the Bridges curriculum that we were unable to before. Classrooms will be equipped with ‘Number Corners’ for each grade level and student workbooks will be purchased for additional practice.
 - This year we also began working with Annie Wallace, a math consultant for the DOE. She has observed math time in two classrooms and provided feedback. She has also created a classroom for us in Canvas where she is sharing resources with us.
- Staffing attrition and shortages impacted our number of teachers that had completed their certification. In 2021, we had several new graduates that were ‘in process,’ working on completing their Praxis exams. In 2022, five of our eight teachers are fully certified, two only have the Foundations of Reading Praxis to complete and one is on maternity leave and not sure if she is returning.



2022 CHARTER SCHOOL RENEWAL

FY2022-2023 PROPOSED BUDGET WITH NARRATIVE

POLARIS CHARTER SCHOOL
100 Coolidge Ave | Manchester, NH 03102

2022-2023 Charter School Budget			
Charter School Name	Polaris Charter School	District # 419	
Budgeted Expenditures			
	Acct No	Total	Elementary
Instruction	1000-1999	XXXXXX	XXXXXX
Regular Programs	1100-1199	484,511.99	484,511.99
Support Services	2000-2999	XXXXXX	XXXXXX
Student Support Services	2000-2199	200.00	200.00
Instructional Staff Services	2200-2299	13,960.00	13,960.00
General Administration		XXXXXX	XXXXXX
Other School Board	2310-2319	12,265.00	12,265.00
Execuive Administration		XXXXXX	XXXXXX
School Admin Services	2400-2499	207,986.01	207,986.01
Business	2500-2599	130,544.87	130,544.87
Operation & Maint. Of Plant	2600-2699	161,464.84	161,464.84
Total Budgeted Expenses		1,010,932.71	1,010,932.71
Budgeted Revenue			
	Acct No	Total	
Revenue	XXXXX	XXXXXX	XXXXXX
Local Revenue	1111-1990	75,250.00	XXXXXX
Other Local Revenue (e.g. contributions)	1500-1990	75,250.00	XXXXXX
State Revenue	3111-3900	838,936.76	XXXXXX
Adequacy State Revenue	3111	788,936.76	XXXXXX
Other State Revenue	3112-3900	50,000.00	XXXXXX
Federal Revenue	4100 - 4595	105,112.71	XXXXXX
Title 1	4520	10,000.00	XXXXXX
All Other Title Grants Excluding Title 1	4530	26,849.68	XXXXXX
Federal CSP Start-up Grant	4590	0.00	XXXXXX
ESSER	4595	68,263.03	XXXXXX
Total Budgeted Revenue		1,019,299.47	
Surplus Statement			
Starting Blance		993,560.55	
Estimated Revenue		1,019,299.47	
Estimated Expenditures		-1,010,932.71	
Operational Balance Surplus/ (Deficit)		8,366.76	
Ending Balance		1,001,927.31	



FY22-23 BUDGET NARRATIVE

Budgeted Income and Expense - Summary

FY22-23 Income		
Line 68	Local Revenue	\$ 75,250.00
Line 76	State Revenue	\$ 838,936.76
Line 81	Federal Revenue	\$ 105,112.71
Line 32	Total	\$ 1,019,299.47

FY22-23 Expenses		
Line 9	Regular Programs	\$ 484,511.99
Line 19	Student Support Services	\$ 200.00
Line 20	Instructional Staff Services	\$ 13,960.00
Line 25	Other - LEA School Board	\$ 12,265.00
Line 30	School Administrative Services	\$ 207,986.01
Line 31	Business	\$ 130,544.87
Line 32	Operation & Maintenance of Plant	\$ 161,464.84
Line 62	Total	\$ 1,010,932.71

FY22-23 Surplus Statement		
Line 93	Starting Balance	\$ 993,560.55
Line 95	Estimated Revenue	\$ 1,019,112.71
Line 96	Estimated Expenditures	\$ -1,010,932.71
Line 97	Operational Balance Surplus/Deficit	\$ 8,366.76
Line 99	Ending Balance	\$ 1,001,927.31

FY22-23 Income and Expense Detail

INCOME

1000: Revenue from Local Sources

Line 68	Interest	\$ 250.00
Line 68	Annual Fund Donations	\$ 10,000.00
Line 68	NH Charitable Gaming – Games of Chance	\$ 50,000.00
Line 68	Polaris Educational Foundation – Parent Group Support (501c3)	\$ 15,000.00
	Total	\$ 75,250.00

3000: Revenue from State Sources

Line 77	State Revenue – Per Pupil	\$ 788,936.76
Line 79	State Revenue – Differentiated Aid	\$ 50,000.00
	Total	\$ 838,936.76

4500: Restricted Grants from Fed Gov’t thru STATE

Line 82	Title I Part A	\$ 10,000.00
Line 83	Title II	\$ 10,517.68
Line 83	Title IV Part A	\$ 16,332.00
Line 85	Esser II	\$ 15,027.22
Line 85	Esser III	\$ 53,235.81
	Total	\$ 149,425.69

EXPENSES

1000: Regular Programs

Line 9	Salaries Instructional – 8 Teachers, 5 Ed Assistants, 4 Specials Teachers	\$ 478,511.99
Line 9	Classroom Supplies	\$ 6,000.00
	Total	\$ 484,511.99

2200: Support Services - Instructional

Line 19	Health Supplies	\$ 200.00
Line 20	Classroom Curriculum	\$ 10,760.00
Line 20	Professional Development – Instructional	\$ 3,200.00

2300: Support Services – General Administration (LEA School Board)

Line 25	Audit Services	\$ 8,500.00
Line 25	Legal & Professional Services	\$ 3,500.00
Line 25	Board Training	\$ 250.00

2400: Support Services - Administration

Line 30	Professional Development - Admin	\$ 3,750.00
Line 30	Marketing	\$ 1,000.00
Line 30	Salaries – Administrative – 1 Director, 1 Business Manager, 1 Admin Assistant, 1 Admin Coordinator – Building, 1 IT Consultant	\$ 203,236.01
Line 30	Total	\$ 207,986.01

2500: Fiscal Services

Line 31	Benefits – Insurance, 401k, Taxes	\$ 103,011.87
Line 31	Financial Accounting Program	\$ 2,000.00
Line 31	Fundraising Costs	\$ 2,000.00
Line 31	Purchasing – Computers, Furniture, Software, Supplies	\$ 12,800.00
Line 31	Purchasing – Admin/Office Supplies	\$ 3,000.00
Line 31	Other Support Services – Business (Unemployment ins, Workers Comp, Criminal Background Checks, Dues & Fees – State, Local, Non-Profit)	\$ 7,733.00
Line 31	Total	\$ 130,544.87

2600: Building Operations

Line 32	Utilities – Phone, Data Comm/Internet, Natural Gas, Electricity, Water & Sewer, Trash	\$ 35,600.00
Line 32	Building – Mortgage	\$ 56,484.84
Line 32	Property Insurance	\$ 3,600.00
Line 32	Custodial Services	\$ 28,800.00
Line 32	Cleaning Supplies	\$ 3,000.00
Line 32	Interior – Building Services – Plumbing, Electrical, HVAC, Security, Interior Repairs & Maintenance	\$ 15,000.00
Line 32	Exterior – Snow Removal, General Upkeep, Common Areas, General Repairs and Maintenance	\$ 18,980.00
Line 32	Total	\$ 161,464.84

Supplemental Funding

Fundraising / Donations / Parent Group Support / Grants

Fundraising

NH Charitable Gaming –

During FY 2018-2019 we were fortunate enough to start a yearly fundraiser in conjunction with the NH Charitable Gaming Commission via Games of Chance. Covid caused a delay with our FY 2019-2020 week, but by early FY2020-2021 we we're able to continue. Our 3-year net profit averaged \$26,500.00 with FY2021-2022 being our largest year with a net profit of \$56,747.60.

Between our location moving from Lebanon to Manchester in 2021, discussions with members of the NH Charitable Gaming Commission, who have assured us that coming years will be even more lucrative than this year with additional games being added since our fundraiser week, and our PEF having a very successful fundraiser with them this year as well, we believe that netting at least \$50,000.00 is a safe and still slightly conservative expectation for Polaris.

Annual Fund Donations –

Each year, we hold an Annual Fund Drive. Our goal is that every family contribute what they can, with \$250.00 per family as our goal. We have 89 unique families. Our three-year average in Annual Fund donations to date is \$10,326.67, which is significantly higher at almost 50% participation than the average participation rate of 28% for typical school fundraisers.

Polaris Educational Foundation –

Each year our parent group, the PEF, via fundraising through their 501c3, assists Polaris by contributing to many events, fundraisers, and community events for our families as well as specific projects and goals for our school. Each year, the PEF averages \$7,000.00 in donations to the school. Last year, the PEF joined with the NH Charitable Gaming – Games of Chance and now could potentially contribute three, four, even five times what has been the norm if their trend with Games of Chance continues as it did their first year.

Our FY22-23 Budget reflects FY21-23 amounts based on the typical contributions. The group is in the process of re-grouping and has brand new membership. Once settled, our expectation is that the traditional donations will commence as previously expected, with a significant increase which, conservatively, is not stated on this budget.

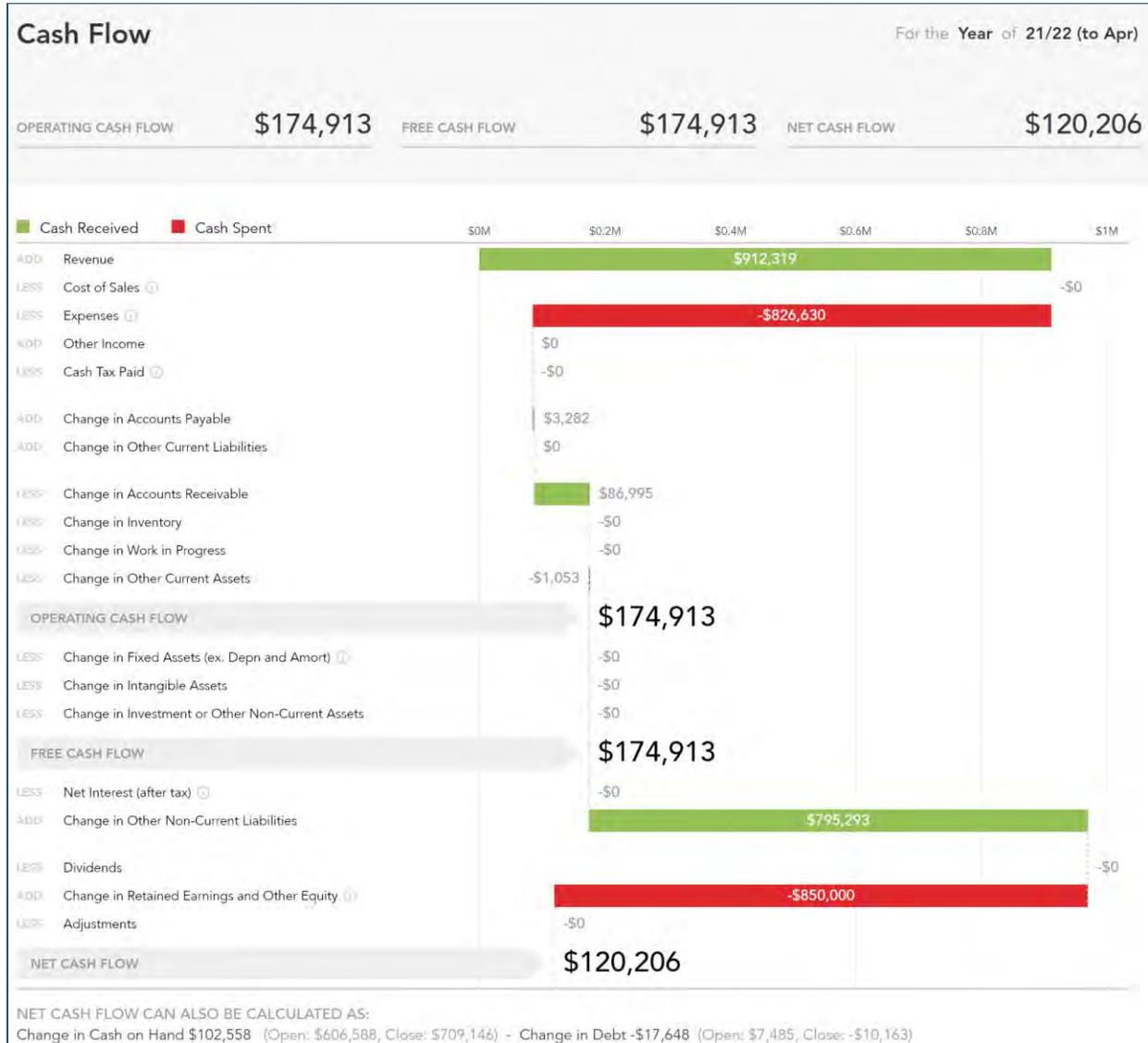
Grant Funding (FY22 – FY24):

FY 2021-2022	
Esser III	\$ 165,783.58
Activities written to date / Payments expected through 6/22	\$ 46,003.00
Esser III - Anticipated income through 9/30/2024	\$ 119,780.58
/ 27 months remaining	\$ 4,436.32
FY22-23 Budget (12 months)	\$ 53,235.81
FY23-24 Budget (12 months)	\$ 53,235.81
FY24-25 Budget (3 months)	\$ 13,308.95
Esser III - Anticipated income through 9/30/2024	\$ 119,780.58
Title I - Part A	\$ 57,301.00
Activities written to date	\$ 7,688.02
Amounts paid to date	\$ (2,988.02)
Title I Part A - Anticipated income through 9/30/2022	\$ 54,312.98
Title II - Part A	\$ 5,306.48
Activities written to date / Paid to date	\$ -
/ 15 months remaining	\$ 353.77
FY22-23 Budget (12 months)	\$ 4,245.18
FY23-24 Budget (3 months)	\$ 1,061.30
Title II Part A - Anticipated income through 9/30/2023	\$ 5,306.48
Title IV - Part A	\$ 10,000.00
Activities written to date/Paid to date	\$ -
/ 15 months remaining	\$ 666.67
FY22-23 Budget (12 months)	\$ 8,000.00
FY23-24 Budget (3 months)	\$ 2,000.00
Title IV Part A - Anticipated income through 9/30/2023	\$ 10,000.00

FY 2020-2021	
Esser II	\$ 73,736.22
Activities written to date	\$ 73,736.22
Paid to date	\$ (54,952.20)
Esser II - Anticipated income through 9/30/2023 / 15 months remaining	\$ 18,784.02 \$ 1,252.27
FY22-23 Budget (12 months)	\$ 15,027.22
FY23-24 Budget (3 months)	\$ 3,756.80
Title II - Part A	\$ 6,272.50
Activities written to date / Paid to date	\$ -
3 months remaining	\$ -
Title II Part A - Anticipated income through 9/30/2022	\$ 6,272.50
Title IV - Part A	\$ 10,000.00
Activities written to date	\$ 10,000.00
Paid to date	\$ (5,395.00)
Title IV Part A - Anticipated income through 9/30/2022	\$ 4,605.00
FY 2019-2020	
Title IV - Part A	\$ 10,241.31
Activities written to date	\$ 10,237.40
Paid to date	\$ (6,510.40)
Title IV Part A - Anticipated income through 9/30/2022	\$ 3,727.00

Our cash flow remains steady year after year, due to very frugal budgeting from the inception of Polaris Charter School. It has enabled us to save and purchase our school building, in addition to upgrading from seven classrooms to eight last year.

The primary difference to our net cash flow in FY21-22, is a result of the down payment on our building, which we purchased in March of 2022.



Our balance sheet reflects five deposit accounts:

Deposit Accounts

Checking – General Funds

Savings – Money Market ~ Future Capital Expenses / Other Needs

NH PDIP – Investment Account ~ Future Capital Expenses / Other Needs

Restricted Use Accounts

Savings –Building – restricted for building needs only

Checking –Building – restricted to payments related to building repairs, other building needs

Polaris Charter School	
Balance Sheet	
As of April 30, 2022	
	TOTAL
↳ ASSETS	
↳ Current Assets	
↳ Bank Accounts	
↳ 100 Deposit Accounts	649,149.52
↳ 120 Deposit Accounts - Building / Property Funds	59,996.51
Total Bank Accounts	\$709,146.03
↳ Accounts Receivable	\$3,868.20
↳ Other Current Assets	\$7,243.00
Total Current Assets	\$720,257.23
↳ Fixed Assets	\$200,750.47
TOTAL ASSETS	\$921,007.70
↳ LIABILITIES AND EQUITY	\$921,007.70



Polaris Charter School
100 Coolidge Ave
Manchester, NH 03102
www.polarischarterschool.org
(603) 634-0034

April 15th, 2022

PUBLIC NOTICE
INVITATION TO COMMENT
RE:
POLARIS CHARTER SCHOOL
PUBLIC CHARTER SCHOOL RENEWAL PROCESS
approval determined by the
NH Department of Education
MAY 2022

Dear Parents, Families, Friends, Colleagues and Community Supporters,

Polaris Charter School cordially invites you to submit a written comment to the Department of Education about our upcoming Charter School Renewal this May.

Every five years, the NH Department of Education asks us to prove that we should be able to keep our doors open. State officials look closely at how well we've stewarded the funding we receive as a public charter school. They take a close look at our curriculum. They ask us to share data that demonstrate our students' progress. They visit our classrooms, tour our school, speak with our parents and students, community partners and interview Polaris Charter School's teachers and Board of Trustees.

In, the final stage of the process, the NH DOE invites our community to share whether Polaris Charter School deserves to have its charter renewed.

When you write, please include your name, your affiliation to Polaris, and describe your relationship with Polaris. Most importantly, please describe why you think Polaris Charter School is an important community asset.

Submissions may be mailed to:

New Hampshire Department of Education
Charter Renewal – Written Comment
Attention: Jane Waterhouse
101 Pleasant Street
Concord, NH 03301-3494

Or emailed to:

Frank.Edelblut@doe.nh.gov
and
Jane.A.Waterhouse@doe.nh.gov

If you have any questions about the renewal process, or about what it means for Polaris Charter School to be a community-based, public charter school in Manchester, NH, please let me know. You may email me at j.murdocksmith@polarischarterschool.org, or call 603.634.0034.

We take our responsibility as a public charter school and as a community organization seriously — and that means we are accountable to you!

Very sincerely yours,



Jennifer Murdock-Smith
Polaris Charter School - Director

1.

Invitation for written comment posted to our website

Public Notice - Polaris Charter School Charter Renewal - Invitation for Written Comment

www.polarischarterschool.org

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

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) 2716813.

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: **Polaris Charter School** Primary
street address of school: **100 Coolidge Ave.**

Mailing address of school: **Manchester, NH 03102**

Telephone number: **603-634-0034**

Grade levels taught: **K-5**

Total enrollment for last school year: **110**

HEAD OF SCHOOL

Name: Jennifer Murdock-Smith

Title: Director

Email: j.murdocksmith@polarischarterschool.org

Telephone number: 603-634-0034

PRIMARY CONTACT AUTHORIZED TO REPRESENT THE SCHOOL

Name: Jennifer Murdock-Smith

Title: Director

Email: j.murdocksmith@polarischarterschool.org

Telephone number: 603-231-3552

SCHOOL MISSION

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

The mission of Polaris Charter School is to create a joyful and exciting learning community for intellectually curious elementary-aged children. Through an engaging, inquiry-based curriculum, our students will develop the ability to communicate effectively, work collaboratively, think critically, and excel academically. Our program fosters creativity and the development of social and emotional skills, instilling a positive attitude about future studies and ensuring students are well-prepared for the challenges of an ever-changing world.

We provide an engaging curriculum with an interdisciplinary project-based approach. Our school year is divided into three trimesters and projects are theme based. In 2020-2021, we explored: Who Am I?, The Way Things Work and Journeys and Cycles. While our academic instruction is provided in small groups based on students' ability levels, students collaborate on projects based on common interests. Our student' academic progress is documented in a competency based Personalized Learning Plans. We also use data from online instructional programs to track student progress in Math and ELA. These can be viewed in the attachment to this document.

Social-Emotional learning is a major component of our mission. We have a topic that we focus on each month which is introduced at our whole school Morning Gathering and developed further in classroom meetings using the Responsive Classroom model. This year, Polaris also used the Jesse Lewis Choose Love Curriculum to enhance this further.

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	Click or tap here to enter text.
A financial statement setting forth the revenue and expenditures for the year just ended	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
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	Click or tap here to enter text.

A projection of income and expenses for the upcoming school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
--	---	----------------------------------

BOARD OF TRUSTEES

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

Items:	Attached?	Comments
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	We added two more Board Members
Have there been any changes to the Trustee's methods of operations 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 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:

Items:	Response
What is the current attendance rate of pupils enrolled at the school, as reflected in the school's average daily membership?	109.46
What was the total number of pupils enrolled at the school during the previous school year?	110

Provide the total percentage of pupils who were promoted to the next grade level or graduated from high school.	99%
What was the total participation rate of students at the chartered public school in the statewide assessment system for the previous school year?	89%
Does the chartered public school provide services to all resident pupils in grades where the chartered public school is the only available public school?	No
Describe the processes and procedures the chartered public school has taken to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1)	Polaris Charter School, including students, faculty, staff and administrators, believes that diversity and inclusion are essential to the fulfillment of our mission. We resolve to maintain a community that is respectful of all persons despite differences in age, citizenship, disability, ethnicity, gender identity or expression, geographic origin, language, marital status, nationality, philosophical beliefs, race, religion, sexual orientation or socioeconomic status. This is reflected in our policies.
Describe the transportation services available to students, if any.	Parent drop off and pick up or busing for Manchester Residents through MSD
Provide a description of the community services available at the chartered public school site.	<p>We were unable to offer any community services on site due to precautions for COVID-19.</p> <p>We have a very active parent organization called the PEF (Parent Educational Foundation). They help with fundraising, providing student enrichment opportunities and events that bring the Polaris community together.</p> <p>Social-emotional learning is a very important part of our curriculum and we have adopted the Jesse Lewis Choose Love Curriculum. We also have a certified School Counselor on staff.</p>

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?	9/15/2020	Click or tap here to enter text.
What is the date of the most recent Health Inspection?	5/30/2017	Click or tap here to enter text.
What is the date of the most recent Insurance Certificate?	7/1/2021	Click or tap here to enter text.
What is the date of the most recent lead test, if applicable?	7/27/2016	Click or tap here to enter text.
What is the date of the most recent Asbestos Inspection Report, if applicable?	8/5/2020	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:

Academic progress is reflected each trimester on student's Personal Learning Plan (PLP). This is measured using both formal and informal assessments, data from online instructional programs, NH SAS results and input gathered during Parent/Teacher/Student conferences. More information on this is attached in the Attainment of Academic Goals section of the attachment.

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:

This year we used the Jesse Lewis Choose Love Curriculum to support our Social and Emotional Learning. This is in addition to the monthly Core Values that we upload.

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.

Jennifer Murdock-Smith

Director

Printed Name of Authorized Representative

Title



8/20/2021

Signature of Authorized Representative

Date

Don Winterton

Printed Name of Chairman of Board of Trustees



8/19/2021

Signature of Chairman of Board of Trustees

Date

Required Attachments

Calendar:

Polaris Charter School
2020-2021 School Calendar

	August 2020	September 2020	October 2020	November 2020
Aug 31/Sept 9: Teacher Workshops				
Sep 1-3: Conferences				
Sep 10: First Day of School	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
Sep 07: Labor Day	1	C C C X 5	1 2 3	1 2 C 4 5 6 7
Oct 12: Columbus Day	2 3 4 5 6 7 8	6 H X W 10 11 12	4 5 6 7 8 9 10	8 9 10 H 12 13 14
Nov 03/4: Conferences	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 H 13 14 15 16 17	15 16 17 18 19 20 21
Nov 11: Veterans Day	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 X H X 28
Nov 25-27: Thanksgiving Recess	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31	29 30
Dec 9: Primary Learning Celebration	30 W			
Dec 16: Intermediate Learning Celebration				
Dec 24-Jan 01: Holiday Vacation				
Jan 6: Trimester 1 PLPs Distribution	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
Jan 18: MLK Day	1 2 3 4 5	H 2	1 2 ER 4 5 6	1 2 ER 4 5 6
Feb 15/17: Conferences	6 7 8 LC 10 11 12	3 4 5 ER 7 8 9	7 8 9 ER 11 12 13	7 8 9 ER 11 12 13
Feb 22-26: February Vacation	13 14 15 LC 17 18 19	10 11 12 ER 14 15 16	14 C 16 ER 18 19 20	14 15 16 LC 18 W 20
Mar 17: Primary Learning Celebration	20 21 22 23* X H 26	17 H 19 ER 21 22 23	21 X X X X X 27	21 22 23 LC 25 26* 27
Mar 19: Teacher Workshop	27 X X X X	24 25 26 ER 28 29 30	28	28 29 30 31
Mar 24: Intermediate Learning Celebration		31		
Apr 7: Trimester 2 PLP Distribution				
Apr 26-Apr 30: April Vacation				
May 31: Memorial Day				
Jun 11: Trimester 3 PLP Distribution				
Jun 16: Last Day of School				
June 16/17: Conferences				
June 16: Last Day of School				

December 2020	January 2021	February 2021	March 2021
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	H 2	1 2 ER 4 5 6	1 2 ER 4 5 6
6 7 8 LC 10 11 12	3 4 5 ER 7 8 9	7 8 9 ER 11 12 13	7 8 9 ER 11 12 13
13 14 15 LC 17 18 19	10 11 12 ER 14 15 16	14 C 16 ER 18 19 20	14 15 16 LC 18 W 20
20 21 22 23* X H 26	17 H 19 ER 21 22 23	21 X X X X X 27	21 22 23 LC 25 26* 27
27 X X X X	24 25 26 ER 28 29 30	28	28 29 30 31

April 2021	May 2021	June 2021	July 2021
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1	1 ER 3 4 5	1 2 3
4 5 6 ER 8 9 10	2 3 4 ER 6 7 8	6 7 8 ER 10 11 12	4 5 6 7 8 9 10
11 12 13 ER 15 16 17	9 10 11 ER 13 14 15	13 14 15 ER C MU 19	11 12 13 14 15 16 17
18 19 20 ER 22 23 24	16 17 18 ER 20 21 22	20 MU MU MU 24 25 26	18 19 20 21 22 23 24
25 X X X X X	23 24 25 ER 27 28 29	27 28 29 30	25 26 27 28 29 30 31
	30 H		

C - Conference Day	W - Teacher Workshop Days	ER - Early Release / 12:50 Dismissal
X - School Vacation Days	LC - Learning Celebration Evening	MU - Snow Day Make Up
H - Holidays Off	* - Denotes End of Trimester	Conferences Follow

Financials:



Polaris Charter School

Budget vs. Actuals: FY 2020-2021 - FY21 P&L
July 2020 - June 2021

	TOTAL		
	ACTUAL	BUDGET	OVER BUDGET
Income			
1510 Interest Earned	572.53	4,000.00	-3,427.47
1900 OTHER REVENUE FROM LOCAL SOURCES			
1920 Contributions-Donations from Private Sources	28,646.64		28,646.64
1925 Polaris Educational Foundation - Contributions			
1925a RESTRICTED Contributions from the PEF	7,635.00		7,635.00
Total 1925 Polaris Educational Foundation - Contributions	7,635.00		7,635.00
1951 Services Provided Other LEAs w/in NH	3,063.11	15,000.00	-11,936.89
Total 1900 OTHER REVENUE FROM LOCAL SOURCES	39,344.75	15,000.00	24,344.75
2020 Earned Rewards on Purchases	878.75		878.75
3000 REVENUE FROM STATE SOURCES			
3111 State Revenue - Per Pupil Funds	786,798.48	805,056.00	-18,257.52
3112 State Revenue - Differentiated Aid	51,216.74	44,655.78	6,560.96
3190 State Revenue - Other Unrestricted State Aid	1.00	10,000.00	-9,999.00
Total 3000 REVENUE FROM STATE SOURCES	838,016.22	859,711.78	-21,695.56
4500 RESTRICTED GRANTS from Fed Gov't thru STATE			
4530 RESTRICTED GRANTS - Elementary/Secondary (ESEA/ESSA) - ALL OTHER			
4530a Restricted Grants In Aid - Title II Part A	475.58		475.58
4530c Restricted Grants In Aid - Title IV Part A	9,223.48		9,223.48
Total 4530 RESTRICTED GRANTS - Elementary/Secondary (ESEA/ESSA) - ALL OTHER	9,699.06		9,699.06
4590 Other Restricted Federal Aid Through the State			
4595 Restricted Grants In Aid - ESSER / CARES ACT			
4595a Restricted Grants In Aid - Esser I	6,644.33		6,644.33
4595d Restricted Grants In Aid - SPSRF I / GOFERR / (Cares Act)	21,800.00		21,800.00
Total 4595 Restricted Grants In Aid - ESSER / CARES ACT	28,444.33		28,444.33
4598 Restricted Grants In Aid - Infrastructure Grant	796.48		796.48
Total 4590 Other Restricted Federal Aid Through the State	29,240.81		29,240.81
Total 4500 RESTRICTED GRANTS from Fed Gov't thru STATE	38,939.87		38,939.87
Total Income	\$917,752.12	\$878,711.78	\$39,040.34
GROSS PROFIT	\$917,752.12	\$878,711.78	\$39,040.34
Expenses			
1000 INSTRUCTION	33,579.56	29,753.00	3,826.56
1110 COMPUTER TECHNOLOGY	27,664.38	8,200.00	19,464.38
2000 STUDENT SUPPORT SERVICES	590.54	350.00	240.54
2300 ADMINISTRATIVE SUPPORT SERVICES	20,263.37	28,365.00	-8,101.63
2514 PAYROLL EXPENSES	657,614.27	674,700.03	-17,085.76
2600 OPERATION & MAINTENANCE - FACILITIES	146,128.42	160,460.00	-14,331.58
QuickBooks Payments Fees		150.00	-150.00
Total Expenses	\$885,840.54	\$901,978.03	\$ -16,137.49
NET OPERATING INCOME	\$31,911.58	\$ -23,266.25	\$55,177.83
NET INCOME	\$31,911.58	\$ -23,266.25	\$55,177.83

Polaris Charter School

Balance Sheet
As of June 30, 2021

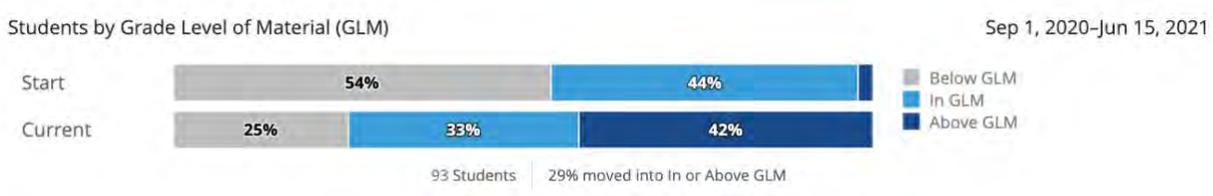
	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
100 TD bank - Checking	192,001.36
101 TD Bank - Money Market	207,345.75
102 New Hampshire Public Deposit Investment Pool	203,158.18
Total Bank Accounts	\$602,505.29
Accounts Receivable	
153 Accounts Receivable	80,395.48
Total Accounts Receivable	\$80,395.48
Other Current Assets	
115 Undeposited Funds	10.00
190 Prepaid Expenses	6,088.00
Credit Card Receivables	1,355.00
Total Other Current Assets	\$7,453.00
Total Current Assets	\$690,353.77
Fixed Assets	
140 Fixed Assets	
141 Improvements FY 06-13	224,433.05
142 Accumulated Depreciation	-34,294.89
Total 141 Improvements FY 06-13	190,138.16
150 Telephone System	
151 Accumulated Depreciation	-7,770.00
Total 150 Telephone System	0.45
160 Curriculum Software	
161 Accumulated Depreciation	-43,640.00
Total 160 Curriculum Software	0.00
170 Computer Equipment	
171 Accumulated Depreciation	-23,019.39
Total 170 Computer Equipment	978.68
180 Furniture & Fixtures	
181 Accumulated Depreciation	-18,990.42
Total 180 Furniture & Fixtures	639.92
Total 140 Fixed Assets	191,757.21
Total Fixed Assets	\$191,757.21
TOTAL ASSETS	\$882,110.98

Projected Income and Expenses:

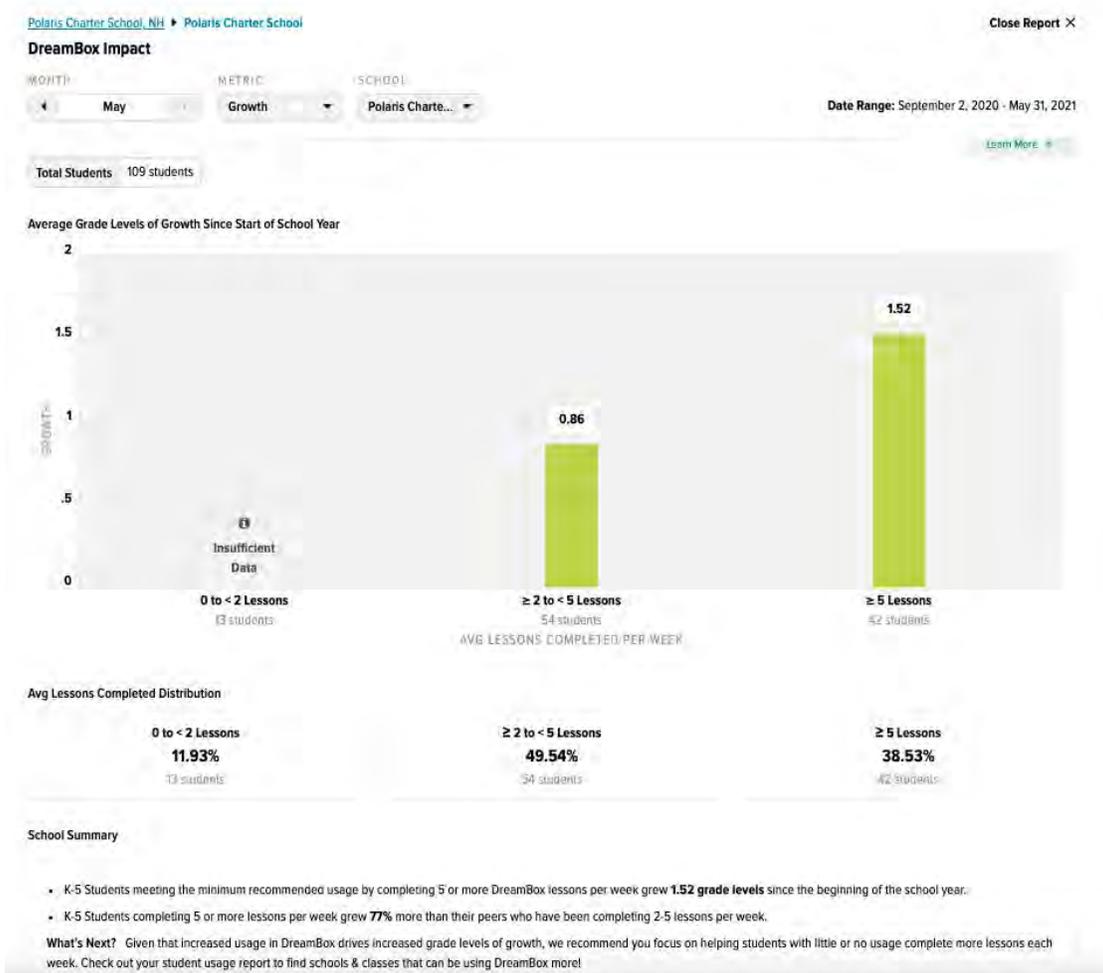
POLARIS CHARTER SCHOOL - APPROVED BUDGET 2021-2022	
Income	
1900 OTHER REVENUE-Local Sources	
1920 Contributions-Donations from Private Sources	(\$ 10,000.00)
1925 Contributions-Donations from PEF	(\$ -)
1951 Services Provided Other LEAs w/in State	(\$ -)
1990 Interest Earned	(\$ 500.00)
Total 1900 OTHER REVENUE-Local Sources	(\$ 10,500.00)
3000 REVENUES FROM STATE SOURCES	
3111 State Revenue - Per Pupil Funds	(\$ 872,314.80)
3112 State Revenue - Differentiated Aid	(\$ 50,000.00)
3190 State Revenue - Other	(\$ -)
Total 3000 REVENUES FROM STATE SOURCES	(\$ 922,314.80)
Total 4500 RESTRICTED GRANTS from Fed Gov't thru STATE	(\$ 15,000.00)
Total Income	(\$ 947,814.80)
Gross Profit	(\$ 947,814.80)
Expenses	
Total 1100 INSTRUCTIONAL SERVICES	(\$ 28,183.00)
Total 1110 COMPUTER TECHNOLOGY	(\$ 11,300.00)
Total 2000 HEALTH SUPPORT SERVICES	(\$ 200.00)
Total 2300 ADMINISTRATIVE SUPPORT SERVICES	(\$ 29,215.00)
Total 2514 PAYROLL EXPENSES (Wages, Taxes, Insurance, 401k, HR)	(\$ 808,504.02)
Total 2600 FACILITIES OPERATION & MAINTENANCE	(\$ 138,440.00)
Total Expenses	(\$ 1,015,842.02)
Net Operating Income	(\$ (68,027.22))

Attainment of Academic Goals

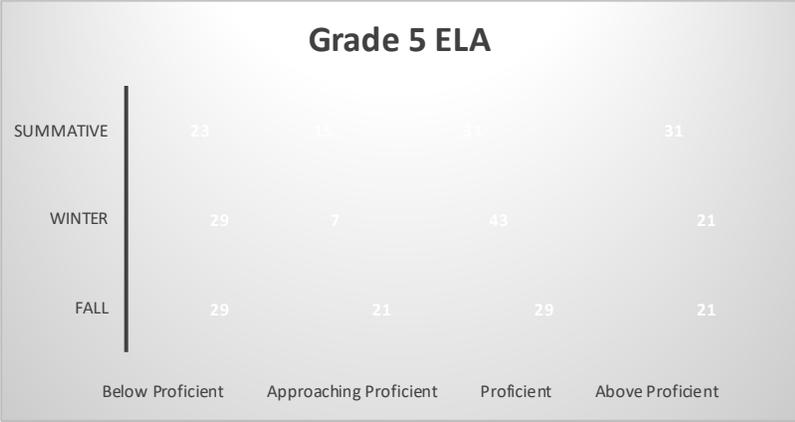
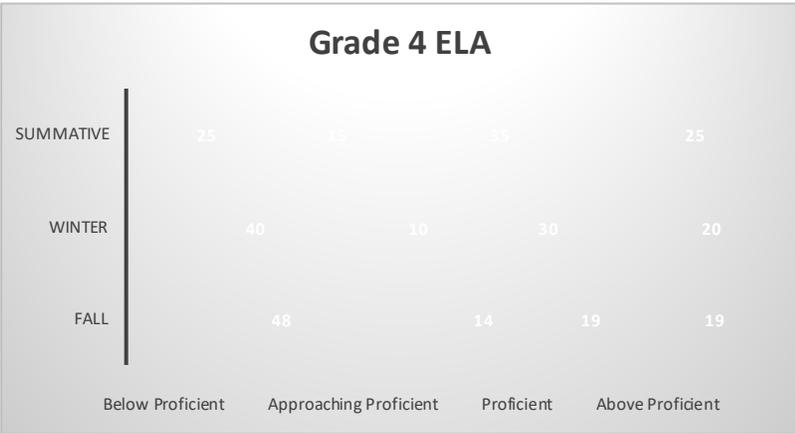
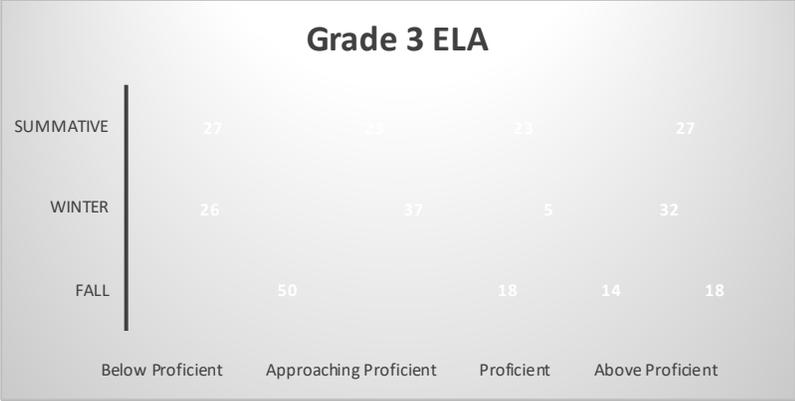
Polaris used an online reading instructional program called Lexia for reading instruction. The graph below denotes student's progress during the school year.

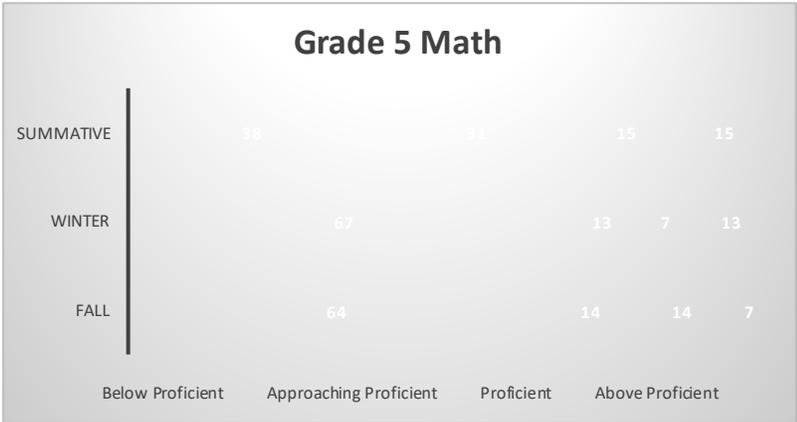
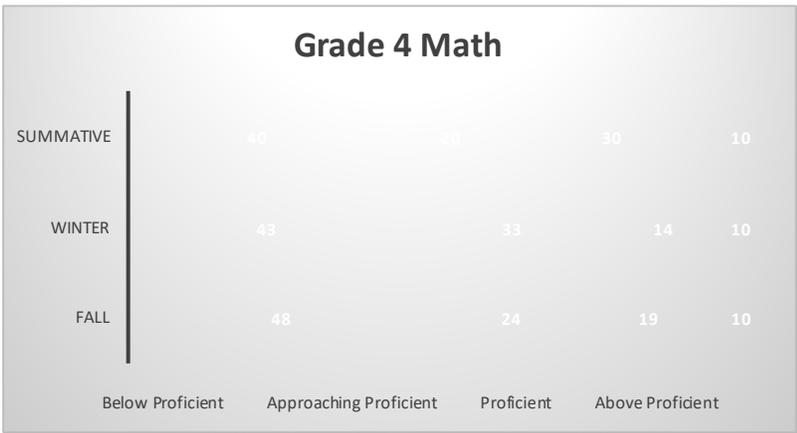
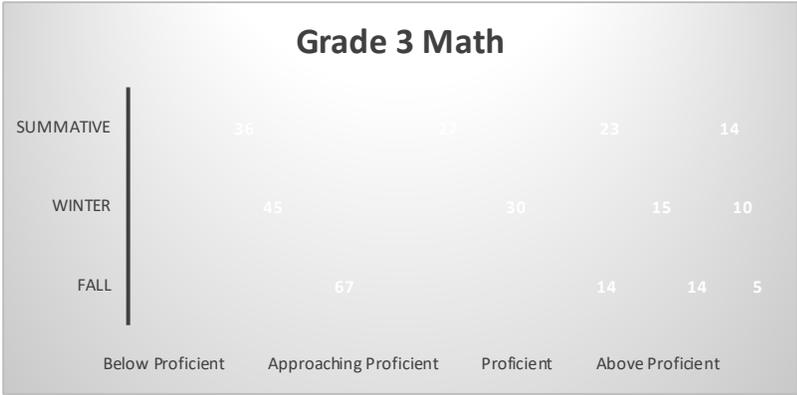


Polaris also uses an online math program called DreamBox which is a personalized, competency based program where student progress at their own pace. This report demonstrates DreamBox's impact on student learning by showing average grade levels of growth.



Another tool that we used to measure academic progress was the NH SAS delivery system. In addition to the required state testing, we conducted Interim assessments in the Fall and Winter. Progress over time show's growth better than a single snap shot in time and our students did demonstrate progress.

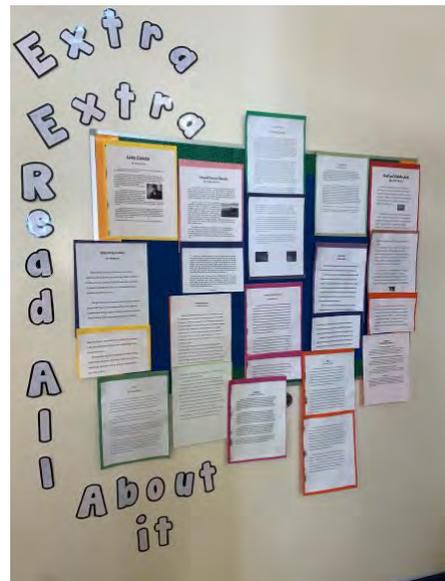




Projects:

Trimester One: Who Am I?

Students examined what it means to be a family, their heritage the human body and their place in the state of New Hampshire.



Trimester Two Essential Question: How Things Work

Primary students learned about simple and complex machines and built levers, pulley's etc. They then took that knowledge and designed a room identifying where they are used. Intermediate students made coffee can robots, studied landforms and made models and explored the solar system.



Trimester Three: Journeys and Cycles

Students studied the life cycle of the butterfly, migration, the human body system and more!



Attainment of Non-Academic Goals

Core Values

At Polaris Charter School, we believe our students' social/emotional development is just as important as academics. Each month, a core value related to character education is discussed as a school and in the classroom. Different activities that align with these topics might also be conducted. The monthly core values are:

September – School Rules (Respect and Responsibility)

October – Courage

November – Citizenship

December – Gratitude

January – Forgiveness

February – Compassion

March – Fairness

April – Trustworthiness

May – Grit/Determination

June – Wrap Up/Transition to Next Year

Polaris Charter School (District)

100 Coolidge Ave Manchester, NH 03102-3208 | 603-634-0034

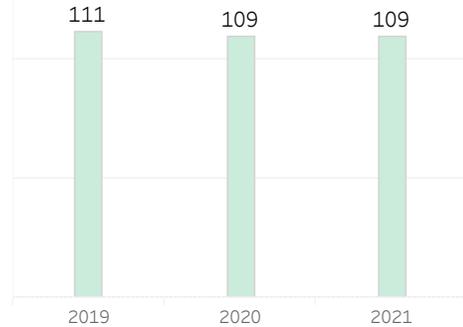
- 2021
- 2020
- 2019
- 2018

Report Card Year: **2021**

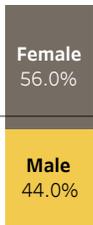
District ID
735

Admin Principal
Jennifer Murdock-Smith

Email Address
**j.murdocksmith@
polarischarterschool.org**



Population by Gender



Student Population Breakdown

Economically Disadvantaged	20.18%
English Language Learners	*N
Homeless	*N
Migrant	N/A
Military Connected	*N
Students in Foster Care	N/A
Students with Disabilities	11.01%

Population by Race / Ethnicity

American Indian or Alaskan	N/A
Asian or Pacific Islander	*N
Black or African American	*N
Hispanic or Latino	12.84%
Multiple Races	*N
White	67.89%

Performance Indicators by Subgroupings

*Achievement Metrics Compared vs. Targets

				2019	2020	2021
Profile	Population By Gender	Sex	Female	57.66%	53.21%	55.96%
			Male	42.34%	46.79%	44.04%
	Population By Race/Ethnicity	Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A
			Asian or Pacific Islander	*N	*N	*N
			Black or African American	*N	*N	*N
			Hispanic or Latino	10.81%	12.84%	12.84%
			Multiple Races	*N	*N	*N
			White	69.37%	69.72%	67.89%
	Population By Subgroup	Student Group	Economically Disadvantag..	20.72%	24.77%	20.18%
			English Language Learners	*N	*N	*N
			Homeless	N/A	*N	*N
			Migrant	N/A	N/A	N/A
			Military Connected	*N	*N	*N
			Students in Foster Care	*N	*N	N/A
			Students with Disabilities	*N	13.76%	11.01%
			Total Student Enrollment		111	109	109
	DLM Participation - ELA		0.00%	*COVID	0.00%	
	DLM Participation - Math		0.00%	*COVID	0.00%	
	ELA Participation Rate		92%	*COVID	88%	
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A	
		Asian or Pacific Islander	*N	*COVID	*N	
		Black or African American	*N	*COVID	*N	
		Hispanic or Latino	*N	*COVID	*N	
		Multiple Races	*N	*COVID	*N	
		White	88%	*COVID	88%	
		Sex	Female	89%	*COVID	89%
	Male	96%	*COVID	86%		
Student Group	Economically Disadvantaq..	*N	*COVID	83%		

	English Language Learners		*N	*COVID	*N	
	Homeless		N/A	*COVID	N/A	
	Migrant		N/A	*COVID	N/A	
	Military Connected		*N	*COVID	N/A	
	Students in Foster Care		N/A	*COVID	N/A	
	Students with Disabilities		*N	*COVID	*N	
ELA Proficiency			54%(vs 60.45)	*COVID	60%(vs 64.40)	
Achievement Level	Level 1 (lowest)		19%	*COVID	21%	
	Level 2		24%	*COVID	19%	
Grade	Level 3		37%	*COVID	31%	
	Level 4 (highest)		17%	*COVID	29%	
	Grade 3		37%	*COVID	52%	
	Grade 4		66%	*COVID	67%	
Grade	Grade 5		58%	*COVID	62%	
	Grade 6		*N	*COVID	N/A	
	Grade 7		N/A	*COVID	N/A	
	Grade 8		N/A	*COVID	N/A	
	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 (vs 72.00)	*COVID	*N (vs 72.00)	
	Black or African American		*N (vs 37.31)	*COVID	*N (vs 44.29)	
	Hispanic or Latino		*N (vs 42.44)	*COVID	*N (vs 49.61)	
	Multiple Races		*N (vs 62.93)	*COVID	*N (vs 70.61)	
Sex	White		49%(vs 63.95)	*COVID	53%(vs 70.61)	
	Female		51%	*COVID	62%	
Student Group	Male		58%	*COVID	56%	
	Economically Disadvantag..		*N (vs 40.39)	*COVID	*N (vs 47.49)	
Student Group	English Language Learners		*N (vs 32.19)	*COVID	*N (vs 38.97)	
	Homeless		N/A	*COVID	N/A	
	Migrant		N/A	*COVID	N/A	
	Military Connected		*N	*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			90%	*COVID	88%	
Race/Ethnicity	American Indian or Alaskan		N/A	*COVID	N/A	
	Asian or Pacific Islander		*N	*COVID	*N	
	Black or African American		*N	*COVID	*N	
	Hispanic or Latino		*N	*COVID	*N	
	Multiple Races		*N	*COVID	*N	
Sex	White		86%	*COVID	88%	
	Female		86%	*COVID	89%	
Student Group	Male		96%	*COVID	86%	
	Economically Disadvantag..		*N	*COVID	83%	
Student Group	English Language Learners		*N	*COVID	*N	
	Homeless		N/A	*COVID	N/A	
	Migrant		N/A	*COVID	N/A	
	Military Connected		*N	*COVID	N/A	
	Students in Foster Care		N/A	*COVID	N/A	
	Students with Disabilities		*N	*COVID	*N	
	Math Proficiency			42%(vs 49.14)	*COVID	38%(vs 51.05)
	Achievement Level	Level 1 (lowest)		27%	*COVID	35%
Level 2			25%	*COVID	27%	
Level 3			31%	*COVID	25%	
Level 4 (highest)			12%	*COVID	13%	
Grade	Grade 3		37%	*COVID	38%	
	Grade 4		61%	*COVID	44%	
	Grade 5		35%	*COVID	31%	
	Grade 6		*N	*COVID	N/A	
	Grade 7		N/A	*COVID	N/A	
	Grade 8		N/A	*COVID	N/A	
	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 (vs 67.00)	*COVID	*N (vs 67.00)	
	Black or African American		*N (vs 25.00)	*COVID	*N (vs 28.36)	
	Hispanic or Latino		*N (vs 31.07)	*COVID	*N (vs 34.54)	
	Multiple Races		*N (vs 48.26)	*COVID	*N (vs 52.06)	
Sex	White		34%(vs 51.30)	*COVID	33%(vs 54.21)	
	Female		36%	*COVID	35%	
Student Group	Male		50%	*COVID	44%	
	Economically Disadvantag..		*N (vs 29.05)	*COVID	*N (vs 23.48)	

	Student Group	Economically Disadvantag..	14 (vs 25.03)	*COVID	14 (vs 32.46)
		English Language Learners	*N (vs 21.97)	*COVID	*N (vs 25.26)
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	*N	*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		96%	*COVID	87%
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
		Asian or Pacific Islander	*N	*COVID	*N
		Black or African American	*N	*COVID	N/A
		Hispanic or Latino	*N	*COVID	*N
		Multiple Races	*N	*COVID	N/A
		White	94%	*COVID	*N
	Sex	Female	92%	*COVID	*N
		Male	100%	*COVID	*N
	Student Group	Economically Disadvantag..	*N	*COVID	*N
		English Language Learners	*N	*COVID	*N
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	*N	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	N/A	*COVID	*N
	Science Proficiency		48%	*COVID	38%
	Achievement Level	Level 1 (lowest)	35%	*COVID	54%
		Level 2	17%	*COVID	<10%
		Level 3	30%	*COVID	23%
		Level 4 (highest)	17%	*COVID	15%
	Grade	Grade 3	N/A	*COVID	N/A
		Grade 4	N/A	*COVID	N/A
		Grade 5	48%	*COVID	38%
		Grade 6	N/A	*COVID	N/A
		Grade 7	N/A	*COVID	N/A
		Grade 8	N/A	*COVID	N/A
		Grade 11	N/A	*COVID	N/A
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
		Asian or Pacific Islander	*N	*COVID	*N
		Black or African American	*N	*COVID	N/A
		Hispanic or Latino	*N	*COVID	*N
		Multiple Races	*N	*COVID	N/A
		White	46%	*COVID	*N
	Sex	Female	26%	*COVID	*N
		Male	67%	*COVID	*N
	Student Group	Economically Disadvantag..	*N	*COVID	*N
		English Language Learners	*N	*COVID	*N
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	*N	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	N/A	*COVID	*N
	ELA Growth		59	*COVID	*COVID
	Grade	Grade 4	68	*COVID	*COVID
		Grade 5	52	*COVID	*COVID
		Grade 6	*N	*COVID	N/A
		Grade 7	N/A	*COVID	N/A
		Grade 8	N/A	*COVID	N/A
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A
		Asian or Pacific Islander	*N	*COVID	*COVID
		Black or African American	*N	*COVID	*COVID
		Hispanic or Latino	*N	*COVID	*COVID
		Multiple Races	*N	*COVID	*COVID
		White	59	*COVID	*COVID
	Sex	Female	66	*COVID	*COVID
		Male	52	*COVID	*COVID
	Student Group	Economically Disadvantag..	*N	*COVID	*COVID
		English Language Learners	*N	*COVID	*COVID
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	*N	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	N/A	*COVID	*COVID

Academ	Math Growth		54	*COVID	*COVID	
	Grade	Grade 4	60	*COVID	*COVID	
		Grade 5	51	*COVID	*COVID	
		Grade 6	*N	*COVID	N/A	
		Grade 7	N/A	*COVID	N/A	
		Grade 8	N/A	*COVID	N/A	
	Race/Ethnicity	American Indian or Alaskan	N/A	*COVID	N/A	
		Asian or Pacific Islander	*N	*COVID	*COVID	
		Black or African American	*N	*COVID	*COVID	
		Hispanic or Latino	*N	*COVID	*COVID	
		Multiple Races	*N	*COVID	*COVID	
		White	46	*COVID	*COVID	
	Sex	Female	52	*COVID	*COVID	
		Male	56	*COVID	*COVID	
	Student Group	Economically Disadvantag..	*N	*COVID	*COVID	
		English Language Learners	*N	*COVID	*COVID	
		Homeless	N/A	*COVID	N/A	
		Migrant	N/A	*COVID	N/A	
		Military Connected	*N	*COVID	N/A	
		Students in Foster Care	N/A	*COVID	N/A	
Students with Disabilities		N/A	*COVID	*COVID		
Average Class Size			18.5	18.0	16.7	
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	*N	*N	
		Black or African American	*N	*N	*N	
		Hispanic or Latino	*N	0.00%	0.00%	
		Multiple Races	*N	*N	*N	
		White	0.00%	0.00%	0.00%	
	Student Group	Economically Disadvantag..	0.00%	0.00%	0.00%	
		English Language Learners	*N	*N	*N	
		Homeless	N/A	*N	N/A	
		Migrant	N/A	N/A	N/A	
		Military Connected	*N	*N	*N	
		Students in Foster Care	*N	*N	N/A	
		Students with Disabilities	*N	0.00%	0.00%	
	In School Suspension Rate			0.00%	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	*N	*N	
		Black or African American	*N	*N	*N	
Hispanic or Latino		*N	0.00%	0.00%		
Multiple Races		*N	*N	*N		
White		0.00%	0.00%	0.00%		
Student Group	Economically Disadvantag..	0.00%	0.00%	0.00%		
	English Language Learners	*N	*N	*N		
	Homeless	N/A	*N	N/A		
	Migrant	N/A	N/A	N/A		
	Military Connected	*N	*N	*N		
	Students in Foster Care	*N	*N	N/A		
	Students with Disabilities	*N	0.00%	0.00%		
Incidents of Violence			0	0	0	
Out of School Suspension Rate			0.00%	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	*N	*N		
	Black or African American	*N	*N	*N		
	Hispanic or Latino	*N	0.00%	0.00%		
	Multiple Races	*N	*N	*N		
	White	0.00%	0.00%	0.00%		
Student Group	Economically Disadvantag..	0.00%	0.00%	0.00%		
	English Language Learners	*N	*N	*N		
	Homeless	N/A	*N	N/A		
	Migrant	N/A	N/A	N/A		
	Military Connected	*N	*N	*N		
	Students in Foster Care	*N	*N	N/A		
	Students with Disabilities	*N	0.00%	0.00%		
Average Teacher Salary			\$42,524	\$44,857	\$45,406	

Educator Profile:	Classes by Educators Certified in the Subject		71.43%	50.00%	33.33%
	Classes by Educators on an Intern Path		0.00%	0.00%	0.00%
	Classes by Experienced Educators		42.86%	100.00%	25.00%
Finance	Cost Per Pupil		N/A	\$7,562	\$7,805
	School Type	Elementary School	N/A	\$7,562	\$7,805
		High School	N/A	N/A	N/A
		Middle School	N/A	N/A	N/A
	Total Expenditures		N/A	\$827,404	\$885,986
	Non-recurring Expenditures	Bond and Note Payment	N/A	\$0	\$0
		Facility Construction	N/A	\$0	\$0
	Recurring Expenditures	Bond & Note Interest	N/A	0	0
		Business Services	N/A	0	4
		Charter Schools / Other Ag..	N/A	0	0
		Community Programs	N/A	0	0
		Food Service	N/A	0	0
		General Administration	N/A	1	2
		Instructional Staff Support	N/A	0	2
		Non-Public Programs	N/A	0	0
		Other Instructional Progra..	N/A	0	0
		Plant Operations	N/A	16	15
		Pupil Transportation	N/A	0	0
		Regular Instruction	N/A	80	74
		School Administration	N/A	1	0
		Special Programs	N/A	0	0
	Student Support Services	N/A	0	0	
	Vocational Programs	N/A	0	0	
	Total Revenues		N/A	\$900,492	\$927,989
	Additional Revenue Type	Sale of Bonds and Notes	N/A	\$0	\$0
		Equitable Education Aid	N/A	87.20%	84.80%
Revenue Type	Federal Sources	N/A	0.60%	5.30%	
	Local Revenue	N/A	5.90%	4.40%	
	Local Taxation	N/A	0.00%	0.00%	
	Other State Sources	N/A	6.30%	5.50%	
	Total Revenues	Other (includes insurance ..	N/A	0.00%	0.00%

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

Printed on: 5/11/2022



Chartered Public School 5-Year Renewal Summary Report

School Name: *Polaris Chartered Public Chartered School*

Evaluation Team: *Tal Bayer and Cassie Hayes*

Board Meeting Date: *7/14/2022*

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:	
School has been in successful operation for 10 years Strong board with diverse skill set(mgt, marketing, legal, grant writing, technology, education, finance, town administration, parents) 8 members strong Engaged and organized parents in the form of PTA Committed staff with low turnover Fundraising- recipient of Charitable Gaming(Manchester site) Enrollment stability over time ADM attendance rate 99% Test Scores in ELA and Science consistently meet or exceed state averages though just short of target Recent purchase of their own building	
Areas for school improvement:	
None Noted	
Areas of concern:	
None noted	

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
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New Hampshire Department of Education
Office of Charter Schools

Visit Highlights:
School has a welcoming and inclusive learning environment built on the respect for individual learning styles. Highly passionate school staff and educators. Students are very proud of their school. School Board is very stable, engaged and supportive of school leadership. Parent engagement and involvement is strong with PTA and support at various school functions.
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:	
School is consistently on time and in compliance with 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.

<p>Polaris has shown themselves to be a quality charter option for students in NH. Across the board the school has demonstrated characteristics and attributes of a strong and sustainable school.</p> <p>Enrollment- consistently stable and waitlist for spots.</p> <p>Staffing- low turnover.</p> <p>Academics- Testing scores are consistently meeting or exceeding state averages.</p> <p>Financial- school has managed budget with sound fiscal practices that have enabled it to purchase their own building.</p> <p>Fundraising and Development- School has leveraged resources and relationships to great effect.</p> <p>Community- Schools is engaged in surrounding community and partnerships.</p> <p>Based on these factors, the evaluation team rates this school as “Meeting Expectations”</p>



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

July 2022
State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary
Renewals

A. Action Needed

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

B. Rationale for Action

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

Approved (3 years or 5 years) – a school seeking continued approval meets all of the applicable requirements of Ed 403 or 404.

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

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

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

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

C. Effects of this Action

Approval of this Report allows existing school to operate for a period of 3 years or 5 years, as applicable.

D. Possible Motion

I move that the State Board accept and approve the following schools for continued Attendance Approval Status for the period of July 1, 2022 through June 30, 2025:

Holy Trinity Catholic School

Shalom Christian Academy

The Well School

US Performance Academy

I move that the State Board accept and approve the following school for continued Attendance and Program Approval Status for the period of July 1, 2022 through June 30, 2027:

St. Joseph Regional Jr. High School

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: Holy Trinity Catholic School	Phone Number: 603-524-3156	Application Type*: AA
<p>About the School: Holy Trinity Catholic School is a regional Pre-K - 8 school located in Laconia, New Hampshire, and operated under the auspices of the Roman Catholic Diocese of Manchester. A Holy Trinity education reflects both academic excellence and a Catholic identity. All curriculum and instruction at the school will foster: “the desire to seek wisdom and truth, the discipline to become self-learners, the capacity to recognize ethical and moral grounding for behavior, and the responsibility to transform and enrich the world with Gospel values.” The education, writes the school, is for the whole person forming the spiritual, intellectual, physical, psychological, social, moral, and religious capacities of each child.</p>		
Principal Address: 19 Gilford Ave., Laconia, NH 03246		
Mailing Address: 19 Gilford Ave., Laconia, NH 03246		
Head of School: Vincent Schuck	Email: vschuck@htsnh.org | Phone Number: 603-524-3156	
Authorized to Represent School: Vincent Schuck	Email: vschuck@htsnh.org | Phone Number: 603-524-3156	
Date Application Received: 3/8/22	Expiration Date: 6/30/22	
Grade Levels: Pre-K - 8	Enrollment Total: 150	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	3/8/22	
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	3/8/22	Submitted and in good standing
<input checked="" type="checkbox"/>	Administrative organization	3/8/22	Submitted
<input checked="" type="checkbox"/>	School calendar	3/8/22	SY 2022-2023, first day 8/31/22, last day 6/7/23
<input checked="" type="checkbox"/>	School hours survey	3/8/22	SY 2022-2023, 1115.5 hours for K, 1202 hours for grades 1-8
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3/8/22	Certified compliance statement
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3/8/22	Certified compliance statement
<input checked="" type="checkbox"/>	Program of studies	3/8/22	Submitted
<input checked="" type="checkbox"/>	Graduation requirements	N/A	Not applicable
<input checked="" type="checkbox"/>	Student handbook	3/8/22	Submitted
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	3/8/22	Page 10 in the Parent-Student Policy Handbook, defines bullying, describes false reporting /retaliation, outlines reporting and investigation procedures
	<input checked="" type="checkbox"/> Teacher misconduct	3/8/22	Page 26 in the Parent-Student Policy Handbook, describes obligation to report
	<input checked="" type="checkbox"/> Tuition repayment (refund)	3/8/22	Page 29 in the Parent-Student Policy Handbook, yearly tuition is unconditionally non-refundable
	<input checked="" type="checkbox"/> Restraint and seclusion	6/6/22	Addendum to Holy Trinity Catholic School’s in the Parent-Student Policy Handbook, references NH RSA 126-U, defines restraint and seclusion, states seclusion shall not be used, describes annual staff training and parental notification
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	6/7/22	Inspection completed by Charles Roffo of the Laconia Fire Department on 10/26/21, passed inspection
<input checked="" type="checkbox"/>	Health inspection report	6/6/22	Inspection completed by Jason Bean on 6/3/22, passed inspection

<input checked="" type="checkbox"/>	New facility report <input type="checkbox"/> Zoning verification <input type="checkbox"/> Certificate of occupancy <input type="checkbox"/> Fire and life safety report <input type="checkbox"/> Health Inspection <input type="checkbox"/> DOE visit	N/A	Not applicable
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	12/16/21	Submitted late
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7/22/21	Submitted late
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7/19/21	Submitted late
<input checked="" type="checkbox"/>	HSEM received EOP – due Sept 1 each year	9/1/21	Submitted on time
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE***	6/7/22	<p>The Office of Nonpublic Schools determines that Holy Trinity School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 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. The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p>The information above is communicated with prospective and renewing schools in the approval letter from the State Board of Education.</p>

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3. The approval by the BSS to become an approved private provider of special education programs.

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskooob

School Name: Shalom Christian Academy	Phone Number: 978-853-0129	Application Type*: AA
<p>About the School: Shalom Christian Academy is a K – 8 school with the mission to provide Biblically based, individualized, self-instructional education involving diagnostic testing, goal setting and mastery of subject content to help the student develop a relationship with Jesus Christ, incorporating the character traits of the Lord.</p> <p>Principal Address: 68 Stiles Road, Unit H, Salem, NH 03079</p> <p>Mailing Address: Same</p> <p>Head of School: Joyce Lajara-Gamez</p> <p>Authorized to Represent School: Joyce Lajara-Gamez</p> <p>Date Application Received: 4.7.22</p> <p>Grade Levels: K - 8</p> <p>Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> For Profit <input type="checkbox"/> Nonprofit</p>		
		<p>Email: | Phone Number: gamezjoyce@gmail.com|978-853-0129</p> <p>Email: | Phone Number: gamezjoyce@gmail.com|978-853-0129</p> <p>Expiration Date: 6.30.22</p> <p>Enrollment Total: 14</p> <p>Co-Educational: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	4.7.22	
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	4.8.22	In good standing
<input checked="" type="checkbox"/>	Administrative organization	5.11.22	The school is overseen by a Director who supervises tow teachers and a monitor.
<input checked="" type="checkbox"/>	School calendar	4.7.22	First day of school – September 6 th , last day of school – June 14 th
<input checked="" type="checkbox"/>	School hours survey	4.7.22	Total of 1,043.10 hours which is well in excess of the 450 and 945 hours required
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	N/A	Certification statement initialed
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17		Presence of flags verified during 5.11.22 site visit
<input checked="" type="checkbox"/>	Program of studies	4.7.22	Uses the comprehensive Accelerated Christian Education (ACE) curriculum
<input checked="" type="checkbox"/>	Graduation requirements		Not required due to grade span
<input checked="" type="checkbox"/>	Student handbook	5.28.22	Document entitled “Parent Student Handbook 2022-2023”, includes discussion of curriculum, enrollment procedures, admissions policy, attendance and uniform/dress code among other items
<input checked="" type="checkbox"/>	Grievance policy	6.13.22	Separate document that covers the four policies below
	<input checked="" type="checkbox"/> Bullying	6.13.22	Defines bullying and provides disciplinary consequences
	<input checked="" type="checkbox"/> Teacher misconduct	6.13.22	Outlines principles of professional conduct and presents reporting process
	<input checked="" type="checkbox"/> Tuition repayment (refund)	6.13.22	Non-refundable curriculum fee, tuition paid monthly, balance of monthly tuition not refundable should student leave prior to the end of the month
	<input checked="" type="checkbox"/> Restraint and seclusion	6.13.22	Statement that the school does not allow the use of restraint or seclusion techniques
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	4.8.22	Inspection completed by Loring Child on 3.22.22, passed inspection
<input checked="" type="checkbox"/>	Health inspection report	4.8.22	Inspection completed by Brian Lockand on 4.5.22, passed inspection
	New facility report	N/A	Not applicable

<input checked="" type="checkbox"/>	<input type="checkbox"/> Zoning verification		
<input checked="" type="checkbox"/>	<input type="checkbox"/> Certificate of occupancy		
<input checked="" type="checkbox"/>	<input type="checkbox"/> Fire and life safety report		
<input checked="" type="checkbox"/>	<input type="checkbox"/> Health Inspection		
<input checked="" type="checkbox"/>	<input type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	12.14.21	Submitted late
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.21.21	Submitted late
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.21.21	Submitted late
<input checked="" type="checkbox"/>	HSEM received EOP – due Sept 1 each year	12.15.21	Submitted late
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE***	6/19/22	<p>The Office of Nonpublic Schools determines that Shalom Christian Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 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>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: The Well School	Phone Number: 603.924.6908	Application Type*: AA
About the School: The Well School is a pre-K through 8 th grade non-profit corporation governed by a Board of Trustees. The Well School’s stated mission is to seek to inspire confidence, passion, and a love of learning in every child. The Well School was founded by Toni and Jay Garland in 1967 as an alternative to the public education system.		
Principal Address: 36 Well School Road, Peterborough Road, Peterborough, NH 03458		
Mailing Address: 36 Well School Road, Peterborough Road, Peterborough, NH 03458		
Head of School: T.J. Mackey	Email: | Phone Number: 603.924.6908|tjmackey@wellschool.org	
Authorized to Represent School: Darcy Conway	Email: | Phone Number: dconway@wellschool.org|603.924.6908	
Date Application Received: 4.1.22	Expiration Date: 6.30.22	
Grade Levels: Pre-K - 8	Enrollment Total: 128	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	4.1.22	
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	4.1.22	In good standing
<input checked="" type="checkbox"/>	Administrative organization	4.1.22	Page 2 of Family Handbook, school is governed by a Board of Trustees
<input checked="" type="checkbox"/>	School calendar	4.5.22	Start and end dates and total time matches school hours survey, first day of school – 9.1.22, last day of school - 6.10.22
<input checked="" type="checkbox"/>	School hours survey	4.5.22	Proposed school hours well exceed minimum requirements
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	4.1.22	Certification statement initialed
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	4.1.22	Certification statement initialed
<input checked="" type="checkbox"/>	Program of studies	4.1.22	Th programs of studies include a list of classes required at each grade level. Content generally includes language arts, math, social studies, science and health and wellness
<input checked="" type="checkbox"/>	Graduation requirements	N/A	Not applicable for grade span offered
<input checked="" type="checkbox"/>	Student handbook	4.1.22	Document entitled “Family Handbook”, includes discussion on guiding principles, school policies, communication, administrative topics, standards of behavior and safety among other issues
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	4.1.22	See page 29 and 32 of the Family Handbook, bullying is defined and grievance process is described
	<input checked="" type="checkbox"/> Teacher misconduct	4.1.22	See page 9 of the Staff Handbook, speaks to reporting and consequences
	<input checked="" type="checkbox"/> Tuition repayment (refund)	4.1.22	See page 7 of the Family Handbook, required to pay tuition for 60 school days upon voluntary or disciplinary removal
	<input checked="" type="checkbox"/> Restraint and seclusion	4.1.22	See page 27 of the Staff Handbook, clear statement that the school does not use seclusion or restraint techniques
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	6.3.22	Inspection completed on 4.4.22 by Scott Symonds of Peterborough Fire and rescue, passed inspection

<input checked="" type="checkbox"/>	Health inspection report	6.8.22	Inspection completed on 6.8.22 by Edmund M. Walker, passed inspection
<input checked="" type="checkbox"/>	New facility report	N/A	Not applicable
	<input type="checkbox"/> Zoning verification		
	<input type="checkbox"/> Certificate of occupancy		
	<input type="checkbox"/> Fire and life safety report		
	<input type="checkbox"/> Health Inspection		
	<input type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.6.21	Submitted on time
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.25.21	Submitted on time
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.25.21	Submitted on time
<input checked="" type="checkbox"/>	HSEM received EOP – due Sept 1 each year	9.1.21	Submitted on time
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE***	6.8.22	<p>The Office of Nonpublic Schools determines that The Well School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 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>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: US Performance Academy	Phone Number: 617.448.7016	Application Type*: AA
About the School: US Performance Academy (USPA) is designed for young athletes looking for a school that supports their unique schedule, creates a pathway towards their personal, professional, and athletic goals, and leverages the latest technology for an on-the-go environment. While most USPA students are athletes, USPA is a performance academy and supports all areas of performance: this includes art, music, acting, or other areas of interest.		
Principal Address: 153 Wilmot Center Road, Wilmot, NH 03287		
Mailing Address: 153 Wilmot Center Road, Wilmot, NH 03287		
Head of School: Peter Smith	Email: | Phone Number: peter.smith@gouspa.org|617.448.7016	
Authorized to Represent School: Julie Glusker	Email: | Phone Number: Julie.glusker@gouspa.org|801.209.3499	
Date Application Received: 6.1.22	Expiration Date: 6.30.22	
Grade Levels: 6 - 12	Enrollment Total: 205	
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	6.1.22	
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	6.2.22	In good standing.
<input checked="" type="checkbox"/>	Administrative organization	4.11.2	Clearly delineated administrative organization overseen by CEO structure.
<input checked="" type="checkbox"/>	School calendar	4.11.22	Courses are offered year-round. The school does indicate during which holidays and breaks their offices will be closed.
<input checked="" type="checkbox"/>	School hours survey	6.1.22	1,080 instructional hours offered over 180 days.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	6.1.22	Statutory compliance statement initiated.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	6.1.22	Statutory compliance statement initiated.
<input checked="" type="checkbox"/>	Program of studies	4.11.22	Page 12 of USPA Course Catalog, provides typical course progression by grade level. The USPA instructional model is rooted in providing students with challenging curricula using a variety of technical tools and resources. Students, parents, and guardians work in concert with our academic team providing a foundation for academic excellence.
<input checked="" type="checkbox"/>	Graduation requirements	4.11.22	Page 11 of the USPA Course Catalog, outlines course requirements for English, Math, Science, Social Science, World Language and Electives totaling 20 credits.
<input checked="" type="checkbox"/>	Student handbook	4.11.22	Document entitled “USPA Student & Parent Handbook, Academic Year 2020-2021”, provides general and academic information, course policies, assessment and grading criteria and college planning information
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	4.11.22	Page 14 of the USPA Student & Parent Handbook, defines types of cyberbullying, outlines reporting and consequences.
	<input checked="" type="checkbox"/> Teacher misconduct	6.6.22	Separate Policy, explains expectations as well as reporting and investigation procedures.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	4.11.22	Page 24 of the USPA Student & Parent Handbook, non-refundable \$50 application fee, non-refundable tuition

	<input checked="" type="checkbox"/> Restraint and seclusion	N/A	deposit of \$2,000 must accompany enrollment contract, installment payments thereafter. Not applicable as all courses are strictly online.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	N/A	Not applicable as all courses are strictly online.
<input checked="" type="checkbox"/>	Health inspection report	N/A	Not applicable as all courses are strictly online.
<input checked="" type="checkbox"/>	New facility report	N/A	Not applicable.
	<input type="checkbox"/> Zoning verification		
	<input type="checkbox"/> Certificate of occupancy		
	<input type="checkbox"/> Fire and life safety report		
	<input type="checkbox"/> Health Inspection		
	<input type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	12.8.21	Submitted late.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	8.2.21	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	8.2.21	Submitted late.
<input checked="" type="checkbox"/>	HSEM received EOP – due Sept 1 each year	N/A	Not applicable as all courses are strictly online.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE***	6.6.22	<p>The Office of Nonpublic Schools determines that US Performance Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 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. The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p>The information above is communicated with prospective and renewing schools in the approval letter from the State Board of Education.</p>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: St. Joseph Regional Jr. High School	Phone Number: 603-624-4811	Application Type*: AP
About the School: The school provides a Catholic education with the attributes of a “Catholic identity, academic excellence, respect for self and others, and an environment of caring.” The low student-teacher ratio of 1:14, allows teachers to focus on individual students. Students here build a solid foundation in academic teaching organization, personal responsibility, and study skills. Parents and families are provided with support and resources such as videos, articles, weekly newsletters, a principal's blog, and personal conversations with trained teachers and expert administrators.		
Principal Address: 148 Belmont Street, Manchester, NH		
Mailing Address: Same		
Head of School: Dawn Florino, Principal	Email: dflorino@stjoesjrhs.org | Phone Number: 603-624-4811	
Authorized to Represent School: Pauline Martineau, Assistant Principal	Email: pmartineau@stjoesjrhs.org | Phone Number: 603-624-4811	
Date Application Received: 2/21/22	Expiration Date: 6/30/22	
Grade Levels: Gr7-8	Enrollment Total: 130	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	2/21/22	
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	2/21/22	Sent correspondence with NEASC, evidence that renewal of accreditation will commence in September 2022.
<input checked="" type="checkbox"/>	Good standing with secretary of state	2/21/22	Submitted. Entity under Diocese, in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2/21/22	Submitted.
<input checked="" type="checkbox"/>	School calendar	2/21/22	August 30 – June 14, includes vacation, professional days, early release.
<input checked="" type="checkbox"/>	School hours survey	2/21/22	1,113 instructional hrs. are provided, meets the minimum in Ed 403
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2/21/22	Signed compliance statement
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2/21/22	Signed compliance statement
<input checked="" type="checkbox"/>	Program of studies	2/21/22	Includes religion, Spanish, English, reading writing, art, band, earth and live sciences, history, geography, physical education, study skills, algebra.
<input checked="" type="checkbox"/>	Graduation requirements	N/A	Not applicable.
<input checked="" type="checkbox"/>	Student handbook	2/21/22	Includes mission, honor code, parental responsibilities, conflict resolution, advisory board, admissions, academics, program of studies, grading, attendance, facilities, discipline, privileges, behavior, hazing, bullying, harassment, academic responsibilities.
<input type="checkbox"/>	Grievance policy	2/21/22	
	<input checked="" type="checkbox"/> Bullying	2/21/22	Section 6.16 of student handbook, defined, statement of prohibition, and consequences of detention, suspension, and withdrawal. Reporting, investigations included.
	<input checked="" type="checkbox"/> Teacher misconduct		Sections 2.1 through 2.5 and 9.9 of the Faculty Handbook address areas pertaining to teacher misconduct and includes professionalism and repercussions for any illegal behaviors.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2/21/22	Section 2.0 of student handbook, students to receive a pro-rated refund if withdrawn.

	<input checked="" type="checkbox"/> Restraint and seclusion	2/21/22	Section 6.1 of student handbook, the school does not employ restraint and/or seclusion practices.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	6/1/22	Inspection completed by City of Manchester Fire Department on March 15, 2022, passed inspection as documented by letter dated May 16, 2022.
<input checked="" type="checkbox"/>	Health inspection report	2/21/22	Submitted. Minor corrections in process, does not interrupt student occupancy, per health inspector.
<input checked="" type="checkbox"/>	New facility report	N/A	Not applicable
	<input type="checkbox"/> Zoning verification		
	<input type="checkbox"/> Certificate of occupancy		
	<input type="checkbox"/> Fire and life safety report		
	<input type="checkbox"/> Health Inspection		
	<input type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	11/4/21	Submitted late
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	8/4/21	Submitted late
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7/21/21	Submitted late
<input checked="" type="checkbox"/>	HSEM received EOP – due Sept 1 each year	9/1/21	Submitted on time
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE***	6/2/22	The Office of Nonpublic Schools determines that St. Joseph Regional Jr. High School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes . With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2027 .

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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

July 2022
State Board of Education Meeting
Learn Everywhere Program Renewal Application
Seacoast Science Center
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the renewal application for the Seacoast Science Center's Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Kate Leavitt, Chief Program Officer
Seacoast Science Center
570 Ocean Boulevard
Rye, NH 03870
603.436.8043 x27

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 Seacoast Science Center'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

June 27, 2022

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

Re: Seacoast Science Center
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 Seacoast Science Center'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 Seacoast Science Center (SSC) is a 501(c)3 non-profit organization providing educational experiences at Odiorne Point State Park on behalf of New Hampshire State Parks since 1992. It is the mission of the SSC to spark curiosity, enhance understanding and inspire conservation of our Blue Planet. Leveraging its remarkable ocean-side location within Odiorne Point State Park, the SSC has cultivated its signature brand of marine and environmental education based on the belief that through first-hand interactions, people establish personal connections with the natural environment. Through these meaningful connections, people's appreciation of our environment and their motivation to take actions in their daily lives to conserve its resources increases, benefitting the sustainability of our Blue Planet.

SSC submitted a Learn Everywhere application to the NHED in the spring of 2021. The SSC received provisional approval by the State Board of Education on July 8, 2021 to offer a Marine Science Certificate for 0.5 credit for students in grades 10 – 12 to be applied toward High School graduation. To date, SSC has not had a student complete the Marine Science Certificate under the Learn Everywhere program but they have had students complete the same course through District Extended Learning Opportunity programs.

SSC has submitted an application seeking renewal of their existing Learn Everywhere course for an additional 5-year period as described in Ed 1403.04.

SSC Learn Everywhere Renewal Application Review Process

- The SSC was notified by NHED of the need to submit a renewal application on March 25, 2022.
- SSC submitted its original renewal application via email to NHED on March 31, 2022.
- As required by Ed 1403.02, NHED reviewed the renewal application and notified the SSC that the application was complete on April 16, 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 the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney, 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 – Dr. 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.

Donna Couture, CAGS – Ms. Couture began her career in education as a School Counselor in 2001. Her experience also includes work as a State Personnel Development Grant Coordinator for NHED and an Educational Consultant for the Institute on Disability at the University of New Hampshire. Currently she is the Director of Extended Learning at Winnacunnet High School and a Leadership Team member of the New Hampshire Extended Learning Opportunities (ELO) Network. She is passionate about building a personalized educational program that allows students to engage in learning opportunities based on their own interests and abilities. Ms. Couture has presented on ELOs at many venues including the New Hampshire Learning Initiative’s Design Studio on Competency Based Education, the New England Secondary Schools Consortium’s Conference on High School Redesign in Action, and the Governor’s Summit on Work-Based Learning. She was named the New Hampshire ELO Coordinator of the Year in 2016. Ms. Couture’s participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the ELO Network.

Joanne Goelzer – Ms. Goelzer is a New Hampshire certified Science Teacher and has been a science education since 1989. She holds a Bachelor of Arts in Earth Science Education from the University of New Hampshire and also completed three years

undergraduate work at the New Mexico Institute of Mining and Technology as a geology major. She also holds a Master's in Education from the University of New Hampshire. Ms. Goelzer'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 SSC 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 23, 2022 at which point this evaluation report was initiated by the AEP.

Summary of the Committee Review

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 were developed in accordance with Ed 1403.02(d). Below each reviewer concern is the response from SSC and/or NHED in bold text.

- There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies. [Ed 1403.02(d)(4)]

Very thorough assessment and progress monitoring outlined. – Only comment is to use consistent language on rubrics and feedback – They use Level 1,2,3 and 4 and then Beginning, Approaching Meeting and Exceeding for the formative and summative assessments – consider sticking to one version of those category descriptions.

SSC addressed this concern by providing a crosswalk between the level numbering system and the descriptors on page seven of their revised Learn Everywhere application under the Assessment Plan section.

Also, worth describing in the process somewhere how they may include the school personnel in the feedback loop if that has been established at the time of enrollment. ELO Coordinators, Counselors, etc. – can there be an indication someplace that they will be included in the student's progress?

SSC addressed this concern by providing a brief description of the continuous feedback process with students under the Communication of Student Progress section on page eight of their revised Learn Everywhere application.

- 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)]

No indication of how they will meet the individual needs of the students – I can infer that they have the capacity to provide that support but would be great to outline that – teacher/student ratio for example, opportunities for additional support, etc.

SSC 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 SSC to describe specific

student requirements given the wide variability of both the prospective student specific IEP and the demands of the course.

A copy of SSC's revised Learn Everywhere renewal application, that reflects the changes noted above, is attached.

There were also positive comments provided by the individual reviewers which are summarized below.

- *The Seacoast Science Center is a premiere science education destination in New Hampshire and has provided schools and students with educational opportunities in marine biology and coastal ecosystems for several years. It is great to see this program continuing to serve NH students through the Learn Everywhere program by expanding the number of students who can now explore opportunities through their hands-on marine biology and ecosystem programs.*
- The 0.5 credit Marine Science Certificate proposed by the Seacoast Science Center represents a well planned course containing clear objectives. The program as described provides opportunities for genuine inquiry-based learning under the guidance of qualified and knowledgeable scientists and educators. The competencies for *Scientific Skills and Practices* as described are in alignment with current Next Generation Science Standards (NGSS). The remaining competencies of *Nature of Science, Ecology of Marine and Coastal Ecosystems, Ocean Literacy, Biodiversity and Natural Selection, Marine Chemistry, Ocean Productivity, Marine Mammals, Marine Science Careers, Human Impact on Marine Life, and Ocean and Coastal Conservation* reflect an in-depth curriculum focusing on relevant aspects of marine science elective coursework. The *Expected Student Outcomes* incorporates the use of placed-based learning practices by utilizing the local marine environment for independent student-designed research. Through the use of their local marine environment as a laboratory, the students enrolled in the program will participate as citizen scientists exploring their local ecosystem. I am impressed by the inclusion of peer review and the poster session as the culminating event of the research process. The presentation to peers and the public mirrors the presentation of research at university level research conferences and professional research conferences, such as those held by the American Geophysical Union. For students contemplating careers in scientific research, this is a valuable experience. Such presentations also align with the NGSS goal of argument with evidence. I present no reservations in supporting Seacoast Science Center for a renewal of its application under New Hampshire's Learn Everywhere Program.

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 SSC 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 SSC 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 Ed 1407.01.

As previously stated, SSC did not have any students participate in the Marine Science Certificate course under the Learn Everywhere program. As such, no student course evaluations were required to be completed.

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 SSC 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 - SSC Learn Everywhere Renewal Application
SSC Statement of No Program Changes

SSC Learn Everywhere Renewal Application



**NH Department of Education Learn Everywhere Program
Renewal Application
6/17/2022**

Sponsoring Organization Name	Seacoast Science Center
Name of Primary Contact	Kate Leavitt, Chief Program Officer
Address	570 Ocean Blvd. Rye, NH 03870
Phone Number	603-436-8043 x27

I. Organizational Details

Organization

It is the mission of the [Seacoast Science Center \(SSC\)](#) to spark curiosity, enhance understanding and inspire conservation of our Blue Planet. Leveraging its remarkable ocean-side location within Odiorne Point State Park, the SSC has cultivated its signature brand of marine and environmental education based on the belief that through first-hand interactions, people establish personal connections with the natural environment. Through these meaningful connections, people's appreciation of our environment and their motivation to take actions in their daily lives to conserve its resources increases, benefitting the sustainability of our Blue Planet.

Seacoast Science Center is open throughout the year serving a broad array of visitors from across the New England region, including 50,000 patrons who come to participate in public programs and view the Center's exhibits, 30,000 students in school-related field trips and camp programs, and 10,000 participants at SSC events or private functions, offering over 30 live animal and interactive exhibits that introduce regionally relevant natural science and cultural history topics. SSC actively engages in wildlife conservation, serving as the federally authorized marine mammal response entity for New Hampshire and northern Massachusetts. The Seacoast Science Center, an independent 501(c)-3 organization, has been providing transformative educational experiences within Odiorne Point State Park since 1992.

SSC believes that through increased awareness and appreciation, people will be motivated to take actions in their daily lives to help to sustain our environment and a healthy World Ocean. To this end, Seacoast Science Center programming includes:

- Educational programs and environmental day camps for children, age 1 to 12th grade.
- A diverse collection of high quality, standards-aligned STEM school programs offered as destination field trips, in-school outreach programs and off site after-school activities.



- Family learning experiences with daily public programs, special after hours family oriented educational programming, and both domestic and international eco-adventure travel.
- Distance learning programs delivered to remote audiences, literally around the world, from SSC's Gregg Interactive Learning Studio
- In concert with the marine mammal conservation activities, the Center has developed numerous school and public programs that feature marine mammals as a case study in ocean health and conservation.
- Community events that have become part of the cultural fabric of seacoast New Hampshire including the Music-by-the-Sea summer concerts, the Rescue Run for Marine Mammals and Earth Day Celebration, World Ocean Day Family Festival, Sippin' for Seals, Veterans Day Science and Nature Extravaganza, and BioBlitz!, a park-wide dawn to dusk species scavenger hunt.

Contact Information

Primary Contact: Kate Leavitt, Chief Program Officer

Address: 570 Ocean Blvd., Rye, NH 03870

Phone: (603)436-8043 x27

Email: k.leavitt@sscnh.org

II. Program Description

Seacoast Science Center proposes a 0.5 credit Marine Science Certificate (science elective) for consideration in the Learn Everywhere suite of offerings.

- The **Marine Science Fellowship** Certificate (0.5 credit science elective) is a semester-long marine science field science investigation and research learning opportunity for high school sophomores, juniors and seniors.

This certificate is available to high school students in grades 10-12. The course is taught at Seacoast Science Center (SSC), in Rye, New Hampshire. Remote learning may be utilized as necessary, although due to the emphasis on *in situ* hands-on field science most aspects of this course are best experienced in person to maximize practice of new science inquiry skills, engagement with peers and scientists, and to achieve proficiency of competencies. This program will provide students with an introduction to marine biology and marine science, engage students in hands-on field investigations, foster scientific inquiry skills and practices, build self-efficacy around nature of science, and introduce students to local scientists, conservationists, and other career professionals in the marine sciences fields.

III. Policies

Instructor Qualifications

SSC instructors are required to have an undergraduate degree in marine biology, biology, conservation biology, or relative experience in the field, such as five or more years of marine field experience, and/or teaching experience. Our current instructor developed this program and holds a bachelor's in marine biology, as well as ten years of aquaria, lab and teaching experience. SSC confirms that all instructors meet or exceed these standards.



Criminal History Records Check

SSC runs a criminal background check on **all** prospective naturalists (educators/instructors) and staff members prior to hiring. Educators that work in direct contact with students, both onsite and off (outreach), all undergo fingerprinting checks by local police departments. SSC does not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11. SSC confirms that all of our instructors and support staff who will be in contact with students have satisfied our criminal history requirements.

Admissions

This is a semester-long course that requires an application for admission. The application process is not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law, but is used by SSC staff to assess student interests, goals, grade level, credit requirements (if any), and experience. All students are accommodated, regardless of race, ethnicity, religion, and age. Students seeking school credit will be required to disclose their school and district information, including the name and contact information for their school guidance department. SSC Program Director will maintain an annually updated list of the appropriate Local Education Agencies with whom we may need to liaise for each student. Students are admitted on a first-come, first-served basis and financial assistance to cover the cost of the course is available.

Liaison with Local Education Agencies

SSC is committed to providing an accessible learning opportunity for all students and will work with local education agencies to ensure that the learning experience is differentiated appropriately. We understand that we have responsibilities to provide students with disabilities equal access and equal opportunities to participate in the Learn Everywhere program, including providing reasonable accommodations for all students.

IV. Facilities

Educational Facilities Description

Seacoast Science Center is a 15,000 foot museum and learning center located inside Odiorne Point State Park (OPSP). The museum hosts exhibits on ocean and coastal ecology, natural history, and coastal cultural history in addition to numerous aquatic tanks, a shark and skate touch tank and a large 250-gallon intertidal invertebrates touch tank. There are two classrooms in the museum, one of which, the Gregg Interactive Learning Studio (GILS), is used to host the Teen Fellows classes. This classroom has 32 learning stations, an overall capacity of 90, and a teaching station linked to three large screens (each ~5'x6') in the front of the room. The room is flanked by two restrooms, a water fountain/water bottle filling station, and exits to both the museum and outside to the park. The park is comprised of 130 acres of coastal habitat,



including 7 distinct habitats for study, including the rocky intertidal, sandy beach, freshwater pond, and salt marsh.

Students will meet in GILS for lectures, discussions, research project work and may explore the museum and utilize the tanks and exhibits for their research inquiries and to enhance or supplement learning. SSC works in partnership with New Hampshire State Parks, and as such students will have the opportunity to extend their studies with hands-on field experiences right outside the doors of their SSC classroom. Students will safely access the rocky intertidal, sandy beach, freshwater pond and salt marsh in OPSP with their instructor for field investigations and studies.

The combination of live animal tanks, indoor classroom, hands on exhibits, microscopes, water quality and environmental testing equipment, field survey tools, fishing gear, and safe, accessible outdoor field sites, students will have a rich learning environment with both an indoor and outdoor classroom.

Safety Compliance

Our studio space complies with all federal and state safety laws, including all fire codes, including barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008.

Proof of Insurance

Seacoast Science Center agrees to disclose to Learn Everywhere program participants any insurance Seacoast Science Center maintains which would cover the participants in the Learn Everywhere program.

V. Educational Program

Proposed Certificate for Learn Everywhere program

Seacoast Science Center proposes a 0.5 credit Marine Science Certificate (science elective) for consideration in the Learn Everywhere suite of offerings.

- The **Marine Science Fellowship** Certificate (0.5 credit science elective) is a semester-long marine science field and research learning opportunity for high school sophomores, juniors and seniors. The course will provide students with an introduction to marine biology and marine science, engage students in hands-on field investigations, foster scientific inquiry skills and practices, build self-efficacy around nature of science, and introduce students to local scientists, conservationists, and other career professionals in the marine sciences fields.

The purpose of this certificate course is to offer students a hands-on field science investigation and research introduction to marine biology and marine science. Students will have access to the incredible resources of the Center's fresh and saltwater tanks, museum exhibits,



microscopes, marine life, field research tools, staff scientists and educators, and 130 acres of coastal habitat (rocky intertidal, salt marsh, sandy beach, freshwater pond). The course is taught at Seacoast Science Center (SSC), in Rye, New Hampshire. Remote learning may be utilized as necessary, although due to the emphasis on in situ hands-on field science most aspects of this course are best experienced in person to maximize practice of new science inquiry skills, engagement with peers and scientists, and to achieve proficiency of competencies.

The course is 10 weeks long. Students attend class on Saturdays from 10am-1pm, plus additional study, independent project work and/or volunteer time to be conducted on the student's own time, as arranged by the instructor. Please visit <https://www.seacoastsciencecenter.org/programs/grade-k-12/marine-science-fellowship/> for more information.

Competencies:

- **Scientific Skills and Practices**

Students will demonstrate efficacy and understanding of the NGSS science and engineering skills and practices:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

in their explorations of the rocky intertidal, sandy beach, salt marsh, and marine lab investigations

- **Nature of Science**

Student will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in a various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions.

- **Ecology of Marine and Coastal Ecosystems**

Students will demonstrate an understanding of the interconnectedness of factors that affect population size, health and growth within an ecosystem by investigating coastal systems such as the rocky intertidal, sandy beach and salt marsh. Students will evaluate the claims, evidence and reasoning that complex interactions in ecosystems maintain relative consistency of numbers and types of organisms under stable conditions, but changing conditions may result in new ecosystems or ecosystem dynamics

- **Ocean Literacy**



Students will demonstrate an understanding of the premise that humans and the ocean are inextricably linked with the following guiding principles as the bedrock for class topics, discussions and investigations:

Ocean Literacy Principle #1: The Earth has one big ocean with many features.

Ocean Literacy Principle #2: The ocean and life in the ocean shape the features of Earth.

Ocean Literacy Principle #3: The ocean is a major influence on weather and climate.

Ocean Literacy Principle #4: The ocean made the Earth habitable.

Ocean Literacy Principle #5: The ocean supports a great diversity of life and ecosystems.

Ocean Literacy Principle #6: The ocean and humans are inextricably interconnected.

Ocean Literacy Principle #7: The ocean is largely unexplored.

- **Biodiversity and Natural Selection**

Students will demonstrate an understanding of biodiversity and natural selection by analyzing the biological diversity within a system, the interactions of organisms, and investigating a marine population's habitat, health and adaptations that lead to diversity over time.

- **Marine Chemistry**

Students will demonstrate an understanding of the importance of ocean chemistry and how this relates to the health of different organisms. Students will be able to understand the real world effects of the ocean acidification equation and ways this phenomenon unfolds in the ocean and coastal environment

- **Ocean Productivity**

Students will identify and demonstrate understanding of what makes some ocean zones productive versus others. Students will learn about different zones of the ocean and their relations to productivity

- **Marine Mammals**

Students will investigate the dangers faced by marine mammals and learn more about the marine mammals of the Gulf of Maine and local stranding response and wildlife conservation efforts. Students will meet members of the Marine Mammal Rescue team and other regional marine mammal rescue professionals

- **Marine Science Careers**

Students will understand different career pathways and options in marine sciences. Students will meet a variety of experts, scientists, conservationists and others in the field to gain a better understanding of the diversity of jobs available, current research and work that is happening regionally, skills/education/experience necessary in these roles, and how to pursue them. Students will learn about other programs like this one and college or training opportunities that might help them achieve their goals.

- **Human Impacts on Marine Life**

Students will demonstrate an understanding of the human impact on marine life by researching and reflecting on the history of human impact on marine ecosystems,



investigating the influence of the human impact, including the interrelationships between humans and the living and nonliving marine environment.

- **Ocean and Coastal Conservation**

Students will demonstrate an understanding of conservation and the future of the ocean by researching and examining marine conservation issues that impact the marine environment and providing examples of how to protect our current and future ocean.

Expected Student Outcomes:

Students will be able to:

- practice scientific inquiry skills and practices through hands-on marine science and field science experiences at Seacoast Science Center.
- develop an essential question for independent research / inquiry project that is either exploratory or experimental in design and meets criteria for selection.
- meet and talk with a range of professionals in the marine biology, marine science, ocean conservation and aquaria fields.
- connect to a new network of like-minded peers, marine scientists and environmental conservation professionals.
- understand the impacts (positive and negative) they have on the ocean, the important ecosystem services provided by healthy oceans, bays and waterways, climate-related threats and challenges, and ways we can contribute to a sustainable and healthy ocean.
- work with instructor, peers, and the student science advisory team to design an independent research / inquiry project that is completed over the course of the semester. This project is peer reviewed and findings are communicated via posters and short presentations to family, staff and SSC visitors.

Assessment Plan

Summative assessments of student learning outcomes are expressed in a four-point scale. These four achievement levels are as follows:

- Level 1 (Beginning): The student is beginning the Learning Outcomes.
- Level 2 (Approaching): The student is approaching the Learning Outcomes.
- Level 3 (Meeting): The student is meeting the Learning Outcomes.
- Level 4 (Exceeding): The student is exceeding the Learning Outcomes.

Enrolled SSC Marine Science Fellows seeking Learn Everywhere credit will receive a Final Progress Report, evaluating course outcomes and assigning the student a value between 1 and 4 for each of the six learning outcomes. This Progress Report will be generated by the course instructor and provided upon completion of the course. Students who receive a 3 or 4 in an outcome have met expectations for developing proficiency in the outcome. Once the student achieves this proficiency in each of the six relevant outcomes, the student is awarded a



Certificate. To ensure that our Team Leaders have a clear and sufficient basis on which to establish assessments, we require that students complete their program before receiving their certificate.

Example of Assessment Rubric:

Marine Science Fellowship Outcomes Final Assessment Rubric				
<i>Outcome</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Exceeding</i>
	The student struggles processing the material and requires additional instruction.	The student struggles with parts of the course, but with proper further instruction can make noticeable improvements.	The student has fundamental understanding of the learned materials and can demonstrate competency with the applied skills.	The student shows exceptional ability and can process and interpret the coursework with few problems.

Communication of Student Progress

The SSC Program Director and course instructor are consistently engaged in a continuous feedback loop with students throughout the program, including verbal feedback to both the student and their parent(s). Students will receive monthly Progress Reports, letting them know where their assessments stand and how their progress towards a Certificate is proceeding. Should they receive a 3 or higher in all of the Competency categories for their certificate, we will let them know they have completed the requirements and have earned a Certificate. All scores are calculated based on their progress in the course, as observed by the instructor, as well as qualitative feedback from the assistant and head instructors. If requested at time of enrollment, SSC will maintain an agreed upon communications plan with the school liaison.

For each student registered with SSC who is seeking Learn Everywhere credit, we will maintain a Student Scorecard that registers the progress they make on the relevant competencies, with detail on student strengths and challenge areas. In this way, we can maintain a clear record of each student’s current progress toward the Certificate.

Student competencies for this certificate are classified as:

- Scientific Inquiry
 - Science and Engineering skills and practices
 - Nature of Science



- Marine Ecology and Coastal Ecosystems
 - Ocean Literacy
 - Biodiversity and Natural Selection
 - Marine Chemistry
 - Ocean Productivity
 - Marine Mammals
- Conservation
 - Human Impacts on Marine Life
 - Ocean and coastal conservation
- Marine Science Careers
 - Career pathways and networking

Formative assessments of student learning outcomes by the instructor will include, but are not limited to, instructor observation of project-based learning, observation of field science skills and practices, including off-site learning projects and competency-based and performance-based assessments of students' progress toward their final research project.

- Students will conduct hands-on field science investigations of the rocky intertidal, sandy beach and salt marsh ecosystems. The small class size (14 students) allows the instructor to work collectively and individually with students to practice comfort and proficiency of different scientific tools and sampling techniques (quadrats, refractometers, thermometers, seine nets, etc.) The instructor will observe students' grasp of the competencies involved and work with students to support skills acquisition.
- Students will engage in a research / inquiry project. They will design, implement, and communicate findings via poster and presentation at a student symposium at the end of the semester. Students will have the opportunity to explore different topics of interest to them within the confines of the assignment and to select an area of research. The research project can be either experiment-based or exploratory/research-based. Students will formulate their own essential question(s) and follow the scientific inquiry process for completion of their final product / research poster: Essential Question, Hypothesis, Introduction, Background, Methods or Comparison, Results, Discussion and Works Cited. Students will work with their peers, the instructor and with the SSC Student Science Advisory Team to formatively assess, tweak and develop their projects.
- Indoor class time not spent on research projects will focus on Marine Science Content-based Competencies, via lectures, class discussions and experiments:

Competencies will be assessed based on student engagement, class discussions, written progress toward final research projects, and student reflections.

Example of a Student Progress Report:

Student Progress Report (Monthly)



Marine Science Fellowship Certificate	Score	Strengths	Challenges	Opportunities & Recommendations
Beginning				
Approaching				
Meeting				
Exceeding				

SSC Statement of No Program Changes



INSPIRING CONSERVATION OF OUR BLUE PLANET

March 30, 2022

Timothy Carney
New Hampshire Department of Education
Bureau of Educational Opportunities
25 Hall Street
Concord, NH 03301

Dear Mr. Carney,

Pursuant to Ed 1404 (b), Seacoast Science Center seeks to submit this application for renewal of its Learn Everywhere program approval. I hereby state 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.

In addition to this signed statement, please find our SSC application and insurance certificate listing New Hampshire Department of Education as an additional named insured. Please let us know if you have any questions or require additional documentation.

Very Best,

Kate Leavitt | Chief Program Officer
603-436-8043, ext. 27
k.leavitt@sscnh.org



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

July 2022
State Board of Education Meeting
Learn Everywhere Program Application
Russian School of Mathematics
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the application for the Russian School of Mathematics' Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Aaron Chernin
Russian School of Mathematics
20 Cotton Road
Nashua, NH 03063
617.453.9475

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 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 Russian School of Mathematics' 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

June 28, 2022

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

Re: Russian School of Mathematics
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 (AEP) to the NHED Commissioner of Education as required by Ed 1403.02(f). This evaluation report, along with the Russian School of Mathematics Learn Everywhere initial 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 Russian School of Mathematics (RSM) is a for-profit organization providing mathematics education for over 25 years. RSM uses the rigorous study of mathematics to develop students' math fluency, intellect, and character. Students are guided to think about mathematics logically and conceptually, building deep connections between concepts, all in an environment of their peers that keeps them consistently challenged. RSM students post remarkable scores on math competitions, see soaring grades and confidence overall, and are accepted into the universities of their choice.

RSM has submitted an application seeking provisional (1-year) approval of Learn Everywhere courses in Algebra I, Algebra II, Precalculus I/II, Geometry, Trigonometry, AP Calculus BC and AP Statistics to be delivered at their Nashua, New Hampshire location.

RSM Learn Everywhere Application Review Process

- RSM submitted its original application via email to NHED on April 6, 2022.

- As required by Ed 1403.02, NHED reviewed the application and notified the RSM that the application was incomplete on May 16, 2022. The AEP provided additional guidance to RSM on completing their application who then submitted an updated application to the NHED on June 6, 2022. On June 6, 2022, following a second review of the RSM application, NHED notified RSM that their application was complete.
- In accordance with the requirements of Ed 1403.02(a) NHED then 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 the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney, who served as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

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

Alexandra DesRuisseaux – Ms. DesRuisseaux holds an educator License in grades 5-12 Social Studies in the state of New Hampshire. At the time of her review of the RSM application, Ms. DesRuisseaux was a Social Studies Teacher and Extended Learning Opportunity (ELO) Coordinator at Rochester Learning Academy and Alternative School in Rochester, New Hampshire. She brings experience working with curriculum design, working with students with diverse academic/ behavioral needs, residential/ day summer camps, and youth leadership programming. Ms. DesRuisseaux’ participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the ELO Network.

Nancy Lehoux – Ms. Lehoux is a New Hampshire certified mathematics teacher who made the transition from an engineering career. Nancy is now an experienced math teacher with 16 years of teaching and working with students in grades 6-12. For the last 11 years Nancy has been teaching all levels of high school math. She loves working with high school students and helping them prepare for life after high school, whether that is college, the military, or the workforce. Ms. Lehoux' participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of High School mathematics.

- Each Committee member was provided with a copy of the RSM 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 June 21, 2022 at which point preparation of this evaluation report was initiated by the AEP.

Summary of the Committee Review

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 were developed in accordance with Ed 1403.02(d). Below each reviewer concern is the response from RSM 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)]

More information could be provided here in explaining your mission and purpose.

RSM provided additional detail about their mission and methodology. This additional information can be found on page 3 of their application.

- The program outline being proposed aligns with the selected Ed 306.27(v) subject and the subject program as outlined in 306.31 through 306.48. [Ed 1403.02(d)(3)]

Topics covered in Algebra I do not cover all the required material to meet the state standard for Algebra I. (Specific examples include Inequalities and Systems of Inequalities, rational functions, and exponentials functions.) To capture these topics and others and be awarded an Algebra I credit, students must complete Algebra I and II of the RSM program. Note that an introduction of exponential functions as a comparison to linear and quadratic is required for the State of NH Algebra I requirement (AEP Note – to clarify this is not a NHED requirement but only guidance) but it is not clear that this is covered in RSM's Algebra I and II courses. Exponential functions are covered extensively in the Precalculus course.

RSM introduces exponential functions in our coordinate geometry unit of all Algebra I courses and compares the growth of such functions to linear and quadratic functions. It provides an interesting analysis of the way RSM students think about slope, and about what graphs can represent. RSM students also solve exponential equations as a part of an exponent's unit. The confusion about whether the questioned content was included in the course was simply due to a lack of detail in the competencies listed by RSM in their application.

In addition, the competencies indicate of an approach of building understanding of concepts from the concrete to the abstract. The application does not directly address the use of authentic and real-world tasks and activities, but it does indicate the use of discussion, quality questioning, and collaborative work as well as multiple ways to demonstrate understanding.

RSM provided additional clarity to the real-world application on page 3 of their application, but essentially this is the main objective of the RSM program. RSM's goal is not merely for students to memorize formulas that they may never use in their real lives; it is to grow student's abilities to think logically, connect new ideas, organize information, and problem-solve. These are skills that go well beyond the classroom, and honestly, these skills go well beyond numbers. These critical thinking skills present themselves to people every single day, whenever a new challenge arises, or whenever life throws something unexpected. It is said that many of the jobs people have now didn't exist when people were growing up. Thus, the only way to prepare students for real life is to give them the tools to be prepared for anything, and that's exactly the objective of the RSM program.

As outlined in the application, some of the courses would most likely be considered half year courses (for example - the geometry and trig courses) and should not receive a credit as a full year course or combined would count as a one year course (e.g. the two geometry courses would count as a half year course each (1/2 credit each) or a full year together (1 credit) ---- recommend meeting with some ELO or other school curriculum people to see how they view the content of course falling within a half or full year course.

RSM has received full year approval for these courses in California through the Western Association of Schools and Colleges (WASC) and in Kentucky through Cognia. Additionally, it is RSM's experience having had students take Geometry at RSM that our course tracks well with a proof-based geometry course offered through a New Hampshire public school. The level of depth at which we address trigonometry also certainly qualifies it to be considered a full year course. RSM is confident that their courses meet the rigor of a 1.0 credit course.

- There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies. [Ed 1403.02(d)(4)]

The RSM application included a good description of their competencies for each topic in each course. The interactive nature of the RSM classes is designed to engage students. It is stated that several forms of formative assessments are used to address student learning including board work, quizzes, discussions, and student to teacher interactions. The application further states that each student is assessed with a unit test and a final test at the end of the course. However, there is no mention of additional types of assessments (i.e. project-based, performance based) or how these might be used and factored into the grading. These are an important part of assessing student understanding and competency.

As a math program, RSM continually assesses their students using quizzes, tests, homework assignments, classwork, and student participation. RSM has expanded their description of their assessment process on pages 22-24 of their application.

While competencies are provided, there are no rubrics nor competency-based grading --- numerical percent and letter grading based on, assuming for correct answers, on homework, quizzes and summative unit and end of year tests. Students are allowed to retake/resubmit work which follows competency-based practices.

The RSM program is certainly a competency-based grading system, and gives students constant feedback on tests, quizzes, and homework assignments. Because this is a mathematics program, all assignments are graded based on correctness of answers, as well as the methods used to obtain such answers. Homework and classwork are given on the report card as separate grades, and thus, are weighed separately. An example of a report card is provided on page 23-24 of the application.

Minimal description of recording of student progress.

Homework and classwork are given on the report card as separate grades, and thus, are weighed separately. An example of a report card is provided on pages 23-24 of the application. RSM also uses a proprietary software to track student progress, both at home and during class. All grades are inputted into this system, and at home, the system provides instant feedback to students, and also recommends practice problems in areas of weakness. A screenshot of the proprietary system is provided on page 25 of the application.

- Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment. [Ed 1403.02(d)(6)]

No mentioning of disclosure to parents upon enrollment. That piece could easily be added.

Uses reputable company for background checks --- no assurances given though those results disclosed to parents, although it may be an assurance built into the paperwork given to parents/guardians.

A statement of disclosure has been added to page 2 of the application, and this information will be provided to all parents upon enrollment.

- 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)(7)]

The application does not mention how RSM will meet a student's 504 plan.

RSM 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 RSM to describe specific student requirements given the wide variability of both the prospective student specific IEP and the demands of the various courses.

A copy of the RSM Learn Everywhere program application, that reflects the changes noted above, is attached.

There were also positive comments provided by the individual reviewers which are summarized below.

- *Overall, RSM has submitted a quality application for the Learn Everywhere Program. RSM looks to engage students in a learning environment that addresses various levels of student need in a small learning environment. Their efforts to obtain and train quality teachers with professional development and mentoring programs makes this program particularly appealing. Some clarification on their core courses as mentioned above is needed along with a review of their assessment types. With those issues reviewed, RSM has addressed the requirements of the State of NH Department of Education Learn Everywhere Program.*
- *This is a strong application with a lot of great details! The comments mentioned are mostly in relation to structure/ language.*

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report please 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 RSM Learn Everywhere application.

Please let me know if you have any questions or need additional information.

Respectfully submitted,



Timothy C. Carney
Administrator of Educational Pathways

Attachments - RSM Learn Everywhere Program Application

RSM Learn Everywhere Program Application



New Hampshire

Department of Education

Learn Everywhere Program Initial Application

Sponsoring Organization Name	Russian School of Mathematics
Purpose, mission statement, or both	We use the rigorous study of mathematics to develop our students' math fluency, intellect, and character. Our students are guided to think about mathematics logically and conceptually, building deep connections between concepts, all in an environment of their peers that keeps them consistently challenged. The program provides a clear and focused purpose that supports student learning.
Name of Primary Contact	Aaron Chernin
Address	20 Cotton Road, Nashua NH, 03063
Phone Number	617-453-9475 (RSM Phone Number) 978-844-2758 (Aaron Chernin's Phone Number)

1. 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.

At RSM, all prospective teachers go through a standardized interview process, which includes a telephone interview, an in-person interview, and a level-appropriate math assessment. All teachers must score at least 75% on the math assessment to qualify to teach at RSM. Prospective teachers must also complete a teaching demonstration, where qualities such as classroom management, effective communication, and deep knowledge of subject matter are evaluated. All aspects of the hiring process are managed by the branch Principal, including the interviews and evaluations. The principal is also an experienced teacher who has gone through extensive training as a teacher, as an administrator, and as a hiring manager.

Once hired, all teachers are placed into our employee training program. A professional development plan is created for every teacher and it is mandatory to ensure that they teach according to RSM's methodology. RSM implements a mandatory New Teacher Course, Mentoring Program, and the Teacher's Training Program to ensure that our teachers provide the highest-quality education possible.

The program assigns each newly hired teacher with an experienced mentor who works with the new hire on a weekly basis (at minimum), and provides study materials, in-class observations, and mentorship. Mentoring is mandatory for every new teacher during the first year of employment. In the second and third year of employment all teachers are enrolled into year-long training classes, led by a head teacher. Once a teacher has demonstrated mastery of our methodology, as well as our curriculum, they retain contact with their mentors, and are often observed in their classrooms by their mentor or by management. Additionally, all classes are tested twice a year to ensure consistent quality throughout all RSMs. All RSM Nashua teachers have at least a bachelor's degree, with many having more advanced degrees.

Please note that RSM has been fully accredited by Western Association of Schools and Colleges (WASC) in California. RSM has also been fully accredited by Cognia in Louisville, KY. RSM has been accredited for all the classes for which we are currently seeking approval, and is in the process of being accredited in several other regions as well.

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.

RSM uses HireRight, a leading provider of on-demand background screening to perform a nationwide search and conduct a comprehensive background check for all staff. HireRight confirms that they are following the requirements and procedures outlined in RSA 189:13-a and in Saf-C5703.06-Saf-C5703.11. RSM would not hire a person who has a pending or convicted disposition of child abuse.

All offers of employment are contingent upon satisfactory results of these or additional employment screening processes. RSM reserves the right to periodically update criminal and sex offender records for individual employees, employees in specific job categories or the school department staff as a whole. Background check results will be evaluated based on the type of position the applicant/employee is seeking. Some background check results will be a disqualification from certain positions. This policy will be disclosed to parents upon enrollment.

Instructional Programs

1. Identification of the education, program, or opportunity from Ed 06.27(t) for which students completing the learn everywhere program shall receive high school credit(s)

We use the rigorous study of mathematics to develop our students' math fluency, intellect, and character. Our students are guided to think about mathematics logically and conceptually, building deep connections between concepts, all in an environment of their peers that keeps them consistently challenged.

Upon completing RSM courses in mathematics students are enabled to achieve and exceed the district's graduation competencies in corresponding courses offered in day schools. RSM is a 25 year old program that has achieved national acclaim for its practices, and our alumni have gone to some of the world's best universities. Among the accolades received, Johns Hopkins Center for Talented Youth called RSM a "*top 10 math program in the world.*"

While math competitions may not be a primary objective of RSM, our students' overwhelming success has shown to be an excellent side effect. Our students have competed across the country in the country's most prestigious competitions, and have achieved national acclaim.

Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers. The courses RSM is seeking

approval for are Algebra I Accelerated, Algebra I Advanced, Algebra I Honors, Algebra II Accelerated, Algebra II Advanced, Algebra II Honors, PreCalculus Accelerated, PreCalculus Advanced, PreCalculus Honors, Introduction to Calculus Advanced, Introduction to Calculus Honors, Geometry II, Geometry III, AP Calculus BC, AP Statistics, Analytic Geometry & Intro to Trigonometry, Trigonometry Advanced, and Trigonometry Honors

2. An outline of each program for which approval is sought, which includes goals, competencies, and a description of expected student outcomes;

RSM offers 3 academic levels for each course (accelerated, advanced, and honors), just as many day schools do. All students who register for RSM must meet with our principal to evaluate which level is deemed most appropriate for that particular student.

RSM stated objectives are the following:

1. Our students build connections between concepts by working with them in multiple contexts, and by learning new material based on what they already know. This empowers them with a flexibility and agility of thought as they are able to view and solve problems from multiple angles and in multiple ways. This goes beyond the classroom and helps students face real-life situations using the logic and problem-solving skills that they learn at RSM.
2. Students don't grow when in their comfort zone, so we ensure they are consistently (and appropriately) challenged. Our students become accustomed to and enjoy the idea that there are problems for which the solution requires focus, thought, and persistence. We do this by regularly engaging our students with difficult and unfamiliar types of problems, where they must push the boundaries of their knowledge and attempt to craft a solution even when unsure of the steps to get there.
3. The classroom environment is an essential aspect of our program. Guided by their teacher through the common effort of learning and discovery, students learn how to debate, explain, and verbalize their thinking to a group of like-minded peers. They also get used to an environment of healthy competition. This not only deepens their understanding but prepares our students for university and career.
4. Our students post remarkable scores on math competitions, see soaring grades and confidence overall, and are accepted into the universities of their choice. While math competitions may not be a primary objective of RSM, our students' extraordinary success has shown to be an excellent side effect, which further validates our method of teaching.

Below is the list of competencies for all courses for which approval is sought:

Algebra I Accelerated Competencies:

Equations and Word Problems: Students will demonstrate an understanding of equations and word problems by applying analytical methods to simplify, solve and analyze problems involving equations, with an emphasis on ratios, proportions and percents.

Coordinate Geometry: Students will demonstrate an understanding of linear equations by applying analytical and graphical methods to solve and analyze problems involving coordinate planes, including slopes, intercepts, three different forms of linear equations and the conversion of one form to another. We also use graphical interpretations of linear functions, and analyze them in comparison to quadratic and exponential functions, exploring the rate of growth and behavior of various functions.

Exponents: Students will demonstrate an understanding of exponents by applying analytical methods to derive properties, and to simplify, solve and analyze problems involving exponents, including a look at exponential equations, and an introduction to square roots.

Polynomials: Students will demonstrate an understanding of polynomials by applying analytical methods to derive, simplify, solve and analyze problems involving polynomials, with an emphasis on various factoring methods and operations with polynomials. This includes an introduction of quadratic equations and a proof of the quadratic formula.

Special Products: Students will demonstrate an understanding of special products by applying analytical methods to derive, simplify, solve and analyze problems involving special products, with an emphasis on difference of squares, and perfect square trinomials.

Systems of Linear Equations: Students will demonstrate an understanding of systems of linear equations by applying analytical and graphical methods to simplify, solve, and analyze problems involving systems of linear equations, with an emphasis on word problems.

Algebra I Advanced Competencies:

Coordinate Geometry: Students will demonstrate an understanding of linear equations by applying analytical and graphical methods to solve and analyze problems involving coordinate planes, including slopes, intercepts, three different forms of linear equations and the conversion of one form to another. We also use graphical interpretations of linear functions, and analyze them in comparison to quadratic and exponential functions, exploring the rate of growth and behavior of various functions.

Exponents: Students will demonstrate an understanding of exponents by applying analytical methods to derive properties and to simplify, solve and and analyze problems involving exponents, including a look at exponential equations.

Square Roots: Students will demonstrate an understanding of square roots by applying analytical methods to derive, simplify, solve and analyze problems involving square roots.

Polynomials: Students will demonstrate an understanding of polynomials by applying analytical methods to derive, simplify, solve and analyze problems involving polynomials, with an emphasis on various factoring methods and operations with polynomials. This includes an introduction of quadratic equations and a proof of the quadratic formula.

Special Products: Students will demonstrate an understanding of special products by applying analytical methods to derive, simplify, solve and analyze problems involving special products, with an emphasis on difference of squares, and perfect square trinomials.

Systems of Linear Equations: Students will demonstrate an understanding of systems of linear equations by applying analytical and graphical methods to simplify, solve, and analyze problems involving systems, with an emphasis on word problems

Algebra I Honors Competencies:

Linear Functions: Students will demonstrate an understanding of linear functions by applying analytical and graphical methods to solve and analyze problems involving linear functions, with an emphasis on function definitions, the three forms of linear equations, and the relationships between these forms, as well as absolute value graphs. We also use graphical interpretations of linear functions, and analyze them in comparison to quadratic and exponential functions, exploring the rate of growth and behavior of various functions.

Exponents: Students will demonstrate an understanding of exponents by applying analytical methods to derive, simplify, solve and analyze problems involving exponents, including a study of exponential equations and a basic introduction to logarithms.

Square Roots: Students will demonstrate an understanding of square roots by applying analytical methods to derive, simplify, solve and analyze problems involving square roots.

Polynomials: Students will demonstrate an understanding of polynomials by applying analytical methods to derive, simplify, solve and analyze problems involving polynomials, with an emphasis on various factoring methods and operations with polynomials.

Special Products: Students will demonstrate an understanding of special products by applying analytical methods to derive, simplify, solve and analyze problems involving special products, with an emphasis on difference of squares, and perfect square trinomials.

Quadratic Equations: Students will demonstrate an understanding of quadratic equations by applying analytical methods to derive, simplify, solve and analyze problems involving quadratic equations, using several different methods. We emphasize the derivation of the quadratic formula.

Systems of Linear Equations: Students will demonstrate an understanding of systems of linear equations by applying analytical and graphical methods to simplify, solve, and analyze problems involving systems, with an emphasis on word problems.

Sets: Students will demonstrate an understanding of sets by applying analytical methods to derive, simplify, solve and analyze problems involving sets, with an emphasis on intersections, unions, cardinality, and complements.

Algebra II Accelerated Competencies:

Exponents, Equations and Word Problems: Students will demonstrate an understanding of equations, exponents and word problems by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving equations, exponents and word problems, with an emphasis on linear graphs, exponent rules, monomials and motion problems.

Polynomials: Students will demonstrate an understanding of polynomials by applying analytical methods to derive, simplify, solve and analyze problems involving polynomials, with an emphasis on various factoring methods and operations with polynomials.

Special Products: Students will demonstrate an understanding of special products by applying analytical methods to derive, simplify, solve and analyze problems involving special products, with an emphasis on difference of squares, and perfect square trinomials.

Inequalities: Students will demonstrate an understanding of inequalities by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving algebraic inequalities, including higher degree inequalities, systems of inequalities, multi-variable inequalities and absolute value inequalities.

Algebraic Fractions: Students will demonstrate an understanding of algebraic fractions by applying analytical methods to derive, simplify, solve and analyze problems involving algebraic fractions, with an emphasis on simplification and reduction of algebraic functions, as well as the restrictive domains of algebraic function.

Square Roots: Students will demonstrate an understanding of square roots by applying analytical methods to derive, simplify, solve and analyze problems involving square roots.

Quadratic Equations: Students will demonstrate an understanding of quadratic equations by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving quadratic equations, including a look at solving rational equations. We also go through Vieta's formulas, and we derive the quadratic formula using universal methods.

Functions: Students will demonstrate an understanding of functions by applying analytical and graphing methods to derive, simplify, solve and analyze problems involving functions, with an emphasis on domain, range, zeros, including a look at parabolas and extrema of a function. We also focus on various types of functions, including quadratic and exponential functions.

Algebra II Advanced Competencies:

Inequalities: Students will demonstrate an understanding of inequalities by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving algebraic inequalities, including higher degree inequalities, systems of inequalities, multi-variable inequalities and absolute value inequalities.

Special Products: Students will demonstrate an understanding of special products by applying analytical methods to derive, simplify, solve and analyze problems involving special products, with an emphasis on the sum and difference of cubes.

Square Roots: Students will demonstrate an understanding of square roots by applying analytical methods to derive, simplify, solve and analyze problems involving square roots.

Quadratic Equations: Students will demonstrate an understanding of quadratic equations by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving quadratic equations, with an emphasis on various methods of solving quadratic equations, and word problems involving quadratic equations. We also go through Vieta's formulas, and we derive the quadratic formula using universal methods.

Algebraic Fractions: Students will demonstrate an understanding of algebraic fractions by applying analytical methods to derive, simplify, solve and analyze problems involving algebraic fractions, with an emphasis on simplification and reduction of algebraic functions, as well as the restrictive domains of algebraic function.

Rational Equations: Students will demonstrate an understanding of rational equations by applying analytical methods to derive, simplify, solve, and analyze problems involving rational equations.

Functions: Students will demonstrate an understanding of functions by applying analytical and graphing methods to derive, simplify, solve and analyze problems involving functions, with an emphasis on domain, range, zeros, parabolas, extrema of a function, increasing/decreasing functions, and transformations of various types of functions, including quadratic and exponential functions.

Algebra II Honors Competencies:

Inequalities: Students will demonstrate an understanding of inequalities by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving algebraic inequalities, including higher degree inequalities, systems of inequalities, multi-variable inequalities and absolute value inequalities.

Quadratic Equations and Functions: Students will demonstrate an understanding of quadratic equations by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving quadratic equations, with an emphasis on Vieta's Theorem, parabolas, extrema of a quadratic function, optimization problems, and geometry involving parabolas.

Algebraic Fractions: Students will demonstrate an understanding of algebraic fractions by applying analytical methods to derive, simplify, solve and analyze problems involving algebraic fractions, with an emphasis on simplification and reduction of algebraic functions, as well as the restrictive domains of algebraic function.

Higher Degree Special Products: Students will demonstrate an understanding of higher degree special products by applying analytical methods to derive, simplify, solve and analyze problems involving higher degree special products, with an emphasis on the sum and difference of cubes, as well as higher powers of a binomial and their connection to Pascal's Triangle

Algebraic Equations and Inequalities: Students will demonstrate an understanding of algebraic equations and inequalities by applying analytical methods to derive, simplify, solve, and analyze problems involving rational equations, rational inequalities, and equations involving radicals.

Relations and Functions: Students will demonstrate an understanding of functions by applying analytical and graphing methods to derive, simplify, solve and analyze problems involving functions, with an emphasis on domain, range, zeros, increasing/decreasing functions, even/odd functions, exponential functions, transformations of functions, piecewise functions, function composition, and equations of both vertical and horizontal parabolas. We explore transformations of these functions, as well as the relationships between them.

PreCalculus Accelerated Competencies:

Algebraic Fractions: Students will demonstrate an understanding of algebraic fractions by applying analytical methods to derive, simplify, solve and analyze problems involving algebraic fractions, with an emphasis on simplification and reduction of algebraic functions, as well as the restrictive domains of algebraic function.

Inequalities: Students will demonstrate an understanding of inequalities by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving algebraic inequalities, including higher degree inequalities, systems of inequalities, multi-variable inequalities and absolute value inequalities.

Exponents and Radicals: Students will demonstrate an understanding of exponents and radicals by applying analytical methods to derive, simplify, solve, and analyze problems involving exponents and radicals, with an emphasis on exponential and radical equations and inequalities.

Logarithms: Students will demonstrate an understanding of logarithms by applying analytical methods to derive, simplify, solve, and analyze problems involving logarithms, including simplification of logarithms, logarithmic equations, and natural logarithms.

Numerical Sequences and Series: Students will demonstrate an understanding of numerical sequences and series by applying analytical methods to derive, simplify, solve, and analyze problems involving algebraic and geometric sequences and series.

Complex Numbers: Students will demonstrate an understanding of complex numbers by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving complex numbers.

Relations and Functions: Students will demonstrate an understanding of relations and functions by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving relations and functions, including root functions, piecewise functions, greatest integer functions, composite functions, inverse functions, and odd/even functions, as well as their transformations.

PreCalculus Advanced Competencies:

Exponents and Radicals: Students will demonstrate an understanding of exponents and radicals by applying analytical methods to derive, simplify, solve, and analyze problems involving exponents and radicals, with an emphasis on exponential and radical equations and inequalities.

Logarithms: Students will demonstrate an understanding of logarithms by applying analytical methods to derive, simplify, solve, and analyze problems involving logarithms, including simplification of logarithms, logarithmic equations, logarithmic inequalities, and natural logarithms.

Numerical Sequences and Series: Students will demonstrate an understanding of numerical sequences and series by applying analytical methods to derive, simplify, solve, and analyze problems involving algebraic and geometric sequences and series.

Complex Numbers: Students will demonstrate an understanding of complex numbers by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving complex numbers.

Relations and Functions: Students will demonstrate an understanding of relations and functions by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving relations and functions, including root functions, piecewise functions, greatest integer functions, composite functions, inverse functions, and odd/even functions, as well as their transformations.

Polynomial Functions: Students will demonstrate an understanding of polynomial functions by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving polynomial functions, with an emphasis on solving higher degree polynomial functions using methods such as polynomial/synthetic division, Remainder Theorem, Factor Theorem, Linear Factorization Theorem, Rational Roots Theorem, and Irrational/Complex Conjugate Roots Theorem.

PreCalculus Honors Competencies:

Exponents and Radicals: Students will demonstrate an understanding of exponents and radicals by applying analytical methods to derive, simplify, solve, and analyze problems involving exponents and radicals, with an emphasis on exponential and radical equations and inequalities.

Logarithms: Students will demonstrate an understanding of logarithms by applying analytical methods to derive, simplify, solve, and analyze problems involving logarithms, including simplification of logarithms, logarithmic equations, logarithmic inequalities, and natural logarithms.

Numerical Sequences and Series: Students will demonstrate an understanding of numerical sequences and series by applying analytical methods to derive, simplify, solve, and analyze problems involving algebraic and geometric sequences and series.

Complex Numbers: Students will demonstrate an understanding of complex numbers by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving complex numbers.

Relations and Functions: Students will demonstrate an understanding of relations and functions by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving relations and functions, including root functions, exponential functions, logarithmic functions, piecewise functions, greatest integer functions, composite functions, inverse functions, and odd/even functions, as well as their transformations.

Polynomial Functions: Students will demonstrate an understanding of polynomial functions by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving polynomial functions, with an emphasis on solving higher degree polynomial functions using methods such as polynomial/synthetic division, Remainder Theorem, Factor Theorem, Linear Factorization Theorem, Rational Roots Theorem, and Irrational/Complex Conjugate Roots Theorem.

Introduction to Calculus Advanced Competencies:

Sets: Students will demonstrate an understanding of sets by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving sets, with an emphasis on intersections, unions, cardinality, and complements.

Counting: Students will demonstrate an understanding of combinatorics by applying analytical methods to derive, simplify, solve and analyze problems involving combinatorics, with an emphasis on combinations and permutations.

Binomial Theorem: Students will demonstrate an understanding of Binomial Theorem by applying analytical methods to derive, simplify, solve and analyze problems involving Binomial Theorem.

Limits and Continuity: Students will demonstrate an understanding of limits and continuity by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving limits and continuity, including a study of the limits of rational functions.

Derivatives and Applications: Students will demonstrate an understanding of derivatives by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving derivatives, with an emphasis on derivative functions, differentiation rules, local/absolute extrema, chain rule, derivatives of exponential and logarithmic functions, and optimization.

Probability: Students will demonstrate an understanding of probability by applying analytical methods to derive, simplify, solve and analyze problems involving probability.

Statistics: Students will demonstrate an understanding of basic statistics by applying analytical methods to derive, simplify, solve and analyze problems involving basic statistics, including a look at regression analysis and the Least Squares Method

Mathematical Induction: Students will demonstrate an understanding of mathematical induction by applying analytical methods to derive, simplify, solve and analyze problems involving mathematical induction.

Partial Fraction Decomposition: Students will demonstrate an understanding of partial fraction decomposition by applying analytical methods to derive, simplify, solve and analyze problems involving partial fraction decomposition.

Introduction to Calculus Honors Competencies:

Sets: Students will demonstrate an understanding of sets by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving sets, with an emphasis on intersections, unions, cardinality, and complements.

Counting: Students will demonstrate an understanding of combinatorics by applying analytical methods to derive, simplify, solve and analyze problems involving combinatorics, with an emphasis on combinations and permutations.

Binomial Theorem: Students will demonstrate an understanding of Binomial Theorem by applying analytical methods to derive, simplify, solve and analyze problems involving Binomial Theorem.

Limits and Continuity: Students will demonstrate an understanding of limits and continuity by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving limits and continuity, including a study of the limits of rational functions, and area under a curve.

Derivatives and Applications: Students will demonstrate an understanding of derivatives by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving derivatives, with an emphasis on derivative functions, differentiation rules, local/absolute extrema, chain rule, derivatives of exponential, logarithmic, and trigonometric functions, and optimization.

Probability: Students will demonstrate an understanding of probability by applying analytical methods to derive, simplify, solve and analyze problems involving probability.

Statistics: Students will demonstrate an understanding of basic statistics by applying analytical methods to derive, simplify, solve and analyze problems involving basic statistics, including a look at regression analysis and the Least Squares Method

Mathematical Induction: Students will demonstrate an understanding of mathematical induction by applying analytical methods to derive, simplify, solve and analyze problems involving mathematical induction.

Partial Fraction Decomposition: Students will demonstrate an understanding of partial fraction decomposition by applying analytical methods to derive, simplify, solve and analyze problems involving partial fraction decomposition.

Geometry II Competencies

Parallel Lines: Students will demonstrate an understanding of parallel lines by applying analytical and graphical methods to derive, prove, solve and analyze problems involving parallel lines, with an emphasis on statement-reason proofs.

Congruent Triangles: Students will demonstrate an understanding of congruent triangles by applying analytical and graphical methods to derive, prove, solve and analyze problems involving congruent triangles, with an emphasis on statement-reason proofs.

Isosceles Triangles: Students will demonstrate an understanding of isosceles triangles by applying analytical and graphical methods to derive, prove, solve and analyze problems involving isosceles triangles, with an emphasis on base angles theorem, as well as the altitudes, medians and angle bisectors of an isosceles triangle. There is also an emphasis on statement-reason proofs.

Right Triangles: Students will demonstrate an understanding of right triangles by applying analytical and graphical methods to derive, prove, solve and analyze problems involving right triangles, with an emphasis on Pythagorean Theorem, and Special Right triangles. There is also an emphasis on statement-reason proofs.

Introduction to Circles: Students will demonstrate an understanding of circles by applying analytical and graphical methods to derive, prove, solve and analyze problems involving circles, with an emphasis on area and circumference.

Quadrilaterals: Students will demonstrate an understanding of quadrilaterals by applying analytical and graphical methods to derive, prove, solve and analyze problems involving quadrilaterals, with an emphasis on parallelograms, rectangles, rhombi, squares, and trapezoids. There is also an emphasis on statement-reason proofs

Geometry III Competencies

Special Right Triangles: Students will demonstrate an understanding of special right triangles by applying analytical and graphical methods to derive, prove, solve and analyze problems involving special right triangles, with an emphasis on 30-60-90 and isosceles right triangles.

Triangle Inequalities: Students will demonstrate an understanding of triangle inequalities by applying analytical and graphical methods to derive, prove, solve and analyze problems involving triangle inequalities, with an emphasis on statement-reason proofs.

Area Comparison and Applications: Students will demonstrate an understanding of area comparison and applications by applying analytical and graphical methods to derive, prove, solve and analyze problems involving area comparison and applications.

Midsegments in Triangles and Trapezoids: Students will demonstrate an understanding of midsegments in triangles and trapezoids by applying analytical and graphical methods to derive, prove, solve and analyze problems involving midsegments, with an emphasis on statement-reason proofs.

Similarity: Students will demonstrate an understanding of similarity by applying analytical and graphical methods to derive, prove, solve and analyze problems involving similarity, including Thales' Intercepts Theorem, proportional segments, special similarities of right triangles, and transformations. There is also an emphasis on statement-reason proofs.

Circles: Students will demonstrate an understanding of circles by applying analytical and graphical methods to derive, prove, solve and analyze problems involving circles, with an emphasis on properties of tangents, central angles, inscribed angles, angles formed by secants, and inscribed and circumscribed polygons. There is also an emphasis on statement-reason proofs.

AP Calculus BC Competencies

Limits and Continuity: Students will demonstrate an understanding of limits and continuity by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving limits and continuity.

Differentiation: Students will demonstrate an understanding of differentiation by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving differentiation, with an emphasis on properties and applications of derivatives.

Integration: Students will demonstrate an understanding of integration by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving integration, with an emphasis on properties and applications of integration.

Differential Equations: Students will demonstrate an understanding of differential equations by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving differential equations.

Parametric Equations: Students will demonstrate an understanding of parametric equations by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving parametric equations.

Polar Coordinates: Students will demonstrate an understanding of polar coordinates by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving polar coordinates.

Infinite Sequences and Series: Students will demonstrate an understanding of infinite sequences and series by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving infinite sequences and series.

Note: this course prepares students to take Collegeboard's AP Calculus BC Exam.

AP Statistics Competencies

One-Variable and Two-Variable Data: Students will demonstrate an understanding of one and two variable data by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving the exploration of one-variable and two-variable data.

Collecting Data: Students will demonstrate an understanding of data collection by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving data collection.

Probability, Random Variables, and Probability Distributions: Students will demonstrate an understanding of probability, random variable and probability distributions by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving probability, random variables and probability distributions

Sampling Distributions: Students will demonstrate an understanding of sampling distributions by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving sampling distributions.

Inference for Categorical Data: Students will demonstrate an understanding of inference for categorical data by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving inferences for categorical data, with an emphasis on proportions and chi-squared tests.

Inference for Quantitative Data: Students will demonstrate an understanding of inference for quantitative data by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving inference for quantitative data, with an emphasis on means and slopes.

Note: This class prepares students for Collegeboard's AP Statistics exam

Analytic Geometry and Intro to Trigonometry Competencies

Coordinate Geometry: Students will demonstrate an understanding of coordinate geometry by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving coordinate geometry, including problems on linear equations, measuring distance on a coordinate plane, and conic sections

Intro to Trigonometry: Students will demonstrate an understanding of introductory trigonometry by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving introductory trigonometry, including problems on trigonometric ratios, trigonometric identities, general angles, radians, and the Law of Sines/Cosines

Lines, Planes and Solids: Students will demonstrate an understanding of three dimensional geometry by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving lines, planes and solids, with an emphasis on pyramids, prisms, cones, inscribed solids and similarity.

Vectors: Students will demonstrate an understanding of vectors by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving vectors, with an emphasis on magnitude, direction, and vector operations.

Matrices and Determinants: Students will demonstrate an understanding of matrices and determinants by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving matrices and determinants, with an emphasis on matrix operations, matrix systems, determinants, and inverse matrices.

Trigonometry Advanced Competencies:

Coordinate Geometry: Students will demonstrate an understanding of coordinate geometry by applying analytical and graphical methods to derive, simplify, solve, and analyze problems involving coordinate geometry, with an emphasis on segments in a plane, distances on a plane, and conic sections

Introductory Trigonometry: Students will demonstrate an understanding of introductory trigonometry by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving introductory trigonometry, including problems on trigonometric ratios, trigonometric identities, general angles, radians, reduction formulas and the Law of Sines/Cosines.

Trigonometric Identities and Operations: Students will demonstrate an understanding of trigonometric identities by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving trigonometric identities and operations, including sum and difference identities, double-angle and half-angle identities, and sums and products identities.

Trigonometric Functions, Graphs and Inverse Functions: Students will demonstrate an understanding of trigonometric functions by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving trigonometric functions, with an emphasis on graphs of trigonometric functions, inverse trigonometric functions and their graphs, and trigonometric equations.

Polar Coordinates: Students will demonstrate an understanding of polar coordinates by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving polar coordinates, with an emphasis on polar coordinate systems, polar forms of complex numbers, and de Moivre's Theorem.

Polar Graphs: Students will demonstrate an understanding of polar graphs by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving polar graphs, with an emphasis on polar curves, limaçons, cardioids, rose curves, circles, spirals and lemniscates.

Trigonometry Honors Competencies

Introductory Trigonometry: Students will demonstrate an understanding of introductory trigonometry by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving introductory trigonometry, including problems on trigonometric ratios, trigonometric identities, general angles, radians, reduction formulas and the Law of Sines/Cosines.

Trigonometric Identities and Operations: Students will demonstrate an understanding of trigonometric identities by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving trigonometric identities and operations, including sum and difference identities, double-angle and half-angle identities, and sums and products identities.

Trigonometric Functions, Graphs and Inverse Functions: Students will demonstrate an understanding of trigonometric functions by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving trigonometric functions, with an emphasis on graphs of trigonometric functions, inverse trigonometric functions and their graphs, and trigonometric equations.

Polar Coordinates: Students will demonstrate an understanding of polar coordinates by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving polar coordinates, with an emphasis on polar coordinate systems, polar forms of complex numbers, and de Moivre's Theorem.

Polar Graphs: Students will demonstrate an understanding of polar graphs by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving polar graphs, with an emphasis on polar curves, limaçons, cardioids, rose curves, circles, spirals and lemniscates.

Parametric Equations: Students will demonstrate an understanding of parametric equations by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving parametric equations.

Trigonometric Limits: Students will demonstrate an understanding of trigonometric limits by applying analytical and graphical methods to derive, simplify, solve and analyze problems involving trigonometric limits, including an introduction to derivatives of trigonometric functions.

3. A plan for recording student progress in meeting expected student outcomes

RSM created a very interactive learning culture where students are highly engaged in learning over the course of our 36 lesson program. Students are monitored individually by instructors to ensure they are showing good progress. Students are graded daily on classwork (which may include quizzes, tests and participation), as well as homework assignments. Students are also tested at the completion of each unit with a chapter test, and at the end of the year, a final test is administered. Report cards are mailed out to families twice per year, with a separate grade for tests and for homework.

To achieve competency in a particular unit, students must score at least a C on each unit test, and must average at least a 70% in all homeworks for that unit. Students will be given an opportunity to retake any tests, and an opportunity to resubmit any homework assignments. RSM offers free homework help tutoring to students who require supplemental assistance, and homework is also reviewed at the start of each class, giving students the opportunity to ask questions and gain clarification on how a certain problem can be approached. Students must also receive at least a C on the final test in order to move onto the next level, and, just as with unit tests, students have the opportunity to retake the final test, and to seek help from their teacher if needed.

RSM also has a shortened summer school program, consisting of twelve classes over the course of six weeks. This serves as a great focus on the fundamentals learned throughout the year, and it is an encouraged path for students who may struggle during the school year.

Twice per academic year, all students across RSM nationwide take a standardized Principal's Test to ensure quality across all locations. This test assesses both the quality of the teachers, and the quality of program delivery.

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

- Instructor observation of project-based learning, including off-site learning projects;
- Competency-based or performance based assessments;
- Instructor observations of student performance;
- Project evaluation rubrics used to evaluate program proficiencies;
- Other assessment approaches as determined by the Learn Everywhere program

As mentioned above, RSM classes are very interactive; teachers and students are actively engaged throughout each lesson. During a class, a teacher is able to assess the level of understanding and proficiency of the students through various methods through the guidance of lesson plans developed by the training department.

Lessons consist of socratic discussion, where teachers instruct students through probing questions, and students work collaboratively to understand advanced mathematical concepts. Our students are encouraged to illustrate why their solutions to problems are the most effective, efficient and logical; this often leads to lively debate, which deepens understanding and empowers students to think through concepts in a logical way. Students are also given opportunities to work in groups, to show their conceptual understanding on the board, and to master the problem solving process individually. Quizzes are given daily and tests are assigned at the end of each unit. Oftentimes, games are used to better illustrate certain concepts, and students are immersed in an interactive environment that encourages them to make connections between concepts.

RSM Report Cards

Report cards are given out twice per year, with a separate section for classwork and homework, as well as grades for each day. Below is an example of such a report card:

REPORT CARD

January To June

Student	[REDACTED]
Class	Alg I Hon-St (on Sat at RSM - Acton)
Teacher	[REDACTED]

	Student Average	Class Average	Missing/Incomplete
Classwork	A+	A+	0%
Homework	A+	A+	0%
Attendance	18 out of 20 Classes [90%]		

Notes to Parents

Behavior In Class: [REDACTED] was always friendly, polite, well-behaved, and respectful of classmates and the teacher. Demonstrated very good working habits and a positive attitude towards learning.

Student Engagement: [REDACTED] is a bright, hardworking student who always actively participated in class work and discussions and worked very well in groups and independently. [REDACTED]'s serious attitude towards studying and desire to learn are truly exemplary.

Homework: [REDACTED] consistently came prepared to class with homework showing great effort and notable quality.

Overall: [REDACTED] is such a dedicated learner! It was a pleasure seeing [REDACTED] persist and achieve great results this year. Well done!

Conceptual Understanding: [REDACTED] shows genuine interest in mathematics and demonstrates good logical thinking and flexibility of the mind, as well as great work ethic, persistence, and intellectual curiosity. [REDACTED] made great progress this year mastering all the content of the course and going above and beyond.

Lesson 28	Date: Apr 16, 2022	Topic: Lesson 28. Using systems to solve word problems		
Assignments	Homework	Classwork	Independent work 1	Review
	A+	A+	A+	A+
Lesson 29	Date: Apr 30, 2022	Topic: 3 Variable Systems, Chapter Test		
Assignments	Homework	Classwork	Chapter 7 Test	
	A	A	A-	
Lesson 30	Date: May 07, 2022	Topic: Sets.		
Assignments	Homework	Review. Linear Functions	Classwork	
	A	A	A	
Lesson 31	Date: May 14, 2022	Topic: Sets and Subsets. Intersection and Union of Sets.		
Assignments	Homework	Quiz	Classwork	
	A+	B	A	
Lesson 32	Date: May 21, 2022	Topic: Cardinality of Sets.		
Assignments	Homework			
	A+			
Notes	DID NOT ATTEND.			
Lesson 33	Date: May 28, 2022	Topic: Difference of sets.		
Assignments	Homework	HW Quiz	Classwork	
	A	A+	A+	

RSM proprietary self-learning software

RSM uses a unique, state-of-the-art proprietary software to assist students during weekly homework. This system provides instant feedback to both students and teachers, and can even recommend areas of improvement for students based on prior assignments. It is an essential tool for teachers to plan around the needs of each individual class, and allows teachers to review more challenging homework problems in class. The same program is integrated for use with live online instruction as well.

Below is a student’s view, and a teacher’s view of a sample homework assignment:

Student ↑	Score	Files	60	128.a	128.b	118.b	118.c	116.a	116.b	116.c	116.d	327.b	327.c	92.a	92.b	92.c	92.d
[Redacted]	71	inc	✓	...	...	✓	✓	...	...	...	...	...	...	✓	✓	✓	✓
[Redacted]	73	C	...	?	...	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
[Redacted]	100	A+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
[Redacted]	97	A+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓
[Redacted]	97	A+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	...	✓	✓	✓	✓
[Redacted]	100	A+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
[Redacted]	78	C+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	?	✓	✓	✓	✓
[Redacted]	100	A+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
[Redacted]	97	A+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
[Redacted]	84	B	✓	✓	?	✓	✓	✓	✓	✓	✓	...	...	✓	✓	✓	✓
[Redacted]	100	A+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
[Redacted]	0	mis	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Existence of three different levels within each grade taught at RSM ensures that each child is placed at the level that is the most beneficial for his learning based on the results of all of the above - teacher’s observation, homework and classwork grades, and assessment tests.

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;

All students are welcome at RSM. Prior to enrollment, each student meets with the principal, who assesses the appropriate class for the student to enroll in, and makes a recommendation. We do not discriminate based on race, religion, gender, sexual orientation, immigration status, color, creed, or disability.

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;

At the time of enrollment, RSM offers parents the opportunity to disclose any information regarding ongoing 504 education plan related accommodations and modifications required for their child. With the parent's permission, RSM will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the RMS programs. Although RSM's instructors are not explicitly certified to work with students with 504 plans, they are caring, patient and compassionate and can work with the student's LEA representative to understand how to implement recommended accommodations and/or modifications. If RSM determines it is unable to provide the required accommodations and/or modifications for a student, the parents will be informed before committing to enrolling their child in an RSM program.

RSM affirms that it 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. 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; and
- Least restrictive environment; and
- 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;

RSM gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If requested, RSM will work with the parent to contact the student’s Local Education Agency (LEA) to assist in the coordination of the student’s IEP to include, but not be limited to, the required special education programs, support services, and least restrictive environment. At the parent’s request, an RSM representative will participate in IEP team meetings that discuss revisions to the student’s IEP needed to participate in an RSM program. RSM will also coordinate with the LEA in fulfilling the LEA’s responsibility to provide any special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs. The provision of these services is not the direct responsibility of RSM.

Minimum Standards

1. Number of credits the program will fulfill;

Each class will be equivalent to a full-year mathematics course in high school (1.0 credit). The equivalent required subject for graduation from Ed 306.27(v) for which students completing an approved RSM Learn Everywhere course shall be in High School Mathematics.

2. A competency-based grading description

As previously stated in Instructional Programs, Section 3 (Page 22-25): To achieve competency in a particular unit, students must score at least a C on each unit test, and must average at least a 70% in all homeworks for that unit. Students will be given an opportunity to retake any tests, and an opportunity to resubmit any homework assignments. RSM offers free homework help tutoring to students who require supplemental assistance, and homework is also reviewed at the start of each class, giving students the opportunity to ask questions and gain clarification on how a certain problem can be approached. Students must also receive at least a C on the final test in order to move onto the next level, and, just as with unit tests, students have the opportunity to retake the final test, and to seek help from their teacher if needed.

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;

We are located in a Class A office building that is handicap accessible and safe. It is divided into 7 classrooms (as our program is almost entirely classroom-based to facilitate cooperative learning). There are also 2 administrative offices, as well as a front desk to interact with parents and monitor exits to the building. There are 4 available bathrooms for use, all handicap accessible. There is also a room for teachers to make copies and organize materials.

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:

- **Fire safety; 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; and**
- **Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and**

The facilities are in compliance with any and all applicable codes, including (but not limited to) those regarding fire safety, barrier-free access, and disability access.

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;

RSM agrees to disclose to Learn Everywhere program participants any insurance RSM maintains, which would cover the participants in the Learn Everywhere program.

MERRIMACK SCHOOL DISTRICT
School Administrative Unit #26
36 McElwain Street
Merrimack, New Hampshire 03054
Tel. (603) 424-6200 Fax (603) 424-6229

KIMBERLY YARLOTT
Assistant Superintendent for Curriculum

EVERETT V. OLSEN JR.
Interim Chief Educational Officer

MATTHEW D. SHEVENELL
Assistant Superintendent for Business

TO: Chairman Drew Cline, NH State Board of Education

From: Kimberly Yarlott, Assistant Superintendent for Curriculum, Instruction and Assessment

Subj: Professional Standards Board

Date: June 17, 2022

Dear Chairman Cline:

I have been serving on the Professional Standards Board since 2016. I am about to complete two terms on PSB. This letter is to inform you that I would be happy to serve an additional three years on the committee. During my time on the Board, I chaired the revision of the Educational Technology Instructor Standards (now, Digital Learning Specialist), Administrative Rules, and currently the Rules pertaining to the Master Plan. I have been an active participant throughout. In my role as a member of the Professional Standards Board, I also served on the Code of Ethics/Conduct Committee that produced the current DOE document.

My supervisor, Superintendent Murphy, is in support of my continued work with the DOE.

Thank you for all the work the State Board of Education does toward the betterment of our schools.

Sincerely,

Kimberly Yarlott, CAGS
Assistant Superintendent

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: Kimberly Yarlott

WORK ADDRESS: Assistant Superintendent for Curriculum, instruction and assessment Concord School District
(please include position/title)

LENGTH OF SERVICE: new on July 1st

WORK TELEPHONE: (603) 225-0811

WORK EMAIL: kyarlott@sau8.org

HOME ADDRESS: [REDACTED] Goffstown, NH 03045

HOME TELEPHONE: (603) 520-[REDACTED]

PERSONAL EMAIL: kyarl@[REDACTED]

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: Kimberly Yarlott **DATE:** 6/15/22

Please submit the completed application form by email to credentialing.docs@doe.nh.gov or mail POSTMARKED to:

Drew Cline, Chairman, New Hampshire State Board of Education, 101 Pleasant Street, Concord, NH 03301.

Kimberly Yarlott
603-520-██████ / Kyarl@██████

Professional Profile:

- **Proven Visionary Educational Leader:** Lifelong learner who seeks to provide meaningful, relevant, current and forward-thinking educational systems for all students using proven research and knowledge of effective reforms
2017 New Hampshire Principal of the Year, National Distinguished Principal
- **Curriculum, Instruction and Assessment Developer:** Leader in Standards Based Curriculum development, Standards Based report cards, Competencies, Standards Integration, Social Emotional Learning (SEL), Understanding by Design (UBD), Universal Design for Learning (UDL), Equity Inclusion and Diversity (EID) leadership, and implementation of a wide range of instructional programs, assessment tools and data analysis. Technology Integration.
- **Effective Communicator:** Proactive and effective communicator, collaborator and strategic planner who brings stakeholders together toward common goals. Cognitive Coaching trained. Strong written and oral skills.
- **Classroom Credibility:** 18 years of classroom experience; mentor of practicing teachers

Educational Experiences:

Assistant Superintendent for Curriculum, Instruction and Assessment, Merrimack, NH July 2021-present

Central Office Administrator for the Merrimack School District consisting of 6 schools, Pre-K-12. Responsible for oversight of all curriculum revisions/adoptions, assessments, professional development toward innovative instructional practices, and all related responsibilities.

Highlights Include: the development of a community wide Visionary Task force charged with defining the ‘vision of a learner’ and strategic plan. Development of a methods, tools and procedures for the eventual transfer of all curriculum to an online platform. Oversight of the role out of a new Learning Management System. Chair of a committee to design a four-day professional development August Academy (2021). Financial and budgetary oversight, including grants management. Development of agreements for ‘closing the learning gap’, post-pandemic. Social Emotional Learning committee co-chair, oversight of UDL initiatives across six schools.

Principal –Reeds Ferry Elementary School, Merrimack, NH July 2009-2021

Principal of 400+ student elementary school serving students in preschool to 4th grade, coach for four assistant principals.

Building Leader: Active involvement with students, faculty and parents; High visibility throughout building and community; Facilitator and organizer of over 20 building committees, including, positive school climate, safety, academic enrichment and interventions, creative curriculum including the adoption of a ten day instructional schedule that allows for STEM integration and performance tasks for students; Evaluator of student performance and social/emotional well being.

Highlights include: mentoring (5) aspiring principals towards their success in earning the certifications and receiving jobs, distributive leadership towards progressive reform initiatives, establishing RTI teams and MSSB.

Instructional Leader: Supervisor and evaluator of staff; curriculum, program designs and implementation to include: Common Core Standards alignments, data driven curricula, professional development, special education and pre-school compliance and practices; Budget management and development; Mentor to aspiring Principals through certification processes; Supervisor of Assistant Principals.

Highlights include grant writing for Title 1, oversight of ELL, Tiered instructional practices, Social Emotional curriculum adoption, Design Thinking practices, Theories of Mind, and Inclusion, SEL and restorative practices.

District Leader: Actively researched, developed and implemented action plan for improvement in literacy instruction throughout the District, analysis of state and local assessments, student performance and effectiveness of instruction in Merrimack, NH; Collaborative member of District leadership team; Positive school board relations; Involvement with the NH Department of Education including serving on the

Professional Standards Board. Serve on multiple committees towards school improvement including the development of a Strategic Plan, a Standards Based Report Card, and design of Multi Tiered Systems of Behavioral Support.

Highlights include chairing a committee to establish full day Kindergarten – successfully developed in one years time, curriculum revision task forces, and working with the State on a re-envisioning education task force. Committee member of the newly written Code of Ethics and Code of Conduct

Assistant Principal – Reeds Ferry Elementary School, Merrimack, NH 2005- 2009
Responsible for all aspects of building leadership, including curriculum, instruction and assessment, staff evaluations, student safety, parent relations, oversight or Special Education, Title 1, ELL, oversight of State Assessment, Budget development and District Leadership responsibility

Adjunct Professor - Southern NH University, Manchester, NH 2012-2013, 2021
Co-Instructed two graduate level education classes to a cohort of Merrimack Educators: Law and Ethics and Differentiated Instruction. Current: Currently co-teaching a graduate class- Educational Leadership.

Elementary Educator- Beaver Meadow School, Concord, NH 1989-2005
Master Teacher: Knowledge and implementation of best practices in curricular instruction. Teacher leader with strong pedagogy; creative, diverse, differentiated classroom instruction - grades K-3, multi-age classrooms. Coach and Leader for curriculum reform.

Education:

- CAGS – Plymouth State University, Plymouth, NH 2015
Education Leadership and the Superintendency
- M.Ed – Plymouth State University, Plymouth, NH 2005
Administrative and Organizational Leadership, Magna Cum Laude
- BA – University of Massachusetts, Amherst, MA 1984
Major: Multi-cultural Education Minor: Political Science, Cum Laude

Certifications:

NH Educator Certification K-6
NH School Principal Certification K-12
NH Superintendent Certificate K-12

Affiliations:

NH School Administrator Association (NHSAA) - member
NH Association for School Principals (NHASP) - member
NH Professional Standards Board (NHDOE PSB) – acting committee member
Contributing author of NHDOE Code of Ethics and Code of Conduct
NH School Administrator Association (NHSAA)- acting associate member
Independent Service Network – Advisory Board
Demonstrated Success – affiliate/presenter
NEC Education Advisory Board

Global Experiences:

Beijing, China, chaperoned Merrimack High School students on two-week experiences with cultural and educational immersions. 2015 and 2016
Finland and Milan – Educational Tours (EF); Professional development in the Finland model of education; Attended the World Education Summit in Milan, Italy, and presented outcomes to the State Board of Education and Merrimack School District. Summer 2017
London, England – Student taught.

References: Matthew Shevenell - Business Administrator, Merrimack School District
Everett Olsen - Chief Executive Education Officer, Merrimack School District
Carl Ladd - NHSAA

New Hampshire
State Board of Education
Minutes of the June 9, 2022, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 9:10 a.m. Drew Cline presided as Chair.

Members present: Kate Cassady, Ryan Terrell, Drew Cline, and Richard Sala. Phil Nazzaro, Ann Lane, and Sally Griffin were unable to attend due to prior commitments. Also in attendance were Commissioner of Education, Frank Edelblut and Deputy Commissioner, Christine Brennan.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Richard Sala led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Jennifer, Sandown resident, stated her 9-year-old attends third grade at her local public school. She is impressed by how much she learns, progresses, and enjoys school. She stated she is worried public schools are being sabotaged by

people in power. She formed an organization, Support Our Schools New Hampshire to protect public education. She asked for the resignation of Commissioner Edelblut. She feels he uses his authority to create a climate of fear for teachers, refers to public schools as government schools, and criticizes public school teachers and staff. She feels he sponsors legislation that makes schools less competitive by removing core academic domains from curriculum. She wants a leader who builds coalitions and relationships with teachers and administrators. She presented a request for immediate resignation.

Janet Ward stated she is unhappy with the State Board's support of Commissioner Edelblut. She recommends Board members look at the League of Women Voter's website, which has a history of the United States public schools.

Mary, Concord resident, referred to an op-ed written by Commissioner Edelblut which stated public school teachers owe a sacred trust to their students. She stated that the commissioner and the Board also owe a sacred trust to the public school students in New Hampshire. The statute that creates the DOE directed the department to help public schools achieve the highest possible degree of programming and teaching. However, the focus is on privatization of schools and public schools are spoken about negatively.

Lydia stated she came to New Hampshire at age 7 as a refugee and did not receive education prior to that due to lack of funding. Families had to send children

to boarding school if they could afford it or to rich families. She appreciated her public education growing up but does not feel she would feel the same today. She was unhappy with a proposed bill that would remove important domains from public education. She does not feel Commissioner Edelblut values public education or the public interest.

Claudia, Acworth resident, stated she is an educator who taught over 30 years teaching public high school in New Hampshire and 5 years as an adjunct in the community college system. Education gives children the opportunity to gain equality and become participants in society and economy on equal footing.

Reverend Gale, pastor with United Church of Christ, stated she is a former school counselor and school board member. As a pastor, she works with leaders across the state from multiple faith traditions. There is concern in the faith community about words and actions from the Commissioner's office that attack public educators. Public schools are viewed as part of the core foundation of community. There is a national effort to manufacture outrage about public schools and public school teachers. She urged the Board members to rethink the priorities of the education system.

Chair Cline stated the Commissioner does not answer to the Board. The law gives the Board no authority over the Commissioner and the Department.

AGENDA ITEM IV. PRESENTATIONS/REPORTS**A. Jump\$start Coalition 2021 Survey of New Hampshire Students**

Chair Cline introduced Dan Hebert, president of Jump\$start. They are an all-volunteer, nonprofit organization started in 2000. They are a state affiliate of a national nonprofit called the Jump\$start Coalition for Personal Financial Literacy based out of Washington, D.C. The mission is to help kids learn how to manage money.

Jump\$start conducts a study every 2 years, which started in 2006 when the State Board of Education was considering removing the graduation requirement for economics. Junior Achievement, Council for Economic Education, and Jump\$start were placed on a subcommittee for reviewing the curriculum frameworks for economics. They introduced a standard for personal finance within economics from the national Jump\$start standards in K-12 education. The study is used to follow up with schools to ensure the requirement is being met. In 2013, there were three school districts in the state who met the economics requirement and had a stand-alone personal finance requirement. The districts serve vastly different socio-economic areas.

The most recent study was completed in 2021. There are now ten districts that require a stand-alone personal finance class. There are forty-two schools that

offer personal finance as an elective. House Bill 1671 is adding personal finance as a core academic requirement. It could change the Coalition's mission from advocacy to effectiveness.

Kate Cassady asked about grades for personal finance. Dan Hebert responded Jump\$tart has resources for kindergarten through college. In New Hampshire, they have a program called I Can Save for second graders. It teaches them needs vs wants.

Chair Cline stated he receives feedback about young people not knowing enough about bank accounts, credit cards, etc. The personal finance piece is a good first step in that area. Another feedback he receives is people saying young people do not know anything about economics. They have a half credit economics requirement. That does not seem to be enough. He asked if there are best practices in other states that have a higher requirement. Dan Hebert responded Virginia offers a full credit for personal finance. There is a distinction between economics and personal finance. He does not agree with economics being taught under social studies by teachers who do not have training in economics or personal finance.

Richard Sala noted the report shows 6% of New Hampshire high schools require economics. Dan Hebert clarified that is economics only. The other schools are offering economics in addition to personal finance.

Chair Cline asked what Dan Hebert would ideally see as the requirement for the teacher and the preference for how much class should be given. Dan Hebert responded he would focus solely on personal finance. The national organization already identified what they think is effective financial education. It includes, training teachers, embedded resources, and instructional hours based on grade level. He thinks macro economics should be the focus in the economics requirement.

Ryan Terrell asked if children should be exposed to multiple thoughts within economics or mainstream economic systems. Dan Hebert stated his focus is not on economics, but personal finance.

AGENDA ITEM V. PUBLIC HEARINGS

A. 10:00 am ~ Early Childhood Education Teacher (Ed 507.18)

Chair Cline opened the hearing at 10:05 am and closed it at 10:30 am.

There was no public comment.

The Board discussed defining the word young in the rule since it is used throughout the rule.

B. Theater Teacher (Ed 507.35)

Chair Cline opened the hearing at 10:30 am and closed it at 11:04 am.

There was no public comment.

Chair Cline asked about the degree requirement of theater teachers. Professional Standard Board (PSB) committee member stated having a bachelor in theater results in a more in-depth program. A revision is being proposed to the standard to change the requirement from any bachelor to a bachelor in theater.

Chair Cline stated all teachers have a general requirement of a bachelors. Then the skills, competency, and knowledge section outlaws the specific requirements. There are lots of ways to show the skills, competency, and knowledge for theater and Chair Cline questioned the added value in requiring a bachelor's degree. PSB committee member questioned how that would change the pathway to certification. Her program, which trains theater educators, students take 6 courses on how to teach theater. There is value in learning not just content, but how to teach the content to students.

Chair Cline asked how to measure the competencies during the hiring process. PSB committee member responded the certification or portfolio would be used to show competencies.

C. Classical Languages Teacher (Ed 507.37)

Chair Cline opened the hearing at 11:04 am and closed it at 11:36 am.

There is no public comment.

Chair Cline asked about changes to C1 and C2. They were combined taking out certain language. PSB committee member, Scott responded that English vocabulary involves etymology and word formation. Chair Cline asked about changes to C3. Scott responded they wanted to change the language in C3 to be in line with C1 and C2. Within the subcategories, classical embodies Greek and Roman culture. They did not want to limit the study of classical influence to just Greece and Rome.

Chair Cline asked the reason behind striking western and replacing it with European traditions. Scott responded the term western tradition has become less effective and European is more specific and precise a term. PSB committee member, Christina stated it lines up better with terminology used across courses.

D. Music Teacher (Ed 507.39)

Chair Cline opened the hearing at 11:36 am and closed it at 12:05 pm.

There was no public comment.

The Board discussed the language change again of western culture to various cultures. Chair Cline expressed concerns with taking out teaching western music specifically.

**AGENDA ITEM VI. PROFESSIONAL STANDARDS BOARD APPLICANTS/
RENEWALS**

A. Tom Laliberte, Assistant Superintendent, Bedford School District,
Renewal Application

Chair Cline stated Tom Laliberte is requesting reappointment to the Professional Standards Board. He is impressed with the way Tom Laliberte has been running the PSB and is an asset. Richard Sala added his application shows he is qualified but would like a recommendation from members who have been collaborating with him.

Steve Appleby, NHED, Director, Division of Educator Support and Higher Education, stated Tom Laliberte has been acting chair since Fall 2021 and has been effective with moving rules through the committees. He understands the intent of the Board and brings that understanding to meetings. Chair Cline added

he is strategic in setting up subcommittees and thinking about how things can get done efficiently.

Motion: Drew Cline made the motion, seconded by Ryan Terrell, that the State Board of Education to approve Tom Laliberte's Professional Standards Board application.

Vote: The motion was approved without dissent by unanimous vote by the State Board of Education.

AGENDA ITEM VII. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. Robert Frost Public Charter School – renewal

Tal Bayer, NHED, Administrator, introduced Janine McLauchlan, Head of School, and Tracy Strout, Board of Trustees. Janine McLauchlan shared this is her 5th or 6th school year as head of school. Prior to that she was an executive officer. She served on the Conway School Board for nine years, eight as chair, and had a position on the New Hampshire School Board Association. Robert Frost opened in September of 2012 and is in Conway, New Hampshire.

Tracy Strout shared she is the chair of the Board of Trustees and acting treasurer. She has 20 years of experience in bookkeeping and accounting. Most of her previous employment includes management of businesses and organizations. This is her first school board.

Ryan Terrell asked what is working well and what the school is trying to improve. Janine McLauchlan responded they use a Montessori based approach with individualized learning for each student. They have small class sizes, with a maximum of 15-16 students. The model is a lead teacher with an assistant in every classroom. They have a dedicated staff. They have four classrooms with four lead teachers.

Janine McLauchlan stated they are hoping to serve more students in their area and are working to expand the physical space. They have an informal partnership with another organization that has a Montessori based preschool.

Tracy Strout stated from a board perspective, the head of school has been a benefit. She been able to support staff and families through pandemic. Their board is happy with the leadership of the school and the staff.

Kate Cassady asked for the school's current head count. Janine McLauchlan responded they have forty-two students. They have experienced a

loss of students over the past few years and are bringing more students into the building through marketing.

Chair Cline asked about the marketing plan. Tracy Strout responded they get referrals through word of mouth from current families. They have a plan for using Facebook and social media marketing as well as the local newspaper. They are trying to attend the National Charter School Conference in Washington. Professional development for both administration and board training are starting to be more available again as well. There is not currently an alternative high school in their area. Adding grades 9-12 could be a draw for students who die not previously have another option.

Richard Sala asked if the addition of the high school is the reason for the large projected growth over 3 years. Tracy Strout confirmed this. Janine McLauchlan added they would like to start with one multi-age classroom for high school to build the foundation and then expand.

Chair Cline asked about the addition on the grades in the application. Janine McLauchlan responded when the renewal application was submitted, they had not yet been approved to add high school. They plan to add four multi-age classrooms: K-1, 2-4, 5-8, and 9-12.

Kate Cassady asked the number of board members. Tracy Strout responded there are currently six members. Kate Cassady asked the background of board members. Tracy Strout responded she has the financial background. The vice chair has 30 years of Montessori education experience and ran her own Montessori preschool. The secretary is a parent and has her master's in education. The second parent representative has worked in business. Kathy has a mental health background and is a certified social worker. An advisory member was the director for the White Mountain Community Health Center for many years and her background is in medical management, HR, nonprofit. The newest board member is an educator with experience and degrees in leadership, administration, curriculum development, and special education.

Kate Cassady asked about transportation. Janine McLauchlan responded they do not provide student transportation to and from school, but they do have some transportation in the budget for field trips.

Kate Cassady asked about fundraising. Janine McLauchlan responded they want to do more community events going forward. They tap into their community resources as much as possible. Kate Cassady and Chair Cline praised the variety in their fundraising. Chair Cline suggested reaching out to create relationships to gain donors.

Kate Cassady asked about the budget for general administration, other school board, \$2,000. Tracy Strout responded that covers any training events for the board and administration. Kate Cassady asked about miscellaneous, other business expense. Tracy Strout responded that covers transportation for ski club, pizza Friday, bank fees, finance charges, etc. Kate Cassady asked about other local revenue, contributions. Tracy Strout responded that is a combination between individual and business contribution goal.

Kate Cassady asked about rent costs. Tracy Strout responded \$3,800 a month. Kate Cassady asked about out of state students. Janine McLauchlan responded they have two this year. Kate Cassady asked if they have promoted themselves in Maine. Tracy Strout responded the tuition they charge is equivalent of what they would receive from New Hampshire for students. They do not want to advertise and fill with out of state students, so they have space for New Hampshire students.

Janine McLauchlan shared they used the ESSER funds to bring in Moby Max which has helped to benchmark students and provide extra support and skill building. They now have 80% of students in the highly proficient or proficient category for ELA and 54% in Math.

Motion: Ryan Terrell made the motion, seconded by Richard Sala, that the State Board of Education approve the renewal of Robert Frost Charter Public School.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

B. Office of Nonpublic Schools

1. Commissioner's Nonpublic School Approval Designation: Renewals Report

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education accept and approve the following schools for continued attendance approval status for the period of July 1, 2022, through June 30, 2025, as a slate.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

2. Commissioner's Nonpublic School Approval Designations: New School Approvals

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education accept and approve the following schools for continued attendance and program approval status for the period of July 1, 2022, through June 30, 2027, as a slate.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

C. Learn Everywhere Program

1. New Hampshire Academy of Science – renewal

Chair Cline stated an evaluator commented this program is the gold standard for Learn Everywhere.

Tim Carney, NHED, Administrator of Educational Pathways, stated the New Hampshire Academy of Science Learn Everywhere program is looking for a 5-year renewal.

Peter Faletra, Executive Director, stated the New Hampshire of Academy was created in 1919. They are a scientific organization. One of their early high school programs led to a group of first-generation students making a discovery and

becoming famous. They now have a federal grant to build satellite labs around the state. Learn Everywhere allows them to give credit to students who are working in their labs where 91% of students publish scientific publications.

Motion: Ryan Terrell made the motion, seconded by Richard Sala, that the State Board of Education approve the New Hampshire Academy of Science's Learn Everywhere renewal application.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

2. Friends Forever International – new application

Tim Carney introduced Friends Forever International who had been approved prior to COVID but did not run any programs. They have submitted a new application with additional credits.

Steve Martineau, Executive Director, stated the company has been around since 1986. He has been working there since 2005. Incorporating Learn Everywhere will allow them to bring in the educational piece in their mission to help young people become the best they can be and give back to the community. They

hired a teacher full-time and assisted in adding additional courses onto the application.

Alex DesRuisseaux, Program Community Engagement Coordinator, stated she has been a teacher at Rochester Learning Academy which is an alternative high school. She taught social studies and was the ELL coordinator.

Ryan Terrell asked how the school applies contact theory, the idea that the way you learn about other cultures and people is being integrated with them. Steve Martineau responded they have a history of working with very divisive topics. They have come to understand there is dialogue processes and direct communication around the areas where people have conflict or disagreement. The organization focuses on empathetic leadership development. They provide a safe space for young people to speak.

Ryan Terrell asked how students respond to the rigorous interview process and the challenging work in the program. Steve Martineau responded they want students to complain and teach them coping mechanisms and strategies individualized to each student. They teach students how to respond to failure or when confronted by something they find difficult.

Motion: Ryan Terrell made the motion, seconded by Richard Sala, that the State Board of Education approve the Friends Forever International Learn Everywhere application.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

AGENDA ITEM VIII. LEGISLATIVE UPDATES

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

Chair Cline stated there were minor changes made, but nothing substantial. Nate Green stated he will submit the signed version to be approved so the final approval can be voted on.

Motion: Ryan Terrell made the motion, seconded by Richard Sala, that the State Board of Education adopt Ed 1400 Learn Everywhere Program.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

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, Ed 604.09)

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approve the initial proposal for Ed 504.12, Ed 505.05, Ed 505.07, Ed 505.08, Ed 505.09, Ed 512.01, Ed 604.09 regarding criminal history record checks for first time New Hampshire applicants and professional educatory preparation program PEP candidates.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

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

Motion: Ryan Terrell made the motion, seconded by Richard Sala, that the State Board of Education adopt Ed 306.26, Ed 306.27, Ed 306.46, Ed 306.49 regarding Holocaust and Genocide Education.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

D. Adopt – Learn Everywhere (Ed 1400)

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education adopt the final rule for Learn Everywhere Ed 1400.

Vote: The motion was passed without dissent by unanimous vote by the State Board of Education.

AGENDA ITEM IX. COMMISSIONER'S UPDATE

Frank Edelblut, Commissioner of Education, introduced Attorney Liz Brown, replacing Chris Bond, who took a position at the Attorney General's office. Liz has joined as the new attorney working directly with the Department. Liz stated she has 28 years of legal experience. Her career started in Delaware as a litigator. She has had a broad general practice. She has also done nonprofit work. She served on the coop school board for Hollis Brookline for 8 ½ years giving her education experience. Kate Cassady asked what attracted her to the job. Liz responded she wants to use her legal background with her passion for public education.

Frank Edelblut shared a video from 603moments.com. The program was created in response to the pandemic to encourage people to relax. They are distributing white boards and people write down something that makes them happy

to share on social media. The goal is to fill social media with uplifting, encouraging things.

AGENDA ITEM X. OPEN BOARD DISCUSSION

Richard Sala stated he came to New Hampshire after retiring from the marines. For the four years he has worked with Commissioner Edelblut, he has seen the commissioner working hard on ideas for improving public education. He has two kids in public school, and he is happy with the work the Commissioner is doing.

Ryan Terrell added Commissioner Edelblut has helped create programs that could be recognized at a national level. He supports the commissioner.

Chair Cline stated charter schools are public schools and often partner with traditional public schools to instruct students in a different way. The Learn Everywhere programs also collaborate with traditional public schools to give students a different experience, like being able to write a peer reviewed research paper. Everyone's goal is to improve the system to make it work for every child. Kate Cassady added that every child learns differently.

AGENDA ITEM XI. TABLE ITEMS

A. Initial Proposal - Administrator Endorsements (Ed 506)

There were no updates.

B. River View Public Charter School - Application

There were no updates.

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

Chair Cline shared that Chris was getting legislative history and legal options. He hopes to have information at the July meeting.

AGENDA ITEM XII. CONSENT AGENDA

A. Meeting Minutes of May 12, 2022

Board members noted suggested changes.

Motion: Kate Cassady made the motion, seconded by Richard Sala to accept the meeting minutes of May 12, 2022, with amendments.

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

AGENDA ITEM XIII. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XIII. ADJOURNMENT

Motion: Ryan Terrell made the motion, seconded by Richard Sala to adjourn the meeting at 1:11 p.m.

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

Secretary



XI, C

21 Academy Street, Colebrook, New Hampshire 03576
603-237-5571 / 603-237-4961 / fax: 603-237-5126

Debra J. Taylor, Ph.D.
Superintendent of Schools
dtaylor@sau7.org

Cheryl Covill
Business Administrator
ccovill@sau7.org

May 13, 2022

Christopher Bond
N H Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Bond,

The Clarksville and Pittsburg Authorized Regional Enrollment Area Plan will expire on June 30, 2024. The Pittsburg and Clarksville School Boards met, reviewed, and discussed extending the term of the current AREA plan. The school boards agreed to continue with the AREA plan as written with an extension of (2) two years. The new plan will become effective July 1, 2018, and end on June 30, 2026.

The Clarksville School District voted to approve the two-year extension on March 8, 2022, and the Pittsburg School District approved the plan on March 3, 2022.

I have enclosed a copy of the new agreement that has been signed by a majority of the school board members from each district. This shows that both school districts unanimously approved this agreement. Also, enclosed you will find copies of the notice of public hearings, warrant, and school minutes.

I wait your approval of this two (2) year extension on the AREA Plan.

Your assistance is greatly appreciated.

Sincerely,


Cheryl A. Covill
Business Administrator

Enclosure: Agreement and support documents (19)

Mission Statement

To prepare all SAU 7 students for success in whatever path they choose.

CLARKSVILLE – COLEBROOK – COLUMBIA – PITTSBURG – STEWARTSTOWN

Equal Opportunity Employer - Equal Education Opportunities

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

This Agreement is entered into pursuant to Chapter 195-A of the New Hampshire Revised Statutes Annotated, as amended, between the School Districts of Pittsburg and Clarksville.

1. Name

The name of the Authorized Regional Enrollment Area School shall be the Pittsburg School located in Pittsburg. The Pittsburg School District shall be the receiving district, and the Clarksville School District shall be the sending district and together they shall form the region which will be served by the AREA school. The receiving district shall be responsible for Grades K – 12.

2. Computation of Tuition Rates

The basis for the rate of tuition shall be the lower of the local cost of current expenses per pupil in Grades K-8 and 9-12, or the state average cost per pupil in grades K-8 and 9-12 respectively for the school year immediately preceding that for which the charge is made and adjusted as outlined in paragraph 2. Local costs shall be computed by the Superintendent of Schools and approved by the State Department of Education prior to December 15. The tuition rates shall be made available to the sending district at the time they are published by the State Department of Education.

- A. The sending district shall pay the state average cost per pupil plus an additional \$500 per student for grades K – 8 and an additional \$800 per student for those enrolled in grades 9 – 12. The sending district reserves the right to send up to four eligible students to schools outside the receiving district. The cost per student for those enrolled at the Pittsburg School would be calculated as above.
- B. The sending district reserves the right to send an additional four eligible students at a rate as outlined in #2. The sending district shall pay the receiving district tuition (maximum of 8 (5-8) including paragraph 2 above) to schools outside the receiving district for each remaining enrolled student at the Pittsburg School at a rate, which is the average of the receiving districts actual costs (as outlined in appendix A & B) and the state average cost per pupil plus \$500 for elementary (Gr. K-8) and \$ 800 for High School (Gr. 9-12). The guidelines for sending outside the AREA school are listed in Section 3 – Attendance.
- C. If more than eight eligible students in grades K - 12 attend outside the receiving district, the sending district will pay the receiving district the receiving districts local per pupil cost as outlined in Appendices A & B for those students remaining (enrolled) at Pittsburg School.

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

3. Attendance

All students living within the sending district shall attend the AREA school if assigned to one of the grades listed in Section 1, with the following exceptions:

- A. Kindergarten eligible youngsters are not required to attend (unless mandated by law)
- B. The sending district may pay tuition to any other district for pupils requiring special education or desiring state approved career and technical education (CTE) for grades 11 and 12. In this case the sending district will also pay a pro-rated amount for the portion of the day the student is in attendance at the receiving school unless scheduling conflicts result.
- C. Residents of the sending district may pay for the tuition of their own children to attend a private school, or they may provide home education in accordance with Chapter 193-A of the New Hampshire Revised Statutes Annotated. If a home educated student attends the Pittsburg School on a part time basis the tuition rate will be prorated as a portion of the day for membership.
- D. The sending district School Board shall establish guidelines that it will use to determine if a Clarksville child may attend school in a place other than Pittsburg, always with the best interests of the child being the primary factor.
- E. Calculating the number of students attending school in the receiving district from the sending district, Grades K – 12, shall be determined by the daily enrollment for calculating of the tuition rates outlined in Section 2. The number of eligible pupils from Clarksville, in resident, (excluding those enrolled in a private school, or parent(s) paying tuition to another school or attending elsewhere for CTE or Special Education purposes or those enrolled in an approved Home Education Program) shall determine the tuition cost as outlined in Section 2 (Computation of tuition rates).
- F. If the child is allowed, under Section 3 (attendance) as amended above, to attend school elsewhere, he/she may continue to attend elsewhere in subsequent years but will always be counted in determining if the sending district can send others elsewhere.

4. Special Education

The costs of Special Education or Section 504 support services (aide, speech and occupational therapy) provided by the receiving district for the students of the sending

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

districts shall be charged to the sending district on an individual basis for the actual costs of the services provided (when these services are unique or not included in the comprehensive programs of the school)

5. Payment Due Dates

The receiving district shall bill the sending district on a semi-annual basis with the final payment no later than June 1st. Any attendance adjustments made after June 1 will be billed or credited before June 30th.

6. Term of the Agreement

The date of operating responsibility shall be July 1, 2018, and this agreement shall run for eight (8) consecutive years, expiring June 30, 2026. In any year during the term of the agreement after July 1, 2021, either the sending or receiving District may request an AREA School Plan Review Board and one shall be established under the provisions of RSA 195-A:14. No District comprising the authorized regionals enrollment AREA may withdraw from the agreement except pursuant to the provisions of RSA 195-A:14.

7. State Aid

Except as otherwise expressly provided by law, state aid shall be credited as follows:

- A. Adequacy Grants for grades K through 12 students shall be credited to the respective school district in which each student legally resides.
- B. State Building Aid shall be credited to the school district or districts that incur the direct cost of qualifying expenditures.
- C. All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

8. Facility

The receiving district will provide facilities to accommodate all students in Grades K-12 from the sending district in accordance with Section 3.

9. Joint AREA Board Meetings and Board Participation

- A. There will be at least two joint school board meetings of the Clarksville and Pittsburg School Boards annually for the purpose of consulting and advising about any and all matters of joint interest. The sending district will be advised of any improvements or changes in policies, curriculum, and other school programs and services.
- B. A member of the Clarksville School Board may attend any or all-public meetings conducted by the Pittsburg School Board in a non-voting capacity. The Clarksville

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

School Board may attend non-public sessions relating to a student who is a resident of Clarksville

10. School Board Notices

The Pittsburg School Board shall provide the Clarksville School Board with copies of all agendas and copies of the minutes of meetings so called and conducted.

11. Documentation/Reports

The Pittsburg AREA Schools shall keep the Clarksville School Board informed regarding student(s) progress, discipline and attendance for all pupils enrolled under the provisions of the written plan in accordance with the Federal Family Educational Rights and Privacy Act (FFERPA).

12. Educational

The same pupil regulations will apply to pupils from the sending district as to those of the receiving district.

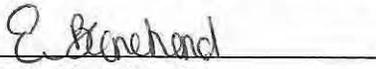
13. Amendments

The written plan may be amended by the two districts comprising the region, consistent with the provisions of RSA 195-A, except that no amendment shall be effective unless the question of adopting such amendment is submitted at an annual or special school district meeting to the voters of the district voting by ballot with the use of a checklist, if requested, by any registered voter of the district, after reasonable opportunity for debate in open meeting and unless a majority of the voters of each district who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to the written plan shall be considered except at an annual or special school meeting of the two districts and unless the text of such amendment is included in an appropriate article in the warrant of such meeting. It shall be the duty of the school board of each district to hold a public hearing concerning the adoption of any amendment to the written plan at least ten days before such meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having a general circulation in the area before such hearing.

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

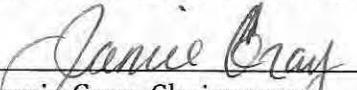
CLARKSVILLE SCHOOL BOARD

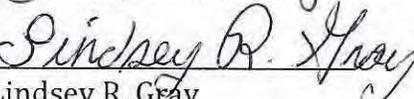

Heather Mitchell, Chairperson

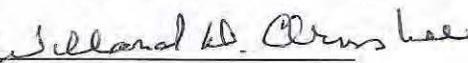

Erin Blanchard


Michel Dionne

PITTSBURG SCHOOL BOARD


Jamie Gray, Chairperson


Lindsey R. Gray


Willard Ormsbee


Toby Owen


Reginald Parker

DATE: May 9, 2022,

DATE: May 9, 2022

Submitted May 10, 2022
Change to Terms of Agreement, extended 2 years, June 30, 2026

January 9, 2020

The New Hampshire State Board of Education voted at its January 9, 2020, meeting to approve the Proposed Amendments and Renewal of Authorized Regional Enrollment Agreement (AREA) for Pittsburg and Clarksville School Districts.

CLARKSVILLE SCHOOL DISTRICT
MINUTES
The State of New Hampshire
March 8, 2022

Ron Howell, Moderator, opened the Clarksville School District meeting at 6:00 pm. There were approximately 25 people in attendance.

I move to vote on all seven (7) articles at once.

Motion: Bob Martin Second: Julie Semprebon Vote: Motion Fails (2 Yay-14 Nay)

1. I move to accept the salaries of the School Board and fix the compensation of other officers or agents of the District as printed in the school report. The proposed salaries are currently included in Article 6.

Motion: Bob Martin Second: Helene Dionne Vote: Motion Carries

2. I move to accept the reports of Agents, Auditors, Committees or Officers chosen and pass any vote relating thereto.

Motion: Bob Martin Second: Julie Semprebon Vote: Motion Carries

3. I move to adopt the revisions to RSA 198:4-b, II enacted in 2020 which allows the District to retain up to 5% of the District's net assessment in any year, allows the expenditure of any amount retained after the School Board first holds a public hearing, and further requires the School Board to include a report on the retained fund balance in its annual report to the District?

Motion: Bob Martin Second: Julie Semprebon Vote: Motion Carries (11 Yay-7 Nay)

4. I move to raise and appropriate the sum of SEVEN THOUSAND DOLLARS (\$7,000.00) for the preschool students from Clarksville to attend the Pittsburg School District preschool program in accordance with the AREA Agreement between Clarksville and Pittsburg.

Motion: Bob Martin Second: Julie Semprebon Vote: Motion Fails (9 Yay-11 Nay)

5. I move to approve the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Pittsburg currently set to expire in June 30, 2024, by two (2) years to June 30, 2026.

Motion: Bob Martin Second: Julie Semprebon Vote: Motion Carries (14 Yay-2 Nay)

6. I move to raise and appropriate the sum of SEVEN HUNDRED SIXTY-SIX THOUSAND, EIGHT HUNDRED, FIFTY-SEVEN DOLLARS (\$766,857.00) for the payment of salaries for the School District officials and agents, and for the payment for the statutory obligations of the District.

Motion: Bob Martin Second: Julie Semprebon Vote: Motion Carries (12 Yay-4 Nay)

7. To transact any other business that may legally come before this meeting.

Motion: Bob Martin Second: Julie Semprebon Vote: Motion Carries

I move to adjourn the meeting at 7:00 pm.

Motion: Michel Dionne Second: Linda White Vote: Majority Rules

Respectfully Submitted,



Tammy Purrington
School District Clerk

VOTING RESULTS:		
SCHOOL POSITION	NAME	VOTES
School Board: 3-year term:	Erin Blanchard	32
School Board: 2-year term:	Heather Mitchell	32
Auditor:	Cindy Greenwood	33
Clerk:	Tammy Purrington	33
Moderator:	Ronald Howell	34
Treasurer:	Tammy Purrington	35

**CLARKSVILLE SCHOOL DISTRICT
WARRANT
The State of New Hampshire**

To the Inhabitants of the School District in the Town of Clarksville qualified to vote in District affairs:

You are hereby notified to meet at the Town Hall in said District on Tuesday, the 8th day of March 2022, at 6:00 o'clock in the evening, to act upon the following subjects:

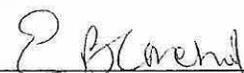
01. To determine the salaries of the School Board and fix the compensation of any other officers or agents of the District. The proposed salaries are currently included in Article 06.
02. To hear the reports of agents, auditors, committees, or officers chosen and pass any vote relating thereto.
03. Shall the District adopt the revisions to RSA 198:4-b, II enacted in 2020 which allows the District to retain up to 5% of the District's net assessment in any year, allows the expenditure of any amount retained after the School Board first holds a public hearing, and further requires the School Board to include a report on the retained fund balance in its annual report to the District?
04. To see if the district will vote to raise and appropriate the sum of Seven Thousand Dollars (\$7,000.00) for the preschool students from Clarksville to attend the Pittsburg School District preschool program in accordance with the AREA Agreement between Clarksville and Pittsburg. The School Board recommends this appropriation. (Majority Vote Required)
05. Shall the district vote under the provisions of RSA 195-A:3,XI to extend the term of the current AREA agreement with Pittsburg currently set to expire on June 30, 2024, by two (2) years to June 30, 2026?
06. To see if the District will vote to raise and appropriate the sum of Seven Hundred Sixty-Six Thousand, Eight Hundred, Fifty-Seven Dollars (\$766,857.00) for the payment of salaries for the School District officials and agents, and for the payment for the statutory obligations of the District. The school board recommends this article.
(Majority vote required)
07. To transact any other business that may legally come before this meeting.

Given under our hands at said Clarksville, on February 8, 2022.

CLARKSVILLE SCHOOL BOARD:



Michel A. Dionne, Chairman



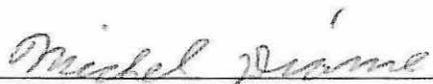
Erin Blanchard



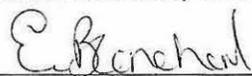
Heather Mitchell

A true copy of warrant, attest:

CLARKSVILLE SCHOOL BOARD:



Michel A. Dionne, Chairman



Erin Blanchard



Heather Mitchell

PITTSBURG SCHOOL DISTRICT
Annual Minutes
March 2, 2022

The meeting was called to order at 6 pm, by the moderator, Richard Judd. He explained how the meeting would be conducted and the procedures to be followed. There were approximately 11 voters in attendance.

01. To determine the salaries of the School Board and fix the compensation of any other officers or agents of the District. These salaries are included in Article 08.

Toby Owen made a motion, seconded by Willard Ormsbee to accept the article as written.

The motion carried and Article 1 passed.

02. To hear the reports of agents, auditors, committees, or officers chosen and pass any vote relating thereto.

Jamie Gray made a motion, seconded by Ann Gray to accept the article as written.

The motion carried and Article 2 passed.

03. To see if the School District will vote to raise and appropriate the sum of THIRTY THOUSAND DOLLARS (\$30,000.00) to be added to the School District Facility Maintenance Expendable Trust Fund previously established. The School Board recommends this article. (Majority Vote Required)

Reggie Parker made a motion, seconded by Richard Lapoint to accept the article as written.

The motion carried and Article 3 passed.

Reggie Parker made a motion, seconded by Jamie Gray to restrict reconsideration of Article 3. The motion carried and reconsideration is restricted.

04. Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA agreement with Clarksville currently set to expire on June 30, 2024, by two (2) years to June 30, 2026.

Lindsey Gray made a motion, seconded by Reggie Parker to accept the article as written.

The motion carried and Article 4 passed.

Reggie Parker made a motion, seconded by Jamie Gray to restrict reconsideration of Article 4. The motion carried and reconsideration is restricted.

05. To see if the school district will vote to change the purpose of the School Roof Expendable Trust Fund created in 1990, to the Facility Maintenance Expendable Trust Fund established in 2007, and furthermore to name the School Board as agents to expend from said fund. The School Board recommends this article. (2/3 Vote Required).

Lindsey Gray made a motion, seconded by Reggie Parker to accept the article as written.

Vote: Yes-19, No-0

The motion carried and Article 5 passed.

Beth Bissonnette made a motion, seconded by Jamie Gray to restrict reconsideration of Article 5. The motion carried and reconsideration is restricted.

06. To see if the school district will vote to change the purpose of the Athletic Field Expendable Trust Fund created in 1999, to the Facility Maintenance Expendable Trust Fund established in 2007, and furthermore to name the School Board as agents to expend from said fund. The School Board recommends this article. (2/3 Vote Required)

Lindsey Gray made a motion, seconded by Reggie Parker to accept the article as written.

Vote: Yes-17, No: 0

The motion carried and Article 6 passed.

Jamie Gray made a motion, seconded by Reggie Parker to restrict reconsideration of Article 6. The motion carried and reconsideration is restricted.

07. Shall the District adopt the revisions to RSA 198:4-b, II enacted in 2020 which allows the district to retain up to 5% of the District's net assessment in any year, allows the expenditure of any amount retained after the School Board first holds a public hearing, and further requires the School Board to include a report on the retained fund balance in its annual report to the District. The School Board recommends this article. (Majority Vote Required)

Willard Ormsbee made a motion, seconded by Jamie Gray to accept the article as written.

The motion carried and Article 7 passed.

Jamie Gray made a motion, seconded by Reggie Parker to restrict reconsideration of Article 7. The motion carried and reconsideration is restricted.

08. To see if the School District will vote to raise and appropriate the sum of THREE MILLION, FOUR HUNDRED, THIRTY THOUSAND, ONE HUNDRED, TWENTY-SEVEN DOLLARS (\$3,430,127.00) for the support of schools, for the payment of salaries, for the school district officials and agents, and for the payment for the statutory obligations of the District. This article does not include appropriations voted in any of the other warrant articles. The School Board recommends this appropriation. (Majority Vote Required)

Toby Owen made a motion, seconded by Jamie Gray to accept the article as written.

The motion carried and Article 8 passed.

Jamie Gray made a motion, seconded by Toby Owen to restrict reconsideration of Article 8. The motion carried and reconsideration is restricted.

09. To transact any other business that may legally come before this meeting.

Lindsey Gray thanked Cheryl Covill for all her hard work over the years. She will be retiring in June of this year.

Respectfully Submitted,



Beth A. Bissonnette
School District Clerk

VOTING RESULTS		
POSITION	NAME	VOTES
School Board – 3-year term:	Lindsey Gray	194
School Board – 3-year term:	Jamie Gray	194
School Clerk:	Beth Bissonnette	9
School Moderator:	Richard Judd	182
School Treasurer:	Beth Bissonnette	216

**PITTSBURG SCHOOL DISTRICT
WARRANT
The State of New Hampshire**

To the Inhabitants of the School District in the Town of Pittsburg qualified to vote in District affairs:

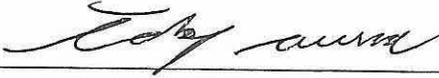
You are hereby notified to meet at the Pittsburg Gymnasium in said District on Wednesday the 2nd day of March 2022, at 6:00 pm, to act upon the following subjects:

01. To determine the salaries of the School Board and fix the compensation of any other officers or agents of the District. These salaries are included in Article 08.
02. To hear the reports of agents, auditors, committees, or officers chosen and pass any vote relating thereto.
03. To see if the School District will vote to raise and appropriate the sum of THIRTY THOUSAND DOLLARS (\$30,000.00) to be added to the School District Facility Maintenance Expendable Trust Fund previously established. The School Board recommends this article. (Majority Vote Required)
04. Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA agreement with Clarksville currently set to expire on June 30, 2024, by two (2) years to June 30, 2026?
05. To see if the school district will vote to change the purpose of the School Roof Expendable Trust Fund created in 1990, to the Facility Maintenance Expendable Trust Fund established in 2007, and furthermore to name the School Board as agents to expend from said fund. The School Board recommends this article. (2/3 Vote Required).
06. To see if the school district will vote to change the purpose of the Athletic Field Expendable Trust Fund created in 1999, to the Facility Maintenance Expendable Trust Fund established in 2007, and furthermore to name the School Board as agents to expend from said fund. The School Board recommends this article. (2/3 Vote Required)
07. Shall the District adopt the revisions to RSA 198:4-b, II enacted in 2020 which allows the district to retain up to 5% of the District's net assessment in any year, allows the expenditure of any amount retained after the School Board first holds a public hearing, and further requires the School Board to include a report on the retained fund balance in its annual report to the District. The School Board recommends this article. (Majority Vote Required)
08. To see if the School District will vote to raise and appropriate the sum of THREE MILLION, FOUR HUNDRED, THIRTY THOUSAND, ONE HUNDRED, TWENTY-SEVEN DOLLARS (\$3,430,127.00) for the support of schools, for the payment of salaries, for the school district officials and agents, and for the payment for the statutory obligations of the District. This article does not include appropriations voted in any of the other warrant articles. The School Board recommends this appropriation. (Majority Vote Required)
09. To transact any other business that may legally come before this meeting.

Given under our hands at said Pittsburg this 8th day of February, 2022.

PITTSBURG SCHOOL BOARD

TOBY OWEN, CHAIRMAN



LINDSEY R. GRAY



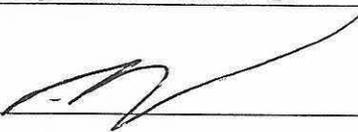
JAMIE GRAY



WILLARD ORMSBEE



REGINALD PARKER



**A true copy of warrant, attest
PITTSBURG SCHOOL BOARD**

TOBY OWEN, CHAIRMAN



JAMIE GRAY



LINDSEY R. GRAY



WILLARD ORMSBEE



REGINALD PARKER



**Clarksville School Board
Public Hearing Minutes**

Date	02/14/2022				
Time	4:45 p.m.				
Location	Clarksville Town Hall				
Chairperson	Michel Dionne				
Attendance					
Attendance Legend: P – Present A – Absent E - Excused					
School Board Members			Principal		SAU Members
P	Michel Dionne	P	Erin Blanchard	P	Debra Taylor
P	Heather Mitchell				P Cheryl Covill
Public in Attendance: None					

Roll Call: The meeting was called to order at 4:45 pm by Chairman, Michel Dionne.

Agenda Adjustments: None

Hearing of the Public:

- Amendment to the AREA Agreement
 - Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Pittsburg currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

M.Dionne/E.Blanchard: Motion to extend the term of the current AREA Agreement with Pittsburg set to expire on June 30, 2024 by two years, to June 30, 2026.

VOTE: MOTION CARRIES

Adjournment:

M.Dionne/E.Blanchard: Motion to adjourn the meeting at 5:00 pm.

VOTE: MOTION CARRIES

Respectfully Submitted,
Debra J. Taylor
Superintendent

Adopted 03/14/2022

**CLARKSVILLE SCHOOL BOARD
PUBLIC HEARING**

Amendment to the AREA Agreement

Monday, February 14, 2022
4:45 p.m.
Clarksville Town Hall

**Warrant Article #5 to be voted on at the Annual District Meeting on
March 8, 2022 6:00 pm Clarksville Town Hall**

Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Pittsburg currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

Colebrook Chronicle:

Date: Wednesday, February 2, 2022

Publication Date: Friday, February 4, 2022
Friday, February 11, 2022

Send Invoice to:

Clarksville School District
21 Academy Street
Colebrook, NH 03576

Contact Tori @ 237-5571 X10 or vsmart@sau7.org

**CLARKSVILLE SCHOOL BOARD
PUBLIC HEARING**

Amendment to the AREA Agreement

Monday, February 14, 2022
4:45 p.m.
Clarksville Town Hall

**Warrant Article #5 to be voted on at the Annual District Meeting on
March 8, 2022 6:00 pm Clarksville Town Hall**

Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Pittsburg currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

News & Sentinel:

Date: Wednesday, February 2, 2022

Publication Date: Wednesday, February 9, 2022

Send Invoice to:

Clarksville School District
21 Academy Street
Colebrook, NH 03576

Contact Tori @ 237-5571 X10 or vsmart@sau7.org

Pittsburg School Board Public Hearing / Meeting Minutes							
Date		February 14, 2022					
Time		6:00 p.m. – Public Hearing / Regular School Board immediately following					
Location		Pittsburg School – Bremer Pond Auditorium					
Chairperson		Toby Owen					
Attendance							
Attendance Legend: P – Present A – Absent E – Excused C – Cell Phone							
School Board Members			Principals		SAU Members		
P	Jamie Gray	P	Toby Owen	P	Debbie Lynch	P	Debra Taylor
P	Lindsey Gray	P	Reggie Parker			P	Cheryl Covill
P	Bob Ormsbee						
Public in Attendance:							

Roll Call / Pledge of Allegiance: The meeting was called to order at 6:00 pm by Toby Owen and opened with the Pledge of Allegiance.

Agenda Adjustments: None

Hearing of the Public:

- Amendment to the AREA Agreement
 - Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Clarksville currently set to expire on June 30, 2024 by two (2) years to June 30, 2026

Reading of the Minutes: School Board Meeting minutes of January 24, 2022

L. Gray /R. Parker: Motion to approve the minutes of January 24, 2022, as presented.

VOTE: MOTION CARRIES

Special Reports: None

Policy Review: None

School Administrator’s Report: Debbie Lynch

- There are a few changes to the principal’s report since it was written. The elementary school basketball tournament was moved to the weekend of the 12th and 13th. Next week on the 23rd and 24th Jason from Siskin will be here. February 24th will be the Elementary Olympics and the 25th will be the High School Olympics. The community can visit the Olympics displays on the 24th from 4:30 to 6:00 pm. Winter break is scheduled from Monday, February 28th through March 4th.
- Neil Prehemo and I have spoken regarding the gym key. He is willing to be responsible for the key to the gym and paperwork for community members to be able to use the gym on weekends if the board approves of this.

J. Gray/R. Parker: Motion to approve Neil Prehemo, as Athletic Director, overseeing the key to the gym to allow community members to use the gym according to the guidelines established by the Board of Directors.

VOTE: MOTION CARRIES

- The Annual Men's Basketball Tournament will be held in the Pittsburg gym and the Colebrook gym on the weekend of March 18th through the 20th. This has not happened for many years since the beginning of COVID-19. However, this is a good fundraiser, and the raised funds will go toward the purchase of a 1000-point recognition banner for the gym wall.
- The students all made birthday cards and sent about 65 cards to Skip Young for her 100th birthday.
- Colebrook has invited the students at Pittsburg School to join them for Winter Carnival at Coleman State Park. This information has been shared with Mrs. Pettit, Student Council Advisor. Currently, there does not seem to be a lot of interest from students.
- The Pittsburg Winter Carnival is based on the Winter Olympics. The Student Council has been planning these two days and other students are helping as well.
- At the time of this report, the girls' basketball team is in second place in the state with 13 wins and 1 loss. The boys are in 17th place with 5 wins and 7 losses.
- Would like to start having the teachers visit the school board meetings to give an update on what is going on in their classrooms. This could happen right at the beginning of the meetings and talk for about 5 minutes. This will start at the March 14th meeting.

Superintendent's Report: Debra Taylor

- I had a very strong interview with the candidate for the math teacher. Would like to offer Jonathan Cooper the position with the board's approval. He comes with a lot of experience.

R. Parker/T. Owen: Motion to authorize Superintendent Taylor to formalize the offer to Mr. Cooper

VOTE: MOTION CARRIED

- Getting ready for all of the annual school meetings.
- Still working on the CTE Program. Spoke with the consultant at the Department of Education this morning and he is passing our packet into the commissioner this morning. Hoping to have an answer by the end of February from the commissioner.

Business Administrator's Report: Cheryl Covill

- Additional cost for phone service – Updated the school phone services a couple of years ago. Saved the SAU phones for this year. The cost would be \$1,914.00 out of the SAU budget but does require your vote.

L. Gray/R. Parker: Motion to purchase the additional items needed to get the SAU phone system upgrade.

VOTE: MOTION CARRIED

- Fax line for school nurse – There is an issue with the security/HIPAA with faxes coming in from medical facilities to the nurses. Cheryl is looking into a more secure system. IT has suggested that a dedicated fax line be added that goes directly into the nurse's office.

T. Owen/R. Parker: Motion to approve the purchase of the new fax machine with a dedicated phone line to the nurse's office.

VOTE: MOTION CARRIED

- Contract for hood cleaning – Finally found a company, Johnson Controls, to come and clean the hoods in the kitchen. The rate will be \$1,500.00. They would like us to enter a 5-year contract but would be able to get out of the contract with a 30-day notice. The cost will increase by \$45.00 each year. Have not been able to find anybody to take on this job. This is a requirement to have completed each year. This has been budgeted every year.

R. Parker/L. Gray: Motion to approve going into a 5-year contract with Johnson Controls for \$1,500.00 annually with a \$45.00 increase each year to the contract.

VOTE: MOTION CARRIED

- A couple of months ago sent out bids regarding the catch basin in the driveway and to remove the light pole. There have been no bids to date. Would like to call a local contractor to see if they will take care of this in the spring. The board was in agreement with this.
- Reviewed warrant articles for the upcoming meeting and who is making the motions. Reviewed why the tax rate is up to \$0.81. Reviewed the adequacy aid which is new to Pittsburg.

Unfinished Business: None

New Business: None

Other Business: None

Information: None

Non-Public Session: None

Meetings:

- Pittsburg School Board Meeting: Wednesday, March 2, 2022 @ 5:30 pm – Pittsburg School library computer lab
- Pittsburg School Board Annual Meeting: Wednesday, March 2, 2022 @ 6:00 pm – Pittsburg School gymnasium
- Pittsburg School Board Meeting: Monday, March 28, 2022 @ 6:00 pm – Pittsburg School library computer lab

Adjournment:

T. Owen /R. Parker: Motion to adjourn the meeting at 7:10 pm.

VOTE: MOTION CARRIES

Respectfully Submitted,
Billie Paquette
Minute Taker

Adopted 03/02/2022

PUBLIC NOTICE

**Annual Town Report
Town of Canaan**

The 2021 Annual Town report will be available for distribution by February 19, 2022. If you are unable to pick the report up in person, call or write the Town Clerk and a report will be mailed to you; or you can read the Town Report on our Town website at <http://www.canaan-vt.org>.

PUBLIC NOTICE

The Canaan Zoning Board of Adjustments will hold an in-person meeting on Wednesday, February 16, 2022, at the Canaan Town Office at 6:00 p.m., to consider an application from David and Theresa Herr for a waiver/variance to build an addition on their camp on their property at 3996 VT Rte. 114, Canaan, Vermont. A waiver is required because it will not meet the set-back requirements for Wallace Pond.

PUBLIC NOTICE

**Town of Columbia
Unincorporated Town of
Odell & Erving's Locations**

The Columbia supervisors of the Checklist will be in session at the **Town Office** on Saturday, February 26, from 11:00 to 11:30 a.m. for the purpose of making corrections/additions to the checklist.

Supervisors of the Checklist
Diane Little
Isabelle Parkhurst
Stacey Campbell

The NEWS and SENTINEL

6 Bridge St., Colebrook, N.H.
603-237-5501 FAX 5060
www.colebrooknewsandsentinel.com
Your hometown paper since 1870

Essex North Supervisory Union

318 Christian Hill, Canaan, Vermont 05903

Business Administrator

Essex North Supervisory Union is seeking a Business Administrator to start July 1, 2022. This year-round, full-time position is eligible for benefits including health insurance with HRA, FSA, short-term and long-term disability, life and AD&D insurance, dental reimbursement, Vermont Municipal Employee's Retirement System (5-year vesting period), optional 403(b) retirement plan, vacation leave, sick leave and bereavement.

To view job description or to apply online please visit schoolspring.com. You can also apply by sending cover letter, resumé and three letters of reference to:

Karen E. Conroy, Superintendent of Schools
Essex North Supervisory Union
PO Box 100, Canaan, VT 05903
kconroy@ensuvt.org or 802.266.3330 x202

The application-screening process will begin immediately and continue until position is filled.

Any offer of employment contingent upon Child Abuse/Neglect Registry Check and Criminal Background Check results.

Equal Opportunity Employer

**ESSEX NORTH SU 19
OFFICE OF THE SUPERINTENDENT
Canaan, Vermont**

Transportation Bid Information And Request For Proposal

Notice is hereby given that the Essex North Supervisory Union will receive proposals to provide school bus transportation services for Canaan Schools students until 4:00PM on Friday, February 25, 2022.

All proposals should be sent to:
ESSEX NORTH SU 19
Attention: Karen E. Conroy

**PITTSBURG SCHOOL BOARD
PUBLIC HEARING**

Amendment to the AREA Agreement

Monday, February 14, 2022
6:00 p.m.

Pittsburg School library computer room

Warrant Article #6 to be voted on at the Annual District Meeting on March 2, 2022 6:00 pm Pittsburg School – Bremer Pond Auditorium

Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Clarksville currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

**CLARKSVILLE SCHOOL BOARD
PUBLIC HEARING**

Amendment to the AREA Agreement

Monday, February 14, 2022
4:45 p.m.

Clarksville Town Hall

Warrant Article #5 to be voted on at the Annual District Meeting on March 8, 2022 6:00 pm Clarksville Town Hall

Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Pittsburg currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

Join our SAU #7 Team!

2021-2022 School Year

Immediate Job Opportunities

Come and join our team of dedicated employees and make a difference by serving students in the community. We are seeking full-time and part-time positions.

Para Educators
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Substitute Teachers
(Teaching experience is not needed)

Bus Drivers
(Flexible hours, benefits & training provided)

Custodian/Groundskeeper
(Full time with excellent benefits)

**PITTSBURG SCHOOL BOARD
PUBLIC HEARING**

Amendment to the AREA Agreement

Monday, February 14, 2022

6:00 p.m.

Pittsburg School library computer room

**Warrant Article #6 to be voted on at the Annual District Meeting on
March 2, 2022 6:00 pm Pittsburg School – Brember Pond Auditorium:**

Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Clarksville currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

News & Sentinel:

Date: Wednesday, February 2, 2022

Publication Date: Wednesday, February 9, 2022

Send Invoice to:

Pittsburg School District
21 Academy Street
Colebrook, NH 03576

Contact Tori @ 237-5571 X10 or vsmart@sau7.org

**PITTSBURG SCHOOL BOARD
PUBLIC HEARING**

Amendment to the AREA Agreement

Monday, February 14, 2022
6:00 p.m.
Pittsburg School library computer room

**Warrant Article #6 to be voted on at the Annual District Meeting on
March 2, 2022 6:00 pm Pittsburg School – Brember Pond Auditorium:**

Shall the district vote under the provisions of RSA 195-A:3, XI to extend the term of the current AREA Agreement with Clarksville currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

Colebrook Chronicle:

Date: Wednesday, February 2, 2022

Publication Date: Friday, February 4, 2022
Friday, February 11, 2022

Send Invoice to:

Pittsburg School District
21 Academy Street
Colebrook, NH 03576

Contact Tori @ 237-5571 X10 or vsmart@sau7.org

Our Yesterdays

(Continued from page 4)

these groups. For a short period of time even, Colebrook was voted a "dry town" and liquor was forbidden to be sold.

Then on Jan. 17, 1920, the Eighteenth Amendment to the United States Constitution took effect, outlawing the manufacture, sale or transportation of intoxicating liquors. Colebrook soon had its share of bootleggers, but the main operator in the area was a six-foot tall, 270 lbs. man nicknamed "Big" Smith. After a while, Smith realized that no one would look for an illegal still in town, so he ran one out of the present Thivierge home on Cooper Hill. Whenever a batch of illegal liquor was ready, the "lady" of the house would move her laundry tub out into the yard. Those "in the know" would stop by and for a nominal charge she would pull a fresh bottle of liquor out of the tubs.

In nearby Canada the sale of liquor was still legal, so as the towns of the North Country were in close proximity, they saw first-hand the international illegal liquor trade. Local teacher Rusty Wiswell shared that while a student at Colebrook Academy, from the windows of the study hall, she witnessed Federal officers shoot at the tires of a car of illegal liquor they were chasing down the Main Street. In the Colebrook Village Cemetery there is a metal monument with an opening that bootleggers used during this time to pass messages to each other on shipments coming through the border.

However, on Dec. 5, 1933, the 21st Amendment to the U.S. Constitution was repealed and the sale of liquors once again became legal. In early 1934 the State of New Hampshire set up a Liquor Commission to regulate the sale of liquors. Soon, Colebrook had one of these State Liquor Stores which was situated on Main Street in the storefront where Country Roots Hair Salon is today.

The process for purchasing liquor was much different in those days. You would enter the store, be greeted by a clerk at the counter, write down what you wanted for liquor and then the clerk would pick the bottle off of the shelf for you. The New Hampshire State Liquor store's had green signage on the front of their buildings and were nicknamed "The Green Front." Often parents told their children they were going to visit "Dr. Green's" rather than stating they were going to the liquor store.

The State Liquor Store in Colebrook was in that location for three decades, but in 1967 it was moved to the corner of Main and Bridge Street, where the Le Rendez Vous French Bakery is now. It remained there for less than 10 years, when it was moved across the street to the former Jax Theatre building. In 2018 the store moved south of town on Route 3 into a larger retail space.

A thought to ponder. Today, liquor in moderation is used as a social beverage, but we forget that to our ancestors it was the staple of their diet. As a young child when we neared a holiday, my father would state "well, looks like I need to go to the

Green Front" and I had no idea what he meant. So the next time you go to purchase a bottle of liquor for that special event, just tell your kids you are going to the Green Front, and only you will know what it means.

**CLARKSVILLE SCHOOL BOARD
PUBLIC HEARING**

Amendment to the AREA Agreement

Monday, February 14, 2022
4:45 p.m.
Clarksville Town Hall

Warrant Article #5 to be voted on at the Annual District Meeting on
March 8, 2022 6:00 pm Clarksville Town Hall

Shall the district vote under the provisions of RSA 195-A 3, XI to extend the term of the current AREA Agreement with Pittsburg currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

**PITTSBURG SCHOOL BOARD
PUBLIC HEARING**

Amendment to the AREA Agreement

Monday, February 14, 2022
6:00 p.m.
Pittsburg School Library computer room

Warrant Article #6 to be voted on at the Annual District Meeting on
March 2, 2022 6:00 pm Pittsburg School - Brember Pond Auditorium:

Shall the district vote under the provisions of RSA 195-A 3, XI to extend the term of the current AREA Agreement with Clarksville currently set to expire on June 30, 2024 by two (2) years to June 30, 2026?

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VOTE VOTE VOTE VOTE VOTE

**I am a candidate
for Pittsburg
Selectman.**

**Your vote would
be appreciated**

Richard Lapoint

VOTE VOTE VOTE VOTE VOTE

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**COÖS COUNTY
PLANNING BOARD MEETING**

Wednesday, February 16, 2022
at 6:00 p.m.
North Country Resource Center
629 Main Street Lancaster, NH

**Pittsburg Ridge Runners
&
STEAKFEED RAFFLE DRAWING**

Drawing at 4:00 p.m.

Saturday, February 26, 2022

At the Clubhouse on Dickson Lane
3 Sittings: 4PM, 5PM and 6PM

Complete Dinner Includes Beverage & Dessert
Adults \$20.00 / Child (10 & Under) \$12.00
Child's Hamburger Plate (includes chips, drink & dessert) \$10.00

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May 31, 2022

XI, D

VIA EMAIL ONLY

Drew Cline, Chair
c/o Angela Adams, Program Specialist
State Board of Education
101 Pleasant Street
Concord, NH 03301

RE: Changes to Hollis-Brookline Articles of Agreement

Dear Chairman Cline:

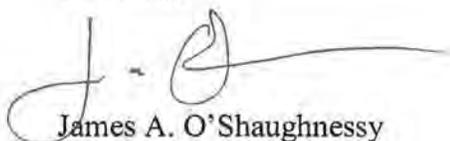
The Hollis-Brookline Cooperative School District held a Special Meeting on October 5, 2021, in accordance with its Articles of Agreement to consider proposed changes to its Articles of Agreement. After debate and discussion, the voters approved several changes to the Articles of Agreement. The following supporting documents are provided as evidence of the changes to the Articles of Agreement:

- A. Copy of the October 5, 2021 Special Meeting Warrant
- B. Certificate of Posting
- C. Evidence of Publication
- D. Minutes of the District Special Meeting, including voting results
- E. Current Articles of Agreement
- F. Proposed Articles of Agreement, reflecting changes adopted by the Special Meeting on October 5, 2021

The Hollis-Brookline Cooperative School District submits this information to the New Hampshire State Board of Education in accordance with its Articles of Agreement and RSA 195:18, III(i), seeking certification of the change to its Articles of Agreement, effective October 5, 2021.

Please let me know if you require any additional materials.

Sincerely,



James A. O'Shaughnessy

Enclosures

**Hollis Brookline Cooperative School District
Special Meeting
WARRANT
The State of New Hampshire**

To the inhabitants of the Hollis Brookline Cooperative School District in the Towns of Hollis and Brookline in the County of Hillsborough, State of New Hampshire qualified to vote in District Affairs.

YOU ARE HEREBY NOTIFIED TO MEET AT THE HOLLIS BROOKLINE HIGH SCHOOL IN SAID DISTRICT ON THE FIFTH DAY OF OCTOBER, 2021 AT SEVEN IN THE EVENING TO ACT UPON THE FOLLOWING SUBJECT.

Article 01: Editorial/Non-substantive changes to Articles of Agreement:

To see if the school district will vote to amend the Articles of Agreement of the Hollis-Brookline Cooperative School District as follows:

Article 1:

The school districts of Brookline and Hollis shall combine to form a cooperative ~~junior-middle~~ and senior high school district which shall be named the Hollis Brookline Cooperative School District, pursuant to RSA 195.

Article 2:

The School Board of the Hollis/Brookline Cooperative School District shall consist of seven members. Effective with the election of ~~2003-2021~~, the Board will be organized in the following manner:

Town	Members	Term	Year Ending
Brookline	1 member	3 years	2004-2022
	1 member	3 years	2005-2023
	1 member	3 years	2006-2024
Hollis	2 members	3 years	2004-2022
	1 member	3 years	2005-2023
	1 member	3 years	2006-2024

Members of the Cooperative School Board shall be elected by the voters of the pre-existing districts they represent and must be residents of those pre-existing districts. All members elected shall be elected to three year terms unless that member is filling out the unexpired term of a member who has left the board, in which case the term shall be the unexpired term.

Reapportionment of the school board may be proposed at any time in accordance with RSA's 195:22 and 671:9, but in any case the apportionment as specified above would be subject to review for possible amendment at least in March, ~~2005-2023~~ and every three (3) years thereafter under the provisions of Article 11 of this agreement and RSA 195:18, III(i).

Article 02: Substantive changes to Articles of Agreement:

To see if the school district will vote to amend the Articles of Agreement of the Hollis-Brookline Cooperative School District as follows:

Article 4:

~~The Hollis/Brookline Cooperative School District shall lease the Hollis High School "White Building" and the Hollis Junior High School from the Hollis School District upon such terms and conditions as the Cooperative School Board negotiates and determines to be in the best interests of the Cooperative School District. The Hollis/Brookline Cooperative School District shall acquire, at no further cost, the existing land, building and contents comprising that portion of the Hollis AREA High School initially constructed in 1962, including subsequent additions.~~

Article 8:

~~All trust funds held or enjoyed by any pre-existing district shall be held and applied as the terms of the trust indicate, in accordance with RSA 195:11.~~

Article 10:

The Hollis/Brookline Cooperative School District shall provide transportation for students, as required by RSA, under terms decided by the Hollis/Brookline Cooperative Board.

Article 13:

~~It will be the responsibility of the Cooperative School Board to plan a minimum of two joint meetings per year with the Hollis and Brookline School Boards for the purpose of discussing issues of mutual interest.~~

Given under our hands and seals at said Hollis, New Hampshire on this 15th day of September, 2021.

SCHOOL BOARD MEMBERS:

DocuSigned by:
Holly Deurloo-Babcock
Holly Deurloo Babcock, Chair

DocuSigned by:
Elizabeth Brown
Elizabeth Brown

DocuSigned by:
Thomas Solon
Tom Solon

DocuSigned by:
Kate Stoll
Kate Stoll

DocuSigned by:
Cindy VanCoughnett
Cindy VanCoughnett

DocuSigned by:
Krista Whalen
Krista Whalen

DocuSigned by:
Beth Williams
Beth Williams

A true copy of the Warrant attests:

SCHOOL BOARD MEMBERS:

DocuSigned by:
Holly Deurloo-Babcock
Holly Deurloo Babcock, Chair

DocuSigned by:
Elizabeth Brown
Elizabeth Brown

DocuSigned by:
Thomas Solon
Tom Solon

DocuSigned by:
Kate Stoll
Kate Stoll

DocuSigned by:
Cindy VanCoughnett
Cindy VanCoughnett

DocuSigned by:
Krista Whalen
Krista Whalen

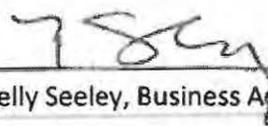
DocuSigned by:
Beth Williams
Beth Williams

**HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT
CERTIFICATE OF POSTING OF WARRANT**

I certify that on the 20th day of September, 2021, I posted a copy of the Special Meeting Warrant on the changes to the Articles of Agreement for the Hollis Brookline Cooperative School District attested by a majority of the School Board in the following locations being public places in the Hollis Brookline Cooperative School District:

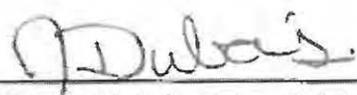
- Hollis Brookline Middle School, Hollis, NH
- Hollis Brookline High School, Hollis, NH
- SAU 41 Office, Hollis, NH
- SAU 41 Website
- Hollis Primary School, Hollis, NH
- Hollis Upper Elementary School, Hollis, NH
- Captain Samuel Douglass Academy, Brookline, NH
- Richard Maghakian Memorial School, Brookline, NH
- Town Hall, Brookline, NH
- Town Hall, Hollis, NH

Also posted in the Union Leader on 9/22 and 9/26 and The Telegraph on 9/26

Signed: 
Kelly Seeley, Business Administrator, SAU 41

State of New Hampshire
Hillsborough County

Signed and sworn to before me on the 4th day of October, 2021, by Jennifer Dubois.

Signed: 
Jennifer Dubois, Notary Public
State of New Hampshire

Commission expires:



SPECIAL HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT MEETING
Hollis Brookline High School, Hollis, NH
05 October 2021

Hollis Brookline Coop School Board

Holly Deurloo Babcock, Chair
Tom Solon, Vice Chair
Beth Williams, Secretary
Elizabeth Brown
Kate Stoll
Krista Whalen
Cindy VanCoughnett

Hollis Brookline High School

Timothy Girzone, Principal
Robert Ouellette, Assistant Principal
Amanda Zeller, Assistant Principal
Kimberly Meyer, Assistant Principal

SAU #41 Administration

Andrew Corey, Superintendent
Gina Bergskaug, Assistant Superintendent
Kelly Seeley, Business Administrator

Hollis Brookline Middle School

Patrick West, Principal
Jennifer Campbell, Assistant Principal
Yolanda Flamino, Assistant Principal

Meeting Officials

Drew Mason, Moderator
James O'Shaughnessy, District Counsel
Diane Leavitt, District Clerk

The meeting was called to order at 7:00pm by the Moderator, Drew Mason at the Hollis Brookline Cooperative High School gymnasium. The meeting was started with the Pledge of Allegiance. Moderator recognized all veterans and serving members of our armed forces.

Holly Deurloo Babcock, School Board chair introduced the School Board. Andy Corey, SAU 41 Superintendent introduced the SAU and the school staff. Moderator introduced School District Clerk, Diane Leavitt and School District Council, James O'Shaughnessy. Moderator recognized the Supervisors of the Checklist, Ballot Clerks, and Assistant Moderators.

Moderator gave a few administrative announcements and went over the rules of the meeting proposed by the Moderator. Moderator motioned to adopt the rules of the meeting. Seconded by Tom Solon. No discussion. Moderator brought adopting rules of the meeting to a vote. **CARRIED** by a card vote.

Article 01: Editorial/Non-substantive changes to Articles of Agreement:

To see if the school district will vote to amend the Articles of Agreement of the Hollis-Brookline Cooperative School District as follows:

Article 1:

The school districts of Brookline and Hollis shall combine to form a cooperative ~~junior middle~~ and senior high school district which shall be named the Hollis/Brookline Cooperative School District, pursuant to RSA 195.

Article 2:

The School Board of the Hollis/Brookline Cooperative School District shall consist of seven members. Effective with the election of ~~2003-2021~~, the Board will be organized in the following manner:

Town	Members	Term	Year Ending
Brookline	1 member	3 years	2004-2022
	1 member	3 years	2005-2023
	1 member	3 years	2006-2024
Hollis	2 members	3 years	2004-2022
	1 member	3 years	2005-2023
	1 member	3 years	2006-2024

Members of the Cooperative School Board shall be elected by the voters of the pre-existing districts they represent and must be residents of those pre-existing districts. All members elected shall be elected to three year terms unless that member is filling out the unexpired term of a member who has left the board, in which case the term shall be the unexpired term.

Reapportionment of the school board may be proposed at any time in accordance with RSA's 195:22 and 671:9, but in any case the apportionment as specified above would be subject to review for possible amendment at least in March, ~~2005-2023~~ and every three (3) years thereafter under the provisions of Article 11 of this agreement and RSA 195:18, III(i).

Tom Solon motioned to bring Article 01 to the floor. Seconded by Holly Deurloo Babcock. Tom Solon gave a presentation. Discussion ensued.

Kat McGee motioned to amend the Articles of Agreement Article 1 as follows, to strike the word senior so it reads, middle and high school district. Seconded by Erika McDonald. No discussion. Moderator brought motion to amend AoA Article 1 to a vote. **CARRIED** by a card vote. Moderator brought amended AoA Article 1 to a vote. **CARRIED** by a card vote.

Article 02: Substantive changes to Articles of Agreement:

To see if the school district will vote to amend the Articles of Agreement of the Hollis-Brookline Cooperative School District as follows:

Article 4:

~~The Hollis/Brookline Cooperative School District shall lease the Hollis High School "White Building" and the Hollis Junior High School from the Hollis School District upon such terms and conditions as the Cooperative School Board negotiates and determines to be in the best interests of the Cooperative School District. The Hollis/Brookline Cooperative School District shall acquire, at no further cost, the existing land, building and contents comprising that portion of the Hollis AREA High School initially constructed in 1962, including subsequent additions.~~

Article 8:

~~All trust funds held or enjoyed by any pre-existing district shall be held and applied as the terms of the trust indicate, in accordance with RSA 195:11.~~

Article 10:

The Hollis/Brookline Cooperative School District shall provide transportation for students, as required by RSA, under terms decided by the Hollis/Brookline Cooperative Board.

Article 13:

~~It will be the responsibility of the Cooperative School Board to plan a minimum of two joint meetings per year with the Hollis and Brookline School Boards for the purpose of discussing issues of mutual interest.~~

Tom Solon motioned to bring Article 02 to the floor. Seconded by Holly Deurloo Babcock.

Tom Solon gave a presentation. No discussion.

Moderator brought Article 02 to a vote. **CARRIED** by a card vote.

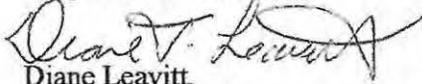
Holly Deurloo Babcock motioned to dissolve the meeting. Seconded by Tom Solon.

Moderator brought motion to dissolve a vote. **CARRIED** by 2/3 card vote.

Meeting ended at 7:24pm.

Voters through the checklist: Brookline – 9, Hollis – 25, total registered voters attending 34.

Respectfully submitted,



Diane Leavitt,

Hollis Brookline Cooperative School District Clerk

ARTICLES OF AGREEMENT BETWEEN
THE DISTRICTS OF HOLLIS AND BROOKLINE*

Article 1:

The school districts of Brookline and Hollis shall combine to form a cooperative junior and senior high school district which shall be named the Hollis/Brookline Cooperative School District, pursuant to RSA 195.

Article 2:

The School Board of the Hollis/Brookline Cooperative School District shall consist of seven members. Effective with the election of 2003, the Board will be organized in the following manner:

Town Members Term Year Ending

Brookline 1 member 3 years 2004
 1 member 3 years 2005
 1 member 3 years 2006

Hollis 2 members 3 years 2004
 1 member 3 years 2005
 1 member 3 years 2006

Members of the Cooperative School Board shall be elected by the voters of the pre-existing districts they represent and must be residents of those pre-existing districts. All members elected shall be elected to three year terms unless that member is filling out the unexpired term of a member who has left the board, in which case the term shall be the unexpired term.

Reapportionment of the school board may be proposed at any time in accordance with RSA's 195:22 and 671:9, but in any case the apportionment as specified above would be subject to review for possible amendment at least in March, 2005 and every three (3) years thereafter under the provisions of Article 11 of this agreement and RSA 195:18, III(i).

Article 3:

The Hollis/Brookline Cooperative School District shall be responsible for grades seven (7) through twelve (12)

Article 4:

The Hollis/Brookline Cooperative School District shall lease the Hollis High School "White Building" and the Hollis Junior High School from the Hollis School District upon such terms and conditions as the Cooperative School Board negotiates and determines to be in the best interests of the Cooperative School District. The Hollis/Brookline Cooperative School District shall

acquire, at no further cost, the existing land, building and contents comprising that portion of the Hollis AREA High School initially constructed in 1962, including subsequent additions.

Article 5:

The operating expenses, excluding principal and interest payments on bonds, of the Hollis/Brookline Cooperative School District, payable in each fiscal year, shall be apportioned based on Average Daily Membership (ADM) and Equalized Valuation (EV) according to the table below:

ADM Weight EV Weight

95% 5%

The expenses related to principal and interest of bonds (current and future), of the Hollis/Brookline Cooperative School District, payable in each fiscal year, shall be apportioned based on Average Daily Membership (ADM) and Equalized Valuation (EV) according to the table below:

ADM Weight EV Weight

0% 100%

After the calculations are made as set forth above, an additional amount of \$1 will be assessed to Hollis prior to apportionment.

Article 6:

The State Aid to which each pre-existing district would be entitled if it were not part of the Cooperative School District, grades seven through twelve (7-12), shall be credited to such district's share of the total operating budget.

In the event of a construction project, the State Building Aid which may be available to the Hollis/Brookline Cooperative School District shall be applied to reduce the capital expenditure prior to the apportionment of costs under the provisions of Article 5.

Article 7:

There shall be a Hollis/Brookline Cooperative School District Budget Committee established under the provisions of RSA 195:12-a, which shall have the powers and duties of a municipal budget committee under the provisions of RSA 32 as applicable to the cooperative school budget.

Article 8:

All trust funds held or enjoyed by any pre-existing district shall be held and applied as the terms

of the trust indicate, in accordance with RSA 195:11.

2 | Page

Article 9:

A schedule of monthly payments based on the respective shares of the towns of Brookline and Hollis for capital and operating expenses shall be established and revised as necessary by the Hollis/Brookline Cooperative School District and the appropriate town officials from Brookline and Hollis.

Article 10:

The Hollis/Brookline Cooperative School District shall provide transportation for students under terms decided by the Hollis/Brookline Cooperative Board.

Article 11:

These articles of agreement may be amended by the Hollis/Brookline Cooperative School District, consistent with the provisions of RSA 195:18, III(i), except that no amendment shall be effective unless the question of adopting such amendment is submitted at a Cooperative School District meeting to the voters of the District after reasonable opportunity for debate in open meeting, and unless a majority of the voters of the District who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to these articles shall be considered except at an annual or a special meeting of the Cooperative School District and unless the text of such amendment is including in an appropriate article in the Warrant for such a meeting.

It shall be the duty of the Cooperative School Board to hold a public hearing concerning the adoption of any amendment to these articles of agreement at least ten (10) days before such annual or special meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper or newspapers having general circulation in the District at least fourteen (14) days before such hearing.

Article 12:

The date of operating responsibility of the Hollis/Brookline Cooperative School District shall be July 1, 1991.

Article 13:

It will be the responsibility of the Cooperative School Board to plan a minimum of two joint meetings per year with the Hollis and Brookline School Boards for the purpose of discussing issues of mutual interest.

Article 14:

For the 1991-92 school year exclusively, the Hollis/Brookline Cooperative School District will offer employment to all teachers under contract in grades 7-12 in the Hollis School District on

April 1, 1991, who have not been non-renewed in the ordinary course of business, except that the Cooperative School District will not employ more teachers than the number of teaching positions established in the Cooperative School District.

Article 15:

PROCEDURE FOR THE IMPLEMENTATION OF A REDUCTION IN GRADE

Pursuant to RSA 195:16-a, the Hollis/Brookline Cooperative District hereby provides that a reduction in grades from 7-12 to 9-12 may be accomplished by the district in the following manner:

A. Initial Vote

The initial vote concerning the question of reduction in grades may be placed on the Warrant at any annual meeting of the district by any lawful means, which vote will determine whether the district wishes to initiate the process that will lead to a vote at the next annual or special district meeting to actually implement the reduction in grades. The Hollis/Brookline Cooperative School Board will make the decision about whether the initial vote will occur at the Annual District Meeting or a special district meeting. This initial vote will require the steps identified below to be undertaken, all of which must be complied with prior to any final vote to accomplish the reduction in grades.

B. Formation of the Grade Reduction Committee

In the event of an affirmative vote by a simple majority of those present and voting at the annual district meeting considering the initial vote, the Board of the Hollis/Brookline Cooperative School District shall organize within 30 days a study committee which shall be known as the Grade Reduction Committee, consisting of eleven (11) members, selected in the following manner:

1. The Hollis/Brookline Cooperative School District Board shall appoint two (2) active members of the Hollis/Brookline Cooperative School District, (one being a member of the Cooperative School Board from Hollis and the other being a member from Brookline); and,
2. The Hollis School Board shall appoint two (2) representatives of the Hollis School Board; and,
3. The Brookline School Board shall appoint two (2) representatives of the Brookline School Board; and,
4. The respective Boards of Selectmen from the Towns of Hollis and Brookline shall appoint

one (1) representative of their respective boards; and,

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5. The Hollis Budget Committee, the Brookline Finance Committee, and the Hollis/Brookline Cooperative Budget Committee shall appoint one representative of their respective boards.

C. Duties of the Grade Reduction Committee

1. Formulation and Content of Plan: The Grade Reduction Committee shall be responsible to study the process of grade reduction and formulate a plan for grade reduction that will provide for a plan relating to both financial and educational considerations which shall include the following:
 - a. An educational plan containing the manner in which the provision of educational services to the 7th and 8th grade students of the Hollis and Brookline School Districts will be carried out if the reduction in grades ultimately occurs, including, without limitation, a timetable for the implementation of the educational plan; and,
 - b. Identification of the facilities in which the provision of these services will occur; and,
 - c. A financial plan containing the proposal for any distribution of assets and transfer of property that may be necessary to facilitate the provision of said educational services, including any adjustments that may be necessary to arrive at a fair and equitable distribution of assets and property jointly enhanced or acquired, including, without limitation, a timetable for the implementation of said financial plan.
2. Information Requirements: When considering the three criteria listed above, the Committee shall insure that the Plan contains, without limitation, the following minimum information:
 - a. A detailed analysis of the financial consequence of the proposed grade reduction including the comparative costs of the current middle school and the proposed costs of the said program for the pre-existing districts.
 - b. A summary of the history of capital expenditures jointly funded through apportionment by the pre-existing districts since the Cooperative School District was created relative to the Hollis Brookline Middle School. This should include identification of the impact of building aid and depreciation. Capital expenditures to date (March, 2004) are:

- 1993 High School Renovation - \$1,135,000
- 1999 Middle School Elevator Installation - \$85,000
- 2003 Middle School Renovation - \$390,700

Capital projects after March, 2004 (but not limited to) will be added to this analysis.

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- c. A detailed education plan for the reduced grades, (7th and 8th), which assures complete compliance with all NH DOE regulations, minimum standards requirements, and any other applicable regulatory standards that would apply to those grades.
3. Plan Submission: Once the Committee has completed a Plan containing the foregoing and prior to submitting the Plan to the NH Board of Education in accordance with reference C - (2), the Committee shall conduct a public hearing regarding the Plan which hearing shall allow for public input. Notice of such hearing shall be given in the same manner as any public hearing of the Hollis-Brookline Cooperative School Board provided, further, however that copies of the proposed Plan shall be made public and available to the public at the office of SAU 41, at least 14 days prior to said hearing. Following such public hearing, the Committee, within 72 hours, shall determine the final form of the Plan.
 4. Time for Plan Preparation and Submission Process: The Plan shall be prepared and completed, with specific planning detailed by the preexisting districts to house and educate their grades K-8 children and the public hearing shall be held, within 120 days of the date of the formation of the Committee. Upon such completion the Plan, together with changes arising from the referenced public hearing, (if any), shall be submitted to the Hollis-Brookline Cooperative School Board, for its review and approval. Following such approval, said plan shall be submitted, simultaneously, to the Hollis School Board, the Brookline School Board and the respective Boards of Selectmen of the Towns of Hollis and Brookline, the State Board of Education, the Hollis Brookline Cooperative School District Budget Committee, Hollis Budget Committee, and Brookline Finance Committee.

D. Presentation of Plan for Final Vote to Legislative Body

1. The Grade Reduction Committee shall present the completed Plan to the Hollis Brookline Cooperative School Board which shall then prepare and present a warrant article for the approval of an annual or special district meeting seeking ratification of the Plan. While the Plan shall be considered at deliberation at said meeting, it shall not be capable of modification. The purpose of the final vote will be solely to determine whether, based on the information and particulars of the Plan as prepared, the voters of the Cooperative School District wish to proceed with the contemplated reduction in grades. Nothing herein shall prevent the meeting from returning this plan to the Grade Reduction

Committee for further study, assuming that votes were not approved for adjournment or to restrict reconsideration, and that a vote to continue the meeting is approved.

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2. Upon final approval by the annual or special district meeting, the grade reduction plan shall be submitted to the NH Board of Education for its approval. If the Plan as presented does not meet the approval of the NH Board of Education, the Grade Reduction Committee shall continue to work with the State Board to arrive at a suitable and agreeable plan which receives the eventual approval of the NH Board of Education.
3. If such final vote is in the affirmative, the Plan shall be implemented according to the timetables and conditions contained therein.

E. Amendment of This Article

All portions of this Article can be amended by a simple majority except those portions developed under section C.1.c. (the finance plan), which will require a supermajority vote of 2/3 of those present and voting on such amendment.

*Formation: Approved by the AREA School Plan Review Board on 12/14/89;
Approved by the Voters of Hollis and Brookline at a Special School District Meeting on February 12, 1990;
Approved by the State Board of Education on January 10, 1990.

Article 2: Amendments approved at the March 6-7, 2002 Annual District Meeting;
Certified by the State Board of Education on April 17, 2002.

Article 5: Amendment approved at the March 1996 Annual District Meeting;
Amended by the State Board of Education on March 11, 1996.

Amendment approved at the March 6-7, 2002 Annual District Meeting;
Certified by the State Board of Education on April 17, 2002.

Amendment approved at the March 7-8, 2007 Annual District Meeting;
Certified by the State Board of Education on May 9, 2007.

Amendment approved at the January 12, 2015 Special School District;
Certified by the State Board of Education on February 18, 2015.

Amendment approved at the January 29, 2020 Special School District Meeting;
Certified by the State Board of Education on September 15, 2020.

Article 7: Amendment approved at the June 30, 1992 Annual District Meeting;
Adopting Budget Committee in accordance with RSA 195:12-a.

Article 15: Amendment approved at the March 3-4 Annual District Meeting;
Certified by the State Board of Education on May 19, 2004.

ARTICLES OF AGREEMENT BETWEEN
THE DISTRICTS OF HOLLIS AND BROOKLINE*

Article 1:

The school districts of Brookline and Hollis shall combine to form a cooperative middle and senior high school district which shall be named the Hollis/Brookline Cooperative School District, pursuant to RSA 195.

Article 2:

The School Board of the Hollis/Brookline Cooperative School District shall consist of seven members. Effective with the election of 2021, the Board will be organized in the following manner:

<u>Town</u>	<u>Members</u>	<u>Term</u>	<u>Year Ending</u>
Brookline	1 member	3 years	2022
	1 member	3 years	2023
	1 member	3 years	2024
Hollis	2 members	3 years	2022
	1 member	3 years	2023
	1 member	3 years	2024

Members of the Cooperative School Board shall be elected by the voters of the pre-existing districts they represent and must be residents of those pre-existing districts. All members elected shall be elected to three year terms unless that member is filling out the unexpired term of a member who has left the board, in which case the term shall be the unexpired term.

Reapportionment of the school board may be proposed at any time in accordance with RSA's 195:22 and 671:9, but in any case the apportionment as specified above would be subject to review for possible amendment at least in March, 2023 and every three (3) years thereafter under the provisions of Article 11 of this agreement and RSA 195:18, III(i).

Article 3:

The Hollis/Brookline Cooperative School District shall be responsible for grades seven (7) through twelve (12)

Article 4:

~~The Hollis/Brookline Cooperative School District shall lease the Hollis High School "White Building" and the Hollis Junior High School from the Hollis School District upon such terms and conditions as the Cooperative School Board negotiates and determines to be in the best interests of the Cooperative School District. The Hollis/Brookline Cooperative School District shall acquire, at no further cost, the existing land, building and contents comprising that portion of the Hollis AREA High School initially constructed in 1962, including subsequent additions.~~

Article 5:

The operating expenses, excluding principal and interest payments on bonds, of the Hollis-Brookline Cooperative School District, payable in each fiscal year, shall be apportioned based on Average Daily Membership (ADM) and Equalized Valuation (EV) according to the table below:

<u>ADM Weight</u>	<u>EV Weight</u>
95%	5%

The expenses related to principal and interest of bonds (current and future), of the Hollis-Brookline Cooperative School District, payable in each fiscal year, shall be apportioned based on Average Daily Membership (ADM) and Equalized Valuation (EV) according to the table below:

<u>ADM Weight</u>	<u>EV Weight</u>
0%	100%

Article 6:

The State Aid to which each pre-existing district would be entitled if it were not part of the Cooperative School District, grades seven through twelve (7-12), shall be credited to such district's share of the total operating budget.

In the event of a construction project, the State Building Aid which may be available to the Hollis/Brookline Cooperative School District shall be applied to reduce the capital expenditure prior to the apportionment of costs under the provisions of Article 5.

Article 7:

There shall be an advisory finance committee consisting of four (4) members, two (2) members from each pre-existing district, said members to be appointed by the Hollis/Brookline Cooperative School District moderator after consultation with the school moderators of each of the pre-existing districts.

The duties of this committee shall be to review proposed budgets and warrant articles with financial impact and report on same to the cooperative school district. If, at any future date, the cooperative school district votes to adopt the provisions of the Municipal Budget Act, this committee will be dissolved.

Article 8:

~~All trust funds held or enjoyed by any pre-existing district shall be held and applied as the terms of the trust indicate, in accordance with RSA 195:11.~~

Article 9:

A schedule of monthly payments based on the respective shares of the towns of Brookline and Hollis for capital and operating expenses shall be established and revised as necessary by the

Hollis/Brookline Cooperative School District and the appropriate town officials from Brookline and Hollis.

Article 10:

The Hollis/Brookline Cooperative School District shall provide transportation for students, as required by RSA, under terms decided by the Hollis/Brookline Cooperative Board.

Article 11:

These articles of agreement may be amended by the Hollis/Brookline Cooperative School District, consistent with the provisions of RSA 195:18, III(i), except that no amendment shall be effective unless the question of adopting such amendment is submitted at a Cooperative School District meeting to the voters of the District after reasonable opportunity for debate in open meeting, and unless a majority of the voters of the District who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to these articles shall be considered except at an annual or a special meeting of the Cooperative School District and unless the text of such amendment is including in an appropriate article in the Warrant for such a meeting.

It shall be the duty of the Cooperative School Board to hold a public hearing concerning the adoption of any amendment to these articles of agreement at least ten (10) days before such annual or special meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper or newspapers having general circulation in the District at least fourteen (14) days before such hearing.

Article 12:

The date of operating responsibility of the Hollis/Brookline Cooperative School District shall be July 1, 1991.

Article 13:

~~It will be the responsibility of the Cooperative School Board to plan a minimum of two joint meetings per year with the Hollis and Brookline School Boards for the purpose of discussing issues of mutual interest.~~

Article 14:

For the 1991-92 school year exclusively, the Hollis/Brookline Cooperative School District will offer employment to all teachers under contract in grades 7-12 in the Hollis School District on April 1, 1991, who have not been non-renewed in the ordinary course of business, except that the Cooperative School District will not employ more teachers than the number of teaching positions established in the Cooperative School District.

Article 15:

PROCEDURE FOR THE IMPLEMENTATION OF A REDUCTION IN GRADE

Pursuant to RSA 195:16-a, the Hollis/Brookline Cooperative District hereby provides that a reduction in grades from 7-12 to 9-12 may be accomplished by the district in the following manner:

A. Initial Vote

The initial vote concerning the question of reduction in grades may be placed on the Warrant at any annual meeting of the district by any lawful means, which vote will determine whether the district wishes to initiate the process that will lead to a vote at the next annual or special district meeting to actually implement the reduction in grades. The Hollis/Brookline Cooperative School Board will make the decision about whether the initial vote will occur at the Annual District Meeting or a special district meeting. This initial vote will require the steps identified below to be undertaken, all of which must be complied with prior to any final vote to accomplish the reduction in grades.

B. Formation of the Grade Reduction Committee

In the event of an affirmative vote by a simple majority of those present and voting at the annual district meeting considering the initial vote, the Board of the Hollis/Brookline Cooperative School District shall organize within 30 days a study committee which shall be known as the Grade Reduction Committee, consisting of eleven (11) members, selected in the following manner:

1. The Hollis/Brookline Cooperative School District Board shall appoint two (2) active members of the Hollis/Brookline Cooperative School District, (one being a member of the Cooperative School Board from Hollis and the other being a member from Brookline); and,
2. The Hollis School Board shall appoint two (2) representatives of the Hollis School Board; and,
3. The Brookline School Board shall appoint two (2) representatives of the Brookline School Board; and,
4. The respective Boards of Selectmen from the Towns of Hollis and Brookline shall appoint one (1) representative of their respective boards; and,
5. The Hollis Budget Committee, the Brookline Finance Committee, and the Hollis/Brookline Cooperative Budget Committee shall appoint one representative of their respective boards.

C. Duties of the Grade Reduction Committee

1. Formulation and Content of Plan: The Grade Reduction Committee shall be responsible to study the process of grade reduction and formulate a plan for grade reduction that will provide for a plan relating to both financial and educational considerations which shall include the following:
 - a. An educational plan containing the manner in which the provision of educational services to the 7th and 8th grade students of the Hollis and Brookline School Districts will be carried out if the reduction in grades ultimately occurs, including, without limitation, a timetable for the implementation of the educational plan; and,
 - b. Identification of the facilities in which the provision of these services will occur; and,
 - c. A financial plan containing the proposal for any distribution of assets and transfer of property that may be necessary to facilitate the provision of said educational services, including any adjustments that may be necessary to arrive at a fair and equitable distribution of assets and property jointly enhanced or acquired, including, without limitation, a timetable for the implementation of said financial plan.

2. Information Requirements: When considering the three criteria listed above, the Committee shall insure that the Plan contains, without limitation, the following minimum information:
 - a. A detailed analysis of the financial consequence of the proposed grade reduction including the comparative costs of the current middle school and the proposed costs of the said program for the pre-existing districts.

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D. Presentation of Plan for Final Vote to Legislative Body

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2. Upon final approval by the annual or special district meeting, the grade reduction plan shall be submitted to the NH Board of Education for its approval. If the Plan as presented does not meet the approval of the NH Board of Education, the Grade Reduction Committee shall

continue to work with the State Board to arrive at a suitable and agreeable plan which receives the eventual approval of the NH Board of Education.

3. If such final vote is in the affirmative, the Plan shall be implemented according to the timetables, and conditions contained therein.

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Article 1: Amendment approved at the October 5, 2021 Annual District Meeting;
Pending Certification by the State Board of Education

Article 2: Amendments approved at the March 6-7, 2002 Annual District Meeting;
Certified by the State Board of Education on April 17, 2002.

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