

#### Department of Education 25 Hall Street | Concord, NH 03301

#### **Granite State College Building | Events Center**

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## Thursday, January 12, 2023

## **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/UPDATES
  - A. Canterbury Withdrawal Feasibility Initial Study Report (REMOVE from TABLE)
- V. <u>COUNCIL for TEACHER EDUCATION</u> ~ LAURA STONEKING, Administrator, Bureau of Educator Preparation and Higher Education
  - A. Keene State College (KSC) ~ program approval
  - B. Rivier University ~ substantive change
- VI. PUBLIC HEARINGS

#### 11:00 AM

- A. <u>Undergrad Prep Program Standards</u> (Ed 612.03, Ed 612.15, Ed 612.20, Ed 612.30)
- B. Comprehensive Agriculture Educator [ (Ed 507.04)
- C. Administrator Prep Programs (Ed 614.04 & Ed 614.05)

#### 11:30 AM

- D. Interpreter/Tranliterator (Ed 504.11)
- E. Speech Language Specialist & Business Administrator Preparation Programs (Ed 614.09 & Ed 614.12)
- F. Comprehensive Business Educator (Ed 507.49)

#### VII. BUREAU OF EDUCATIONAL OPPORTUNITIES

- A. Office of Charter Schools ~ TAL BAYER, NHED, Administrator
  - 1. Academy of Science and Design Public Charter School ~ charter amendment
- B. Learn Everywhere Programs ~ TIM CARNEY, NHED, Administrator

- 1. Izzit.org ~ renewal
- 2. XR Terra ~ new application

# VIII. <u>LEGISLATIVE UPDATES</u> ~ JULIE SHEA, Administrative Rules Coordinator

- A. Initial Proposal ~ ESOL Teacher (Ed 507.17) (REMOVE from TABLE)
- B. Initial Proposal ~ Charter School Lease Aid (Ed 323)
- C. Initial Proposal ~ PEPP Program Approvals (Ed 601-602)
- D. Initial Proposal ~ PEPP Program Standards (Ed 607-608)
- E. Initial Proposal ~ Manifest Educational Hardship (Ed 320)
- F. Initial Proposal ~ Daily Physical Activity Program (Ed 310)
- G. Final Proposal ~ Speech Language Specialist (Ed 508.05)
- IX. COMMISSIONER'S UPDATE
- X. OPEN BOARD DISCUSSIONS
- XI. TABLED ITEMS
  - A. Canterbury Withdrawal Feasibility Initial Study Report
  - B. Initial Proposal ~ ESOL Teacher (Ed 507.17)
- XII. CONSENT AGENDA
  - A. Meeting Minutes of December 8, 2022
- XIII. NONPUBLIC SESSION
- XIV. ADJOURNMENT ~ 3:00 PM

# Canterbury Withdrawal Feasibility Initial Study Report November 2022

# **Committee Members:**

Randi Johnson – Committee Chairperson & Shaker Regional School Board Member
Eric Johnson – Shaker Regional School Board Member
Ruth Mooney – Belmont Selectboard
Bob Steenson – Canterbury Selectboard
Charlie Krautmann – Canterbury Resident
Tracey Leclair – Belmont Resident
Alice Todd – Canterbury Resident
Rue Toland – Canterbury Resident

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  - f. High School Academic Comparison
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  - j. Education Plan for Both Towns
- 3. Conclusions

Many families in the Town of Canterbury seek options to improve educational opportunities for children in Canterbury, as demonstrated by the passage of a petitioned Warrant Article (Article 15) in March 2022 to create a committee to explore options for middle and high school beyond what is currently offered by Belmont Middle and High Schools. The committee quickly learned that other options are available in neighboring districts; however, putting together a feasible plan to take advantage of those options requires more resources than the committee has received. It was determined that the committee needs funding to complete the feasibility study. Specifically, legal counsel and an experienced consultant to assist the committee in assessing the suitability of a plan that would allow Canterbury to provide its children with the educational and extra-curricular opportunities they seek.

## **INTRODUCTION**

The Shaker Regional School District (SRSD - SAU80) was formed on July 1<sup>st</sup>, 1971 and serves the towns of Belmont and Canterbury. Residents of Canterbury have questioned withdrawing from SAU80 for many years for a variety of reasons. The last documented Feasibility Study was completed in 1981. Another (undocumented) investigation occurred in the mid-90's. As best the committee can tell, Canterbury residents have repeatedly sought withdrawal from the District for the following reasons:

- Geography (parents' travel) the parents of many Canterbury school children work south of Canterbury, often in Concord or Manchester, making it a challenge to travel to Belmont to attend school events or pick up a sick child during the work day;
- 2. Geography (bus routes) students in many parts of Canterbury need to get on the bus for both middle and high school at 6:10am (Bus 11). Attending other (closer) area high schools could significantly reduce the time students spend on the bus; and
- 3. Offerings and Choice—Belmont High School (BHS) lacks the breadth of extracurricular activities, Advanced Placement courses, and other advanced coursework found in other local districts. Families in Canterbury would like to have options for school choice.

In March 2022 the Town of Canterbury voted in favor of Article 15 to instruct the Shaker Regional School District School Board to form a committee (herein referred to as "the Committee") to initiate a review of the feasibility and suitability of Canterbury's withdrawal from SAU80 in an effort to provide additional options for educational, athletic and extracurricular activities. When considering available options, the Committee included Belmont High School (BHS) and Belmont Middle School (BMS) among the schools it researched.

## **FINDINGS**

#### **Legal Requirements for Withdrawal Plan:**

NH RSA Chapter 195 governs Cooperative School Districts such as the Shaker Regional School District. The Committee has not had the assistance of its own legal counsel and has instead had to rely on general information provided by Will Phillips, Staff Attorney at the NH School Board Association to interpret the applicable state statutes. The existing statutes governing withdrawal from a cooperative district are often ambiguous when applied to one pre-existing district's efforts to withdraw from a two-district cooperative. The Committee strongly believes that it requires legal counsel to appropriately navigate the requirements of applicable law.

Cooperative School Districts include multi-district cooperatives (i.e., cooperatives made up of three or more districts) and cooperatives made up of two districts. The Committee learned that while withdrawal of one district from a multi-district cooperative allows the cooperative district to remain intact, withdrawal of one pre-existing district from a two-district cooperative causes dissolution of the cooperative. This raises the question of whether both pre-existing districts effectively withdraw if one pre-existing district votes in favor of withdrawal, imposing on each pre-existing district the obligations of a withdrawing district under the statutes. Alternately, does the second pre-existing district get a windfall?

For example, NH RSA:195-28 requires a withdrawing district to pay to the cooperative district the amount of capital improvement costs funded by the non-withdrawing district as a condition of withdrawal from the cooperative. It is not clear how this provision applies in the case of a two-town cooperative district where the cooperative district ceases to exist upon withdrawal. Specifically, if Canterbury as a withdrawing district must repay capital improvement costs in order to withdraw Canterbury Elementary School from the cooperative district, where do those funds go? Is the dissolving district required to distribute the funds back to taxpayers? The statute is unclear on this point.

In its study, the Committee asked several questions and received the following answers from the NH School Board Association counsel:

- Is Canterbury its own school district as defined in RSA 194:1? No. When the cooperative school district was formed in 1971, the Canterbury district dissolved and Canterbury became part of the Shaker Regional School District.
- Can Canterbury form a separate school board governing Canterbury Elementary School? No.
   Canterbury can only form its own school board if it withdraws from Shaker Regional School
   District and becomes its own school district.
- Do both towns have a vote if a dissolution were recommended? Yes and no. NH RSA 195:29 governs the process for voting on a withdrawal plan. First, the NH Board of Education must approve a withdrawal plan submitted by the Committee. Following approval by the Board of Education, the district School Board must publish notice of the withdrawal plan and call a regular or special meeting to approve the withdrawal plan. Both Shaker Regional School District (comprising Canterbury and Belmont) and then the Town of Canterbury must vote to approve the withdrawal plan. If a majority of voters in the Town of Canterbury vote in favor of withdrawal

but a majority of voters in the cooperative District vote against withdrawal, then the withdrawing district (i.e., Canterbury, presumably through the Committee, but the statute is not clear on this point) have the right to appeal to the Board of Education. The Board of Education must then investigate and issue its own report and recommendations, which may require a special meeting (of what body, the statute does not make clear) for a vote of reconsideration.

#### **Town of Canterbury Estimated Financial Costs:**

In order to determine the estimated financial costs if Canterbury were to withdraw from the Shaker Regional School district, the Committee considered the following:

As a first step, the Committee identified how many students from Canterbury and Belmont attend each of the SAU80 schools. As of May 18, 2022:

- Belmont High School (BHS) = 360 students (50 Canterbury residents, 13.9% of student body)
- Belmont Middle School (BMS) = 358 students (55 Canterbury residents, 15.4% of student body)
- Belmont Elementary School (BES) = 350 total students (9 Canterbury residents, 2.6% of student body)
- Canterbury Elementary School (CES) = 106 total students (98 Canterbury residents 92.5% of student body)

A total of 212 (18%) students from Canterbury currently attend Shaker Regional School District schools. It should be noted that the 2020 Census Bureau reported that NH's homeschooling numbers jumped from 3.4% to 6.3%, with SAU80 records showing 25 homeschool students (9.5%) in Canterbury as of May 18, 2022. The Committee was informed of 23 students (8.7% of Canterbury students) attending Shaker Road School and Bishop Brady in grades K-12. Additionally, Derryfield, Proctor and Tilton reported to have no Canterbury students currently. Sant Bani wasn't willing to provide numbers. The Committee was unable to locate any additional data on the number of Canterbury students who attend other private or charter schools; however, anecdotally, the Committee is aware that at least 4 Canterbury students attend out of district public schools in the area.

	# of	Percent (%)
	Canterbury	
	Students	
Shaker Regional	212	80.3
(In-district)		
Private Day	At least 23	8.7
Schools		
Homeschool	25	9.5
Public (Out of	At least 4	1.5
District)		
Total	264	100.0

SAU80 apportions the capital and operating expenses payable each year in accordance with a formula based on 50% of the average daily membership (ADM) of the pupils residing in each member town during the second preceding fiscal year and 50% of the equalized valuation (EV) of each town as determined by the Department of Revenue administration. The 1981 versus 2021/2022 ADM is:

TOWN	1981 Study	1981 % of	21/22 ADM	21/22 % of
	ADM	Students		Students
		Enrolled		Enrolled
Belmont	711.0	74.1	1027.9	81.9
Canterbury	248.6	25.9	226.4	18.1
Total	959.6	100	1,254.3	100

The 1981 versus 2021/2022 EV is:

TOWN	1981 EV (\$)	1981 Percent (%)	21/22 EV (\$)	21/22 Percent (%)
Belmont	62,075,003	71.17	830,378,752	71.92
Canterbury	23,144,843	28.83	324,226,271	28.08
Total	87,219,846	100	1,154,605,023	100

Taking the average of ADM and EV, the capital and operating expenses of each town equal (1981/current):

TOWN	1981	21/22
	Apportionment	Apportionment
	(%)	(%)
Belmont	72.6	76.9
Canterbury	27.4	23.1
Total	100	100

Based on the 2021 Annual Town Report for Canterbury the School Tax raised \$4,581,062.00 at a rate of \$11.74 per \$1,000 property assessment value.

### **Estimated Operating Costs of Canterbury Elementary:**

At the Committee's request, SAU80 created a preliminary budget for the estimated operating cost of CES totalling \$2,523,016.12 with the following items of note:

- Using the 2021-2022 Budget and the 2021-2022 Expended amounts
- If costs were not Canterbury specific in the 2021-2022 Budget or 2021-2022 Expended amounts they typically used the 5-year Apportionment average, which is 23.81318%.
- Some of the items were not conducive to apportioning. For example, School Board Dues, Audit, Superintendent Dues. Dues and audits are typically a set rate.

- Costs that are Collective Bargaining Agreement (CBA) specific (i.e., Longevity and Severance) were not included.
- Services that are considered District-Wide (Superintendent, Director of Curriculum, Special Education, Business Office) were apportioned based on the 23.81318%.

#### **Disposition of Property:**

RSA 195:28 addresses the disposition of property if a pre-existing district like Canterbury withdraws from a cooperative school district. Effectively, the resolution of existing debts, bonds, leases, capital improvements and any other assets must be settled in a withdrawal. When asked by the Committee for capital improvement expenses that would need to be addressed under RSA 195:28, SAU80's business administrator stated that CES capital improvement costs total \$1,623,908.61, of which Canterbury had previously paid \$374,543.15 (23%), resulting in a suggested buyout amount of \$1,249,365.46.

SAU80 also quoted existing long-term debt in the aggregate amount of \$1,175,142.18, of which Canterbury would have a suggested buyout amount of \$271,038.32 (23%) in a withdrawal. It was noted the school district currently has no bonded debt.

#### **Tuition Comparison:**

The Committee contacted the following school districts inquiring if they would be willing to take in Canterbury students in grades 6-12. It should be noted that in their initial inquiries to these outside districts the Committee explained that they are looking at options for Canterbury based on the wording of the warrant article. At the time of this report, the Committee has not received a definitive answer from Merrimack Valley but will continue to approach them due to their close proximity to Canterbury. The following districts stated that they would be open to accepting Canterbury students and provided their Programs of Studies, Extracurricular Activities and estimated Tuition Rates for this year:

High School	Belmont*	Bow**	Concord	Laconia	Winnisquam
Tuition Cost/yr	\$18,426	\$17,261	\$15,552	\$18,331	\$16,876
# of Students	360	624	1,486	600	410
Middle School	Belmont	Bow	Concord	Laconia	Winnisquam
Tuition Cost/yr	\$18,475	\$13,196	\$14,990	\$16,242	\$18,491

<sup>\*</sup>As presented by SAU80 Superintendent as a tuition for Canterbury students for 2021/2022 with 102 Canterbury students (ADM) at BHS and BMS, an aggregate cost of \$1,786,083.24 excluding transportation.

<sup>\*\*</sup>Bow indicated that it could only accept a limited number of Canterbury students in a given year. No other school districts contacted by the Committee indicated any such capacity limitation.

# **High School Academic Comparison**:

	Belmont	Bow	Laconia	Concord	Winnisquam
Overview	Belmont High School (enrollment approximately 360) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	Bow High School (enrollment approximately 660) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	Laconia High School (enrollment approximately 550) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	Concord High School (enrollment approximately 1520) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	Winnisquam Regional High School (enrollment approximately 447) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP
Diploma Options	32 credit, 26 credit, 20 credit	24 credits	30 credits, 26 credits	20 credit	24 Credits
Math Options	14 offerings: 8 honors (3 honors option only); 1 AP; 2 Running Start: Math electives beyond Algebra I & II, Geometry: Advanced Math, Pre-Calc, Calculus, AP Calculus, Foundations of College Math, Quantitative Reasoning**, Statistics**STE M.	13 offerings: 3 AP: Calculus I &II, Statistics. Classes beyond required Algebra I (or Foundations of Math 1-4), Integrated geometry & Algebra II money matters or personal finance: pre-calculus, discrete math, finite math, quantitative reasoning, AP Calculus I & II, AP Statistics.	17 offerings: 2 AP, 5 honors. Classes beyond required Algebra I, Geometry, Algebra !! / Foundational classes: Statistics & Probability, PreCalculus(H ), Advanced Math Concepts, Math Applications, Calculus (H), AP Calculus, AP Statistics, Vocational Math.	18 offerings; Advanced Algebra II, Advanced Geometry, AP Calculus, AP Statistics, Advanced Pre-Caculus,Al gebra II, Calculus, Discrete Mathematics,, Computer Science & Math, Geometry, Pre-Calculus II, Probability & Statistics, Quantitative Reasoning, Statistical	14 Offerings: 5 Honors: Geometry*, Algebra 2*, Pre-Calculus*, Calculus*, Statistics**

				Algebra, The Statistics of Sports, STEM Algebra-Physic s	
English Options	12 offerings: 3 honors;1 AP. Courses beyond required English classes: AP English Literature **, Yearbook, Art of Writing, Young Adult Literature.	Humanities 27 offerings: American Dream (9th*), America in the World (10th*), Beyond the Wall 1989 - Present (11th*), Senior Seminar/Sum mer (12th*), AP English Lit & Comp, AP English Language & Comp, College Composition**, Public Presentation**, Intro Writing, Art & Writing, Creative Writing, Film making, Mythology, Film Critique, Poetry Workshop, Page to Stage, Adventures in Writing: the Novel, Fantastic Words, Dystopian Tradition, Wicked Good Literature, Graphic Novels, Short Story and its Writer, Literature in the modern world, Gender Studies, Book It (summer), Pursuing	18 offerings: 1 AP, 5 honors. * English 9, *English 10, Foundations 11, American Literature, College Composition (H), Creative Writing (H), Journalism, Speech & Debate, Media Literacy, Foundations 12, Senior Seminar, AP Literature & Composition, Surviving the Apocalypse.	19 offerings: AP English Lit & Comp, Advanced writing - College Comp, Advanced writing - Creative writing, English 9-11,Film Study,Journali sm, Myths Epics & More, The Novel Crime & Mystery, The Novel Literature of Survival, The Novel Science Fiction & Fantasy, Poetry, Public Speaking, Reading, Sports Literature, Theater Studies, The Write Stuff, World Literature	14 Offerings: 2 AP: AP Language & Composition, AP Literature & Composition, 3 Honors: English 9*,English 10*,College Composition**

		Happiness (summer).			
Science Options	14 Offerings: 10 honors; 2 AP. Electives offered beyond required physical science, biology*: chemistry*, physics*, Anatomy & Physiology*, Astronomy, Atmospheric Science, Botany & Zoology*, Earth Science ***, Field Studies in Earth, Ecological & Environmental Sciences*, AP Biology, AP Chemistry	17 Offerings: Physical science, Life science, chemistry, AP chem, Physics, AP Physics, AP Bio, Human Anatomy & Physiology, Environmental Science, Biotech I & II, Earth & Space Science, Forensic science, Robotics I, II, III, Lab.	18 Offerings: 1 AP, 6 honors. Physical Science*, Biology*, Biology (H), Chemistry, Chemistry (H), AP Chemistry, Integrated Science, Anatomy & Physiology, Anatomy & Physiology (H), Earth & Space Science, Forensic Science, Forensic Science, Physics (H), Physics II (H), Environmental Science, Astronomy, Biomedical Technology, Surviving the Apocalypse.	22 Offerings: AP Biology, AP Chemistry, AP Environmental Science, AP Physics I, AP Physics II, AP Psychology, Anatomy & Physiology, Animal Behavior, Astronomy, Chemistry II, Chemistry II, Chemistry of Life, Chemistry of What We Eat, Earth & Space Science, Human Psychology, Next Generation Science I & II, NH Ecology, Physics I & II, Science of Survival, Sustainability	20 Offerings: 2 AP: AP Biology, AP Chemistry, 4 Honors: Earth & Space Science*, Biology*, Physics*, Chemistry*, Environmental Science**
Social Studies	14 Offerings: 4 honors; 2 AP. Civics & Government*, Geography*, US History*, AP US History, World History*, AP World History, Americana, Intro to Psychology, Sociology, Street law.	20 Offerings: AP US History, AP European History, AP Psych, Psychology, Child development, Law & Ethics, Revolutions, Topics in American history, Topics in world history, Topics in history WWI, Topics in history WWII, Topics in history Cold	16 Offerings: 3AP, 5 honors. World Geography & Cultures*, World Geography & Cultures (H), Foundations of US History*,Techn ology in America, Evolutions & Revolutions, Contemporary Issues (H option), Movies Make History, Sport	17 Offerings: American Popular Culture, AP Economics, AP European History, AP US History, Civics, Economics, Geography & Cultures of the World I & II, History or Hollywood, Social Movements: Power to the People, Sociology,	13 Offerings: 1 AP: AP US History, 6 Honors: World History & Geography*, US/NH Government & Citizenship*,A merican Economy*, US/NH History & Government**, Psychology**, Sociology**

		War, Race, culture and power, Topics in history History vs Hollywood, Sociology & civilization, Hands on history WWII (summer), NH History (summer), Beyond the Wall 1989 - Present	in America, Social Justice (H), Money Matters, Genocide Studies (H option), Psychology, AP/H US History, AP World History, AP Government & Politics.	Street Law, The Historically Excluded: American Women, US History, War and Peace - World War II, World History: Ancient Civilizations, World History: Road to the Modern World	
Technology	11 offerings: 3 honors and 2 running start: Courses offered: modern computer science, computer programming, computer graphics I** & II**, advanced computer graphics, advanced computer graphics visual*, advanced video and effects*, advanced digital photography*, robotics, engineering, aviation.	Computer Courses 8 Offerings: computer applications, advanced computer applications, managing business finances with quickbooks and excel, intro to computer science, intro to game design and app development, Internship, Genius Bar, Advanced Computer Science Principles AP. Engineering: Intro to Engineering Design, Robotics I, II, III, Lab, Engineering Principles I** & II**.	Art & Technology 13 offerings: Exploring Art, Evolution of Crafts, Drawing, Painting, 3D Forms, Exploring Digital Art, Digital Drawing & Illustration, Digital Imaging & Design, Robotics, Characters & Comics, Computer Aided Design, Fundamentals of Digital Security, Yearbook.	3 offerings: Computer Science I, Computer Science II & Intro to Mobile Applications (AP option), Student Help Desk	6 Offerings: STEM Explorations, Robotics, Robotics II, STEM 3-D Design, Game Design, App Design
World Languages	7 offerings: 4 running starts;	14 offerings: French 1-5,	10 offerings: 6 Honors French	21 offerings: French 1-5,	9 Offerings: 5 Honors:

	3 honors. French 1-5 and Spanish 1-5.	Spanish 1-5, Latin 1-4	1-5; Spanish 1-5	Spanish 1-5, German 1-5, Latin 1-5, GAPP (German-Amer icanPartnershi p Program (Study Abroad- not always offered)	French 3*,4* & 5*, Spanish % Culture & Spanish % Language*
Business Ed	3 offerings:Perso nal economics, principles of business I & II	14 offerings: Microsoft Certification program, Managing Business Finances with Quickbooks and excel, Business**, Marketing**, Money Matters (or online)*, Personal Finance & Investing***; Personal Finance & Investing***, Internship, Economics, International Business, Investing in Your Future, Accounting**, Macroeconomi cs AP.	N/A	7 offerings: Accounting I, Accounting II, Business Law, Computerized Business Applications, E-Commerce, Entrepreneurs hip, Money Management	6 Offerings: Intro to Business, Principles of Marketing, Intro to Personal Financial Management, Intro to Computer Applications & Concepts, Desktop Publishing, INto to Computer Programming
Music	5 offerings, 1 honors Classes offered: Concert band*, Chorus, Dance fitness, Intro to guitar, Intro to piano, The Arts and Culture	Performing Arts 14 offerings: Concert band, Concert choir,String orchestra,Pian o, Guitar, second chance Band, Music Theory, History of Rock & Roll, Flying Falcon Records, Movement &	4 offerings. Symphonic Band, Jazz Band, Mixed Chorus, Concert Choir.	12 offerings: AP Music Theory, Chamber Singers, Color Guard, Concert Choir, Contemporary Performance, Guitar I, Guitar II, High School Band, History of Jazz & Rock, Jazz Ensemble,	8 Offerings: Concert Band, Concert Choir, Music Theory & Adv Music Theory, Music & Cinema, Music Appreciation Radio & Broadcasting I & II, Music Appreciation: History of American

		Dance, Jazz Ensemble, Unified Music, Select Choir, Page to Stage.		Music Theory, String Orchestra	Rock
Art	5 Offerings, 1 honors, 1 AP: Drawing, Painting, Sculpture & design, Advanced drawing*, AP Studio Art	Visual Arts 8 offerings: Drawing & Painting, Pottery, Metalsmithing, Sculpture, Photography, Graphic Design, Modern Art, Advanced Art.	Art & Technology 13 offerings: Exploring Art, Evolution of Crafts, Drawing, Painting, 3D Forms, Exploring Digital Art, Digital Drawing & Illustration, Digital Imaging & Design, Robotics, Characters & Comics, Computer Aided Design, Fundamentals of Digital Security, Yearbook.	18 offerings: Color & Design, Intro to Digital Art & Design, Ceramics I & II, House & Interior Design, Drawing & Painting I&II, Photography I&II, Metalsmithing & Jewelry I&II, Sculpture, Advanced Art I&II, Theater & Film Production and Design I&II, Graphic Design and Creative Media I&II	8 Offerings: Intro to Art, 2D Design, 3D Design, Adv Studio Arts, Interior Design, Digital Painting, Intro to Digital Photography & Photo Editing
Life Studies	N/A	N/A	N/A	7 offerings: Planning for Life & Career, Intro to Cooking, Creative Cooking, Peer-to-peer,C hild Development, Independent Living, Personal Relationships	5 Offerings: Sewing I & II, Child Development & Growth, Foods 1 & 2
Technology Education & Industrial Arts	N/A	N/A	N/A	5 offerings: Architectural Drawing, Drafting I & II, Intro to Engineering, Intro to Woodworking	N/A

Health/PE	3 offerings:Healt h, Food & Nutrition, PE	BEST courses (integrated health and PE program) 11 classes: BEST 9*, BEST 10*, PE Activities 1, PE Activities 2, Nutrition, Yoga, Intro to Resistance Training, Advanced Strength Training, Unified PE, Intro to Sports Management, Healthy Cooking. Family Consumer Science 6 offerings: Intro to Foods, Healthy Cooking, Creative Cooking, International Foods, Interior Design, Child Development.	5 offerings. Wellness, PE, Weight Training, Exercise & Nutrition, Advanced Health	13 offerings: Care & Prevention, CPR & First aid, Dance, PE Leader, Rec Activities, Self-Defense for Women, Strength & Fitness Training, Team Sports, World Games, Yoga, CHS Sports, PE (ELO), R.O.P.E.	8 Offerings: PE 9 & 10-12, Adventure Activitie3s, Lifetime Activities, Team Sports, Weight Training, Health, Sports Nutrition & Exercise Science
CTC/Ag	Huot Center in Laconia and Winnisquam Ag Program	Classes at Concord Regional Technical Center (CRTC)	Huot Center in Laconia	Concord Regional Technical Center (CRTC)	Huot Center in Laconia & Winnisquam Ag Program: 10 Offerings: Companion Animal Science, Animal & Plant Science I & II, Natural Resources I & II, Advanced Topics in Agriculture, Floriculture, Vet Science, Outdoor Power Equipment, Science of Food

AP/Running Start/ Dual Enrollment	Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	N/A	N/A	7 Running Start classes, Classes at SNHU, CRTC; 14 AP Classes	N/A
Miscellaneous	ELOs	ELOs; Honors options in all classes not AP	ELOs, All core classes offer foundational, college & career readiness and honors levels.	English Language Learners (ELL) 13 offerings: ELL Literacy, ELL I, ELL Science as Inquiry, ELL Math, ELL Reading, ELL Social Studies, ELL Communicatio n, ELL Humanities Support, ELL Science Support, ELL Math Support, Ell Reading, ELL Research & Writing, ELL Tutorial; ELO'S	N/A

# **Extracurricular Comparison**:

High School	Belmont	Bow	Concord	Laconia	Winnisquam
Interscholastic	11	16	19.5	11	11.5
# of Students	360	624	1,486	600	410
Ratio (Students/Activities)	33:1	39:1	76:1	55:1	36:1

Interscholastic sports not available at Belmont but available at other schools include: Field Hockey, Swim Team (except Winnisquam), Wrestling (except Laconia) and Lacrosse (except Winnisquam).

High School	Belmont	Bow	Concord	Laconia	Winnisguam

Co-Curricular	16	39	57	21	27
# of Students	360	624	1,486	600	410
Ratio (Students/Activities)	23:1	16:1	26:1	29:1	15:1

Co-Curricular activities not available at Belmont but available at other schools include: Art Club, Interact and Gay Straight Alliance/Gender Awareness. These activities in general appear to vary on a year-to-year basis based on student interest and/or availability of advisors, especially at the smaller high schools.

#### <u>Tuition Agreement Comparison</u>:

The Committee reviewed publicly available tuition agreements that have been adopted by other towns and districts to understand how others have addressed issues such as enrollment restrictions, legal expenses, and tuition reconciliation. The committee's review of publicly available tuition agreements found a wide array of approaches to tuition agreements throughout the state. Some towns use short memoranda of understanding, while others use more detailed multi-year agreements. There does not appear to be any bog standard form of tuition agreement that is generally accepted throughout the state; instead, each district is free to negotiate whatever form of contract seems reasonable and appropriate for its situation with the receiving district. After reviewing a range of different tuition agreements, the committee recommends that any tuition agreements adopted by the Town of Canterbury address the following issues:

- Tuition agreements should provide for sufficient capacity among the receiving schools to accept all applicable school-age children in Canterbury.
- Canterbury students should be able to finish out their term in the receiving school once they matriculate.
- Tuition responsibility should be clearly stated and include an objective mechanism to address cost increases over the term of the agreement.
- Funding for and availability of special education resources should be expressly addressed.
- Canterbury families should have an express right to raise concerns with the receiving school's (and district's, if applicable) administration.

The committee also notes that other NH Towns have taken a variety of approaches to the question of how to provide appropriate educational opportunities for their children including but not limited to:

- 1. Warren (SAU 23) Village School K-8 and then in-district high school or waiver program to choose 2 other high schools out of district;
- 2. Croydon (SAU 99) Village School K-4 and then innovative program as chosen by family; and
- 3. Goshen (SAU 102) K-12 via approved school tuition agreements out of district.

#### **SAU Operations, Transportation & Legacy Costs:**

The Committee understands that, following a withdrawal, Canterbury would be required to provide and fund certain superintendent and administrative services required by state and federal law. Due to the size of Canterbury's student population, it is possible that the Town could contract a part-time superintendent similar to other small towns that have withdrawn from preexisting school districts. The Committee strongly recommends that a professional consultant be engaged to appropriately structure and estimate the cost of these services to comply with applicable laws.

Similarly, the cost for transportation should also be evaluated by a professional. It is worth noting that RSA 189:6 Transportation of Pupils mandates transportation for students for grades K-8. A town is not required to provide transportation for high school students.

The Committee also understands that there may be a "legacy" cost involved with the withdrawal process which would include retirement payouts for staff from the preexisting school district. We were unable to find a statute that expressly addressed this type of cost but would also like to defer this to a professional to better evaluate.

#### **Education Plan for Both Towns:**

As specified in RSA 195:26 VI. "a plan is required for the education of all students in the withdrawing school district and for the continuation of the school system of the cooperative district. This shall detail the proposed assignment of students in grades operated by the cooperative and withdrawing district or districts including, if any, tuition arrangements or contracts." RSA 195:29 then states that a withdrawal plan that results in the dissolution of a two-district cooperative requires a withdrawal plan for both pre-existing districts. In other words, if the Committee ultimately recommends withdrawal for Canterbury, it must put together withdrawal plans for both Canterbury and Belmont.

#### CONCLUSIONS

The Committee has learned through this fact-finding study that most towns that withdraw from a school district use a hired consultant to prepare the reports. This consultant is typically a retired Superintendent that has better working knowledge of costs within SAUs. SAU80 is challenged by having one (1) school board which encompasses two (2) towns.

The Committee has come to the following conclusions as a result of its work to date:

- 1. Funding for professional services is essential for the Committee to perform its functions contemplated by the statute.
- 2. It is unclear the extent of the financial implications to the Town of Belmont would be if Canterbury withdraws from the SAU80.
- 3. Similarly, members of the Committee do not have the expertise to fully identify the financial implications to the Town of Canterbury in the event of withdrawal.
- 4. If expanding options is important to Canterbury families, the community will need to step up and support these efforts both financially, through property taxes, and with their time, through

- service on a Canterbury school board and other municipal bodies to administer Canterbury district educational offerings.
- 5. In order to complete this study, the Town of Canterbury would need to approve another Warrant Article with sufficient funding to adequately prepare a report that presents a realistic plan for withdrawal from the Shaker Regional School District to determine feasibility.

The committee respectfully asks for a one year extension to allow the Town of Canterbury the opportunity to secure funding via their Town Meeting for a consultant and legal counsel to create a more comprehensive feasibility report.



**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 January 12, 2023 meeting.

#### A. ACTION NEEDED

The State Board of Education (Board) is, by statute<sup>1</sup>, responsible for the licensure of educational personnel. Additionally, the Board grants final approval of all New Hampshire professional preparation programs that result in gaining educational licensure through the completion of a professional educator preparation program (PEPP).

**Keene State College (KSC)** is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. **KSC** and the Council for Teacher Education (CTE) are requesting the Board formally approve the request

of KSC's sixteen (16) state approved educator preparation programs listed below.

NH Ed. Standards		CONTENT AREA(S)	Format	Approval	Proposed Expiry
507.33	612.26	Chemistry Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, BA, Licensure	full	2/28/2030
507.18	612.03	Early Childhood Education Teacher (birth - grade 3)	BS, Licensure	full	2/28/2030
507.37	612.24	Earth and Space Science Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, BA, Licensure	full	2/28/2030
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BS, Licensure	full	2/28/2030
507.24	612.05	English Language Arts Teacher for Grades 5-12	BS, BA, Licensure	full	2/28/2030
507.32	612.25	Life Science Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, BA, Licensure	full	2/28/2030
507.26	612.17	Mathematics Teacher- Middle Level (to Alg.1/Integ 1) (including Mathematics: General Requirements 507.25)	BS, BA, Licensure	full	2/28/2030
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math) (including Mathematics: General Requirements 507.25)	BS, BA, Licensure	full	2/28/2030
507.39	612.20	Music Teacher	BM, Licensure	full	2/28/2030
507.16	612.21	Physical Education Teacher	BS, Licensure	full	2/28/2030
507.34	612.27	Physics Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, Licensure	full	2/28/2030
507.29	612.22	Science Teacher for Grades 5-8 (including Science: General Requirements 507.30)	BS, BA, Licensure	full	2/28/2030
507.28	612.28	Social Studies Teacher for Grades 5-12	BS, BA, Licensure	full	2/28/2030
507.40	612.07	Special Education Teacher (age 5 through 21)	MEd, Licensure	full	2/28/2030
507.38	612.14	World Languages Teacher- Spanish	BS, BA, Licensure	full	2/28/2030
NH Stand		SPECIALTY AREA(S)	Degree/ Format	Approval	Proposed Expiry
506.04	614.04	Principal Instructional Leader	MEd, Licensure	full	2/28/2030

#### B. RATIONALE FOR ACTION

After the recent Council for the Accreditation of Educator Preparation (CAEP) (Option 4) review, CAEP granted full accreditation at the initial-licensure level and the advanced licensure level.

Both the Bureau of Educator Preparation and the Council for Teacher Education (CTE) unanimously recommend full program approval for seven-years to the above listed sixteen (16) PEPPs through February 28, 2030.<sup>2</sup>

#### C. EFFECTS OF THIS ACTION

This approval will allow for the **Keene State College** to continue to recommend candidates for licensure, confirming that a graduate has completed a particular educator preparation program and subsequently, be recommended for an educator license.

#### D. HISTORICAL BACKGROUND

- February 2011: complete site visit program review
- April 2011: the Board granted full 5 year approval through 8/31/2016 for nineteen (19) PEPPs
- August 2014: new Ed 600s approved 03/2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; KSC extended thru August 31, 2021; \*SBE to revisit this date contingent upon approval granted in 2014\*
- January 2017: the Board [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)]
- November 2017: the Board [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 [602.02(g)(3)]; KSC through August 31, 2021
- October 2019: the Board granted a one-year extension of KSC education preparation programs from 8/31/2021 to 8/31/2022 as requested by KSC President Treadwell due to structural deficits and other disruptions at the institutional level.
- March 2022: the Board granted KSC a 6-month extension to sixteen (16) PEPPs through 2/28/23 allow time for the CAEP decision to come in and give NHCTE time for review and recommendations

#### POSSIBLE MOTION

L.	OSSIBLE MOTION								
☐ I move that the State Board of Education grants Keene State College seven (7) year full approval for the above-list sixteen (16) PEPPs through <b>February 28, 2030</b> . <sup>3</sup>									
	OR, I move that the State Board of Education								
	(indicate some other recommendation)								
	y the State Board; Appeal								
*Per	2.15(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 Council for Teacher Education is charged with monitoring the implementation of the new process and making yearly reports to the State Board. 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.

<sup>2 [</sup>Ed 602.09]

<sup>3 [</sup>Ed 602.10]



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

# CAEP ACCREDITATION REVIEW EXECUTIVE SUMMARY REVIEW REPORT: 2022 PROFESSIONAL EDUCATOR PREPARATION PROGRAMS

Keene State College 229 Main Street Keene, NH 03435

www.keene.edu

**Educator Preparation Program Review** 

Dr. Laura Wasielewski	NH State Representative; CAEP Reviewer	Saint Anselm College Director, Teacher Education Programs Director, Special Education Graduate Program Professor of Education
Laura A. Stoneking	Administrator	NH Department of Education Bureau of Educator Preparation and Higher Education
Brian Walker	Chair	Plymouth State College/ Council for Teacher Education Representative
Dr. Kathryn McCurdy	Chair	University of New Hampshire/ Council for Teacher Education Representative





# **Keene State College**

N	NH Ed. Educator Preparation Program Degree/							
	dard(s)	CONTENT AREA(S)	Format					
507.33	612.26	Chemistry Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, BA, Licensure					
507.18	612.03	Early Childhood Education Teacher (birth - grade 3)	BS, Licensure					
507.37	612.24	Earth and Space Science Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, BA, Licensure					
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BS, Licensure					
507.24	612.05	English Language Arts Teacher for Grades 5-12	BS, BA, Licensure					
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507.28	612.28	Social Studies Teacher for Grades 5-12	BS, BA, Licensure					
507.40	7.40 612.07 Special Education Teacher (age 5 through 21)		MEd, Licensure					
507.38 612.14		World Languages Teacher- Spanish	BS, BA, Licensure					
	H Ed. dard(s)	SPECIALTY AREA	Degree/ Format					
506.04 614.04		Principal Instructional Leader	MEd, Licensure					



# **Section I: 2022 Executive Summary**

#### A. Context:

# **College & Department**

Keene State College (KSC) is a public, co-educational, state-supported liberal arts college located in Keene, New Hampshire. KSC is accredited by the New England Commission of Higher Education (NECHE) and had its most recent accreditation visit in March 2021. The Sustainability and Vitality Plan (SVP)

[link: https://www.keene.edu/administration/president/svp/assets/documents/ksc-svp- goals-and-priorities/download/] charts the College's course over the next five to six years to focus on its campus vibrancy and a shared commitment to its students. The SVP outlines three critical strategic goals:

- 1) improve recruitment, retention, and achievement;
- 2) improve fiscal planning and stewardship; and
- 3) rethink the College's work to make it more student-centered.

KSC opened in 1909 as the Keene Normal School. In 1926, it was granted authority to award a bachelor's degree in education. By 1939, it had expanded its curricular offerings and increased enrollment and was renamed Keene Teachers' College. In 1963, its supervision by the NH State Board of Education ended, and Keene State College became a member of the University System of New Hampshire (USNH), reflecting the evolution of its offerings in the liberal arts and professional studies. Today's configuration of the University System of New Hampshire was established in 1974 with the approval of the position of chancellor.

Currently, KSC is accredited by the New England Association of Schools and Colleges, the New Hampshire State Board of Education, the National Council for the Accreditation of Teacher Education (now the Council for the Accreditation of Educator Preparation), the National Association of Schools of Music, the Commission on Collegiate Nursing Education, the Commission on Accreditation of Athletic Training, the Accreditation Council for Education in Nutrition and Dietetics, and the National Association for the Education of Young Children (for the Child Development Center).

According to the 2019 US Census Bureau quick facts data, Keene has a population of 22,786, with 92.7% of its residents being white, 2.7% Hispanic, 2.5% Asian, 1.8% Black, and 0.1% native Hawaiian and other Pacific Islander. At KSC, 82% percent of first-year, first-time college students are white,11% are students of color; 40.4% are first-generation college students.

In 2020, KSC was home to a total of 3,213 students with 3,012 full-time and 201 part-time. Among them, 1,774 identify as female, and 1,439 identify as male; 2,504 are white students, and 342 are students of color; 1,489 are first-generation college students.

The Office of Admissions publishes its detailed admissions requirements, criteria, and procedures on its website https://www.keene.edu/admissions/. It handles undergraduate applications, while the Office of Graduate Studies handles graduate program applications. Detailed graduate admissions information can be found at: https://www.keene.edu/academics/graduate/.

The College's Organizational Chart provides the structure of KSC's leadership and administration [https://www.dropbox.com/s/izne5o8mpvrhq1y/Organizational%20Charts%20Summ er%202021.pptx?dl=0].

#### KSC has two schools:

- the School of Arts, Education, and Humanities (AEH) and
- > the School of Sciences, Sustainability, and Health (SSH).

It offers 32 Bachelor of Arts programs, 24 Bachelor of Science, one Bachelor of Fine Arts, one Bachelor of Arts or Bachelor of Science, four Bachelor of Music, one Post-Baccalaureate Teacher Certification, one Post-Master's Certification, three Master of Science, one Master of Arts, one Master of Education, two graduate certificate programs, and 61 minors.

The AEH dean is responsible for the overall operations and budget for the School; there is one associate dean and one assistant dean in AEH to help with academic and student affairs [https://www.dropbox.com/s/izne5o8mpvrhq1y/Organizational%20Charts%20Summ er%202021.pptx?dl=0]

Since the 2014 NCATE accreditation, KSC has undergone several major changes. At that time, the College was divided into three schools instead of the current two. In the last six years, there have been four different deans who oversaw educator preparation programs. The current dean, Dr. Kirsti Sandy, was nominated as dean in 2018. Dr. Tanya Sturtz joined Dr. Sandy as associate dean to provide leadership in the EPP's pursuit of national accreditation. In 2019, the Educator Preparation Leadership Team (EPLT), consisting of the associate dean, the education department chair, and the graduate program coordinator, was established to supervise the daily operations of the Educator Preparation Program (EPP).

The EPP consists of educator preparation programs in early childhood, elementary, secondary, and K-12, which are housed in both AEH and SSH. The AEH hosts early childhood, elementary, English, social studies, physical education, modern language, and music, as well as the advanced special education and educational leadership programs. The SSH hosts math and science education.

\*\*\*\*\*\*

#### **Annual Goals**

Each year, Keene State College completes an annual report for the New Hampshire Department of Education. As part of the process, the EPP reflects on its goals from the past academic year and sets new goals for the upcoming year. Below are the annual goals for AY 2020-2021:

**Goal 1:** Continue implementation of the Accreditation Project Plan to align with CAEP and state standards for both initial and advanced programs, addressing identified activities for ensuring the effective and efficient collection of documentation and data required for self-study reporting and site visit.

**Goal 2:** Continue to build a culture of shared work and collaboration among EPP program faculty to build on the CAEP accreditation work as a unit and to support students and each other during COVID.

**Goal 3:** Continue collaborative work with regional NH school districts and the DOE to develop mutually beneficial programs and support sustained, high-quality professional learning activities to benefit students as they progress through the teacher preparation programs.

\*\*\*\*\*\*

# Keene State College SHARED VALUES AND BELIEFS

Keene State College Educator Preparation faculty, in collaboration with cooperating professionals, generated four themes to further elaborate on our shared mission and vision. These themes weave through our curriculum for beginning teachers and advanced-level professionals at both the undergraduate and graduate levels. The Keene State College Educator Preparation

- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors that meet high expectations and standards
  - Understand the world from multiple perspectives
    - Contribute to a just and equitable world

\*\*\*\*\*\*

The EPP and its licensure areas strive to prepare educational professionals who~

## 1) Explore the dynamic nature of the teaching and learning process

Teaching and learning occur in many settings and are influenced by developmental, social, cultural, economic, and personality variables, including those of both teacher candidates and students. Teacher candidates, therefore, use multiple differentiated instructional strategies, implement authentic assessment approaches, reflect on the success of each learning experience and their contribution to that experience, and develop a deep understanding of developmentally appropriate practices that contribute to the teaching and learning process. Teacher candidates participate in various authentic B-12 field experiences to facilitate the development of knowledge, skills, and dispositions to address the learning needs of diverse populations. Careful planning, reflection, and the ability to take risks and try new approaches support the growth of successful educators to become lifelong learners.

2) Demonstrate professional and ethical behaviors and meet high expectations and standards. Faculty and cooperating professionals strive to model ethical behavior; facilitate reflective practice; and encourage advocacy for the benefit of children, their families, (Confidential) Page 3 and the educational system. Therefore, understanding the role of teachers and other professional school personnel as educational leaders; accepting the need to foster good communication skills; cooperating and collaborating with families, students, and colleagues; and gaining experience with conflict resolution strategies are all fundamental to professionalism. Knowledge and acceptance of personal responsibility for one's actions, respect and empathy for others, a clear understanding of the legal mandates and moral obligations of the profession, and the ability to implement one's values in the real world are all important components of ethical behavior. Faculty and cooperating professionals support candidates as they develop their ability to articulate standards clearly, assess progress toward meeting those standards, construct their own knowledge, and reflect on personal and professional growth.

#### 3) Understand the world through multiple perspectives

The demographics of the KSC student body and the region in which it is located do not reflect the diversity of the United States and of the world. Therefore, the EPP is especially committed to guiding candidates to develop an understanding of and respect for all people and cultures and for the impact of globalization on educational systems. The concept of multiple perspectives includes knowledge of the diversity of learning styles and abilities; personal, cultural, and economic backgrounds; historical and philosophical approaches; and the contexts in which these differences interact. In an increasingly pluralistic society, where awareness of and reflection about multiple perspectives serves to enrich experiences and support the development of critical thinking toward equity and justice, it is important for educators to possess the capacity to promote understanding of how contemporary issues and world events influence B-12 students, their families, and the environments in which they work and learn.

#### 4) Contribute to a just and equitable world

Teaching and educational systems are impacted by global, political, social, economic, and cultural change. Therefore, teachers and other professional school personnel, who have significant influence and impact on their B-12 students, must emphasize the importance of embracing the political nature of education, developing a sense of service to the community, and working to become advocates for all learners and their families. When educational professionals see themselves as citizens of the global world who work for inclusion, diversity, and access of opportunity for all learners.

\*\*\*\*\*\*\*

#### **KSC Missions and Values**

The Educator Preparation Program at Keene State College developed the Mission, Vision, and Shared Values and Beliefs document with input from a variety of stakeholders and partners, including the Educator Preparation Council, Educator Preparation Steering Committee, and Educator Preparation Advisory Committee. The mission of the Educator Preparation Program at Keene State College is the foundation for the work we do; our vision is the inspiration of what we hope to become.

#### Vision Statement

The vision of the EPP is to graduate professionals in the field of education who are advocates for social justice and equity, possess intellectual and personal integrity, and are responsive to the needs of all students in a constantly evolving world.

#### Mission

The mission of the EPP is to work in collaboration with B-12 partners to prepare competent, reflective teachers and other professional school personnel who use best teaching practices and create developmentally appropriate educational environments for diverse learners. The EPP integrates liberal arts with discipline-specific knowledge and professional preparation for each program and incorporates state and national standards for each specialty.

# B. Previous Review(s): Summary of Findings-

	Keene State College 229 Main Street Keene, NH 03435
2/2011	Site visit program review.
4/13/2011	The Board granted full 5-year approval through 8/31/2016 for Ed 612.03 Early Childhood Education, Ed 612.17 Math 5-8 Education, Ed 612.04 Elementary Education (K-8), Ed 612.18 Math 7-12 Education, Ed 612.05 English LA (5-12), Ed 612.20 Music, Ed 612.07 Special Ed (Undergrad), Ed 612.21 Physical Education, Ed 612.07 Special Ed (Graduate), Ed 612.22 Middle Level Science (5-9), Ed 612.14 French, Ed 612.24 Earth Space Science (7-12), Ed 612.14 Spanish, and Ed 612.25 Life Sciences (7-12) **Ed 612.26 Chemistry (7-12), Ed 612.27 Physics (7-12), Ed 612.28 Social Studies (5-12), Ed 612.32 Dance, Ed 614.03 School Counselor, Ed 614.04 School Principal**
8/14/2014	the new Ed 600s approved March 2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; KSC extended thru August 31, 2021; **SBE to revisit this date contingent upon approval granted in 2014 **
2014	KSC underwent the National Council for Accreditation of Teacher Education (NCATE) obtaining national accreditation (NCATE Legacy).  * In October 2014, a merger between the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) was finalized. The new entity was called the Council for the Accreditation of Educator Preparation (CAEP). By combining the two premier accrediting organizations, the industry created a single accrediting agency for reform, innovation, and research in educator preparation.  Today, CAEP carries on NCATE's legacy and uses similar processes and standards to ensure that all schools are providing high-quality teacher education programs for their students.
1/12/2017	The Board [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)
6/2017	School counseling program "on hold" per CTE minutes.
11/12/2017	The Board under Ed 602.02 supports the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering educator preparation programs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3); KSC through August 31, 2021
10/10/2019	The Board granted a one-year extension of KSC education preparation programs from 8/31/2021 to 8/31/2022
11/12/2020	Substantive Change Request - KSC is looking to make adjustments to the Science for Middle School courses. The college is changing the "General Science for Middle School" to "STEM for Middle School educators". This will include changes to the education courses to realign existing courses with the Next Generation Science Standards (NGSS), add courses in STEM education, and add additional engineering and math courses. No SBE action required at this time.
7/8/2021	Keene State College (KSC) – Substantive Change Request The Administrator of the Bureau of Ed Prep stated that KSC is asking to end 3 programs and move expiration up. They have a thorough process for putting on hold and eliminating programs. They provided sufficient documentation to show how and why they are removing the programs.
	MOTION: Ann Lane made the motion, seconded by Phil Nazzaro that the State Board of Education approve the elimination of the following: Ed 602.01, Ed 602.12, and Ed 602.14. VOTE: The motion was approved by a unanimous vote of the Board with the Chairman abstaining.
3/10/2022	Keene State College - 6-Month Extension Request Steve Appleby shared Keene State College is asking for an extension to better align review dates. Tanya Sturtz, Associate Dean, stated they are asking for a 6-month extension because they have a Council for the Accreditation of Educator Preparation (CAEP) accreditation visit in April, but the official decision will not come until October. The extension will give time for the decision to come in and go to CTE before coming to the State Board.
	MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education grant Keene State College a 6- month extension of the 16 listed PEPPs through February 28, 2023. VOTE: The motion was passed by unanimous vote by the State Board of Education, with Chair Cline abstaining.

#### C. Introduction and Overview of 2022 Visit:

The sixteen (16) PEPPs at Keene State College were conducted under the administrative rules of Ed 602.09 Option 4:

NHCTE Option 4 [602.04 (4)], review of an institution that has sought national accreditation for one or more of their PEPPs.

(a) Option 4 shall be the review of institutions that have received national accreditation for individual PEPPs which results in the approval for up to and not to exceed the national accreditation expiration date. [Ed 602.09]

Name of Program/specialty area	Enrollment in Current fall cycle	Enrollment in last fall cycle	Degree level	Certification or licensure level	Methods of Delivery	State(s) the program is approved	Date of State approval(s)	Selected Program Review Option
Early Childhood	20	23	BS	initial	on- campus	NH	8/30/22	SPA
Elementary Education	92	113	BS	initial	on- campus	NH	8/30/22	CAEP
English	15	19	BS	initial	on- campus	NH	8/30/22	SPA
Math	9	15	BS	initial	on- campus	NH	8/30/22	SPA
Modern Language	4	5	BS	initial	on- campus	NH	8/30/22	SPA
Music	19	14	BS	initial	on- campus	NH	8/30/22	*NASM
Science	2	3	BS	initial	on- campus	NH	8/30/22	SPA
Social Studies	17	23	BS	initial	on- campus	NH	8/30/22	SPA
Physical Education	7	11	BS	initial	on- campus	NH	8/30/22	CAEP
Special Education	9 (8/1)	10 (10/0)	M.ED/Graduate Certification	advanced	remote- blended	NH	8/30/22	SPA
Educational Leadership	19 (12/7)	20 (9/11)	M.ED/Post- Master's Certification	advanced	remote- blended	NH	8/30/22	SPA

(Keene State College- PEPP Review Table 2022)

Review Options through the NHED and CAEP Partnership Agreement include the following: CAEP: Program Review Options

**SPA Program Review with National Recognition** | Individual K-12 licensure, certification, and/or endorsement programs at the EPP - such as in mathematics education, social studies education, early-childhood education, and more - will meet content-specific national standards developed by Specialized Professional Associations (SPAs).

\*NASM- National Association of Schools of Music- NASM Accreditation

CAEP Evidence Review of Standard One (formerly known as CAEP Program Review with Feedback) | EPPs will build a case for CAEP Standard 1 and submit complete evidence for the standard as part of the self-study report. The evidence will address candidate proficiencies relevant to the learner and learning, specialty content and content pedagogy, instructional practice, and professional responsibilities. Data will be disaggregated data by licensure areas, degree levels, and modes of delivery. EPPs describe how they use the evidence for continuous improvement.

<sup>&</sup>lt;sup>1</sup> Program Review Options - Council for the Accreditation of Educator Preparation (caepnet.org)

### D. CAEP Accreditation Status<sup>2</sup>

#### Accreditation

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

# **Area for Improvement (AFI):**

AFIs indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

# Accreditation with Stipulations granted for two years

Accreditation with Stipulation(s) is granted for two (2) years if an EPP receives one (1) or more stipulations and all CAEP standards are met. A targeted response to the stipulations(s) must be submitted by the EPP and is reviewed by a two- to three-person virtual evaluation team. The resulting site review report is submitted to the Accreditation Council for review and consideration for stipulation removal.

#### Stipulations:

Stipulations describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

### **Probationary Accreditation granted for two years**

Probationary accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in automatic revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

# **Annual Reporting Requirement:**

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report. CAEP collects and applies the data from the Annual Report to:

- Monitor whether the EPP continues to meet the CAEP Standards between site reviews.
- Review and analyze evidence the EPP is remediating stipulations and AFIs.
- Monitor reports of substantive changes.
- Collect completer data, including for distance learning programs.
- Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

Failure to submit an Annual Report will be reviewed by the ARM Committee which may recommend adverse action or lapse of eligibility to the Accreditation Council.

#### Revocation (for Continuing) or Denial (for Initial)

Revocation or Denial of accreditation occurs if an EPP does not meet two (2) or more of the CAEP Standards. In a case where accreditation is revoked or denied, the EPP can begin the application process after one (1) year from the date of the final decision.

<sup>&</sup>lt;sup>2</sup> About accreditation status - Council for the Accreditation of Educator Preparation (caepnet.org)



Council for the Accreditation of Educator Preparation's (CAEP) scope of accreditation is the accreditation and pre-accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2020)<sup>3</sup>

Simply put, accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. To maintain accreditation the institution or program must undergo a similar review on a regular basis. Typically, reviews are conducted every 7 to 10 years.

There are two types of accreditation: institutional and professional (sometimes called programmatic). Professional accreditors review departments, schools, and colleges usually within a higher education institution. An institution, especially a larger university, might simultaneously maintain accreditation from a regional accreditor as well as from several professional accreditors.

CAEP is a professional accreditor because it reviews departments, schools, and colleges which prepare teachers and other educators. After completing a program, teachers seek licensure or certification from the state in which they wish to teach.

To avoid encountering dubious providers of educational offerings ("degree mills") or dubious providers of quality assurance ("accreditation mills"), CAEP recommends that students and the public check the list of accredited institutions and recognized accrediting agencies on the websites for the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). For additional information on the harm of degree mills and accreditation mills, visit the CHEA website. **CHEA is often referred to as an accreditor of accreditors**. Under CHEA, professional accreditors undergo a peer review process to ensure the quality and integrity of standards and processes.

To learn more about accreditation visit the websites of these organizations:

The Association of Specialized and Professional Accreditors (ASPA) website has more information about professional accreditation and accreditors.

The U.S. Department of Education also plays a role in ensuring the quality of accreditors through its National Advisory Committee on Institutional Quality and Integrity. Lists of regional accreditors and specialized accreditors recognized by the Department are available on its website.

#### Why it Matters:

Educator accreditation is a seal of approval that assures quality in educator preparation. Accreditation makes sure that educator programs prepare new teachers to know their subjects, their students, and have the clinical training that allows them to enter the classroom ready to teach effectively.

Accreditation provides a framework that has pushed educator preparation programs to continually self-assess and conduct evidence-based analysis of their programs and their efficacy. These evidence-based shifts, rooted in

<sup>&</sup>lt;sup>3</sup> Council for the Accreditation of Educator Preparation (caepnet.org)

continuous improvement, are helping to ensure that preparation programs are more likely to produce successful educators.

#### **Accreditation matters to:**

- P-12 Learners outcomes-based evidence means all learners are at the center of determining effectiveness of educators
- Teacher Educators since the process is infused with research and development, the knowledge base of effective practice will grow.
- State education agencies provides a strong partner for quality assurance, helps connect the national consensus on preparation to state-level policy and provide support for a state's own authorization/accountability system
- Education Professionals rigorous standards elevate the profession

#### History of CAEP:4

CAEP stands on a strong foundation and rich history of accreditation in teacher and educator preparation. CAEP seeks to increase the value of accreditation and to increase participation, building on the decades of institutional knowledge of education's previous accreditors.

2016:	CAEP accreditation standards are fully implemented; NCATE and TEAC legacy standards are no longer used for accreditation.
2014:	CAEP is recognized by CHEA.
2013:	August 29, 2013 – The CAEP Board of Directors approves new accreditation standards.  July 1, 2013 – CAEP becomes fully operational as the sole accrediting body for educator preparation providers.
2012:	Commission on Standards and Performance Reporting convened to develop the next generation of accreditation standards and performance measures for educator preparation.
	Ohio becomes the first state to sign a partnership agreement with CAEP as the new educator preparation accrediting body.
2010:	Design Team report disseminated for public comment.
	Boards of NCATE and TEAC accept the Design Team report, which recommended the formation of the new accrediting body: CAEP.
	The first meeting of the CAEP Board of Directors.
2009:	Design Team appointed by NCATE and TEAC Boards of Directors.
1997:	Teacher Education Accreditation Council (TEAC) was founded; dedicated to improving academic degree programs for professional educators, those who teach and lead in schools pre-K through grade 12.
1954:	National Council for Accreditation of Teacher Education (NCATE) was founded as a non-profit, non-governmental accrediting body.

<sup>&</sup>lt;sup>4</sup> History of CAEP - Council for the Accreditation of Educator Preparation (caepnet.org)

# E. 2022 Key Findings:

Overall, this program review team found evidence of KSC 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
- b. Candidate Assessment
- c. Program Assessment
- d. Programs

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

KSC 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 Attachments (#1-6) for more information. As a standard practice for CAEP, CAEP has offered suggestions through CAEP Accreditation Action Report - 12/5/2022; (decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope).

<sup>\*\*</sup>Strengths include accessibility of faculty and staff – responsive; year-long internship for master's level Special Education candidate; breadth of experiences that the candidate is required to get/meet; wide range of experiences; flexibility w/o compromise of high standards; faculty commitment to help candidates get what they need.

# Section II: 2022 Clinical Partnerships & Practice

#### 1. Summary of Findings- 2022 Clinical Practice Model:

- Findings report that there are high levels of collaboration between KSC and partnership sites that host pre-service teachers. These collaborations are reported to support both the learning of pre-service teachers and cooperating practitioners.
- Findings report that there is a mutually beneficial partnership between internship sites, KSC, and candidates in the Education Leadership and Special Education programs. Key assessments are well documented and well embedded in a portfolio including artifacts from across the year-long internship for Education Leadership candidates.
- School administrators in partnership sites note in interviews they benefit from the professional development provided by the Southwest Center for Education Supports. The Center offers customized professional development across a broad range of topics.
- Evidence provided during interviews with KSC faculty and clinical partners suggests that clinical partners feel empowered to be part of the decision making such as the selection of cooperating practitioners and the design of appropriate experiences to meet program goals.
- New and veteran cooperating practitioners are supported in their role through training modules codeveloped by KSC and school partners. Mentoring for cooperating practitioners is also provided by KSC faculty, school administrators, and veteran cooperating practitioners.
- The report highlights that KSC uses systematic data collection to assess candidates, clinical partnerships, and program policies and curriculum. Data is collected through surveys to school partners as well as cooperating practitioners.
- KSC developed the Educator Preparation Advisory Committee in 2018 2019 and includes members
  of KSC faculty, K 12 practitioners, and community members involved in education. The role of the
  EPAC is to discuss and provide feedback about policies and needs of the educator preparation
  program.

#### 2. Commendations:

- Program faculty model multiple modes of instruction including strong commitment and use of instructional technology.
- Program graduates are well prepared to work with students across all socio-economic backgrounds.
- Interviews with K 12 administrators illuminated that candidates provided leadership in their internship placements, in particular, with instructional technology.

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

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

#### Progress Report to Address the Following Recommendation/s:

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

#### 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:

The CAEP Site Review Report provided evidence for the summary and commendations. The CAEP Site Review Report examined evidence provided by KSC including Candidate Surveys, Cooperating Practitioner Surveys, School Partnership Framework, and EPAC Roles and Responsibilities.

- ➤ CAEP Site Visit Report ~ Final 4/3/2022
- ➤ CAEP Rejoinder May 2022
- ➤ Lead Response to CAEP Rejoinder November 2022
- ➤ CAEP Accreditation Action Letter (CAEP determination) 11/18/2022
- ➤ CAEP Information for EPPs Granted Accreditation November 2022
- CAEP Accreditation Action Report 12/5/2022
   (decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope)

### **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:

- The report highlights that KSC uses four (4) decision points for each initial teaching candidate as part of assessing readiness for the next phase of the program and ultimately recommendation for a license.
  - These decision points are:
    - Admission,
    - Before Methods 1,
    - Before Methods 2, and
    - Final Report.
  - At each decision point, GPA is evaluated as well as grades and progress in education courses.
     Candidates who are found to be struggling work with KSC faculty to develop a plan specific to the area of need.
- The report notes that KSC uses multiple pieces of evidence to determine competency at the completion
  of the program: Praxis Data, Key Assessment Data, Elementary Specific Data, and Clinical Field
  Experience Evaluations. The report also highlights that the content area major prepares candidates
  within their field of teaching.
- Applicants and candidates in the Education Leadership and Special Education pathways also have four decision points, beginning with admission criteria. Admission criteria include 3.0 GPA, recommendations, an interview, and a personal essay. At the decision points, candidates' progress is evaluated including GPA and progress in coursework.

### 2. Commendations:

Not Applicable at this time.

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

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

### Progress Report to Address the Following Recommendation/s:

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

### 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:

- ➤ CAEP Site Visit Report ~ Final 4/3/2022
- ➤ CAEP Rejoinder May 2022
- ➤ Lead Response to CAEP Rejoinder November 2022
- ➤ CAEP Accreditation Action Letter (CAEP determination) 11/18/2022
- > CAEP Information for EPPs Granted Accreditation November 2022
- ➤ CAEP Accreditation Action Report 12/5/2022
  - (decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope)

### B. The Institution's Program Assessment System-

### 1. Summary of Findings- 2022 Program Assessment System:

- KSC utilizes an Initial Program Completer Satisfaction Survey issued to all graduates in initial programs. The survey data is used (in conjunction with other data) to inform programmatic decision pertaining to curriculum, policies, and procedures.
- KCS utilizes a systematic data collection for Advanced licensure (Education Leadership and Special Education) that includes surveys as well as interviews both for program completers and employers.
   The data from these collection points are analyzed and then shared with program faculty and stakeholders to discuss program improvements.
- The report highlights that KSC has a Quality Assurance Handbook. The handbook is readily available and used by program faculty. KSC provides the opportunity on a yearly basis for faculty to convene and review program data. This includes assessments for their program, discussions to identify the quality of the data, observed patterns and trends, with possible explanations.
- The Educator Preparation Advisory Committee formally offers feedback about program offerings and is a critical process in continual improvement. As the committee consists of KSC and K-12 personnel, the committee is found to be well positioned to bridge the university program with school and community needs.

### 2. Commendations:

 KSC is intentional in the development of their curriculum of their advanced programs (Education Leadership and Special Education). The report also notes that KSC is intentional in the development of their curriculum and clinical experiences in their advanced programs for candidates to demonstrate knowledge, skills, and professional dispositions.

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

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

### Progress Report to Address the Following Recommendation/s:

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

### 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:

- ➤ CAEP Site Visit Report ~ Final 4/3/2022
- CAEP Rejoinder May 2022
- ➤ Lead Response to CAEP Rejoinder November 2022
- ➤ CAEP Accreditation Action Letter (CAEP determination) 11/18/2022
- > CAEP Information for EPPs Granted Accreditation November 2022
- ➤ CAEP Accreditation Action Report 12/5/2022
  - (decision(s);
  - Summary of Standards;
  - AFIs and stipulations:
  - info @ accreditation statuses; scope)

### IV. Proposed motion to the Council for Teacher Education

### A. Proposed Recommendation:

As a result of the CAEP Accreditation review and outcome, it is recommended that Keene State College be recommended for full approval through February 28, 2030, for the below listed PEPPs: [602.06]

NH Ed. Standards		CONTENT AREA(S)	Format	Approval	Proposed Expiry
507.33	612.26	Chemistry Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, BA, Licensure	full	2/28/2030
507.18	612.03	Early Childhood Education Teacher (birth - grade 3)	BS, Licensure	full	2/28/2030
507.37	612.24	Earth and Space Science Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, BA, Licensure	full	2/28/2030
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BS, Licensure	full	2/28/2030
507.24	612.05	English Language Arts Teacher for Grades 5-12	BS, BA, Licensure	full	2/28/2030
507.32	612.25	Life Science Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, BA, Licensure	full	2/28/2030
507.26	612.17	Mathematics Teacher- Middle Level (to Alg.1/Integ 1) (including Mathematics: General Requirements 507.25)	BS, BA, Licensure	full	2/28/2030
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math) (including Mathematics: General Requirements 507.25)			2/28/2030
507.39	612.20	Music Teacher	BM, Licensure	full	2/28/2030
507.16	612.21	Physical Education Teacher	BS, Licensure	full	2/28/2030
507.34	612.27	Physics Teacher for Grades 7-12 (including Science: General Requirements 507.30)	BS, Licensure	full	2/28/2030
507.29	612.22	Science Teacher for Grades 5-8 (including Science: General Requirements 507.30)	BS, BA, Licensure	full	2/28/2030
507.28	612.28	Social Studies Teacher for Grades 5-12  BS, B Licens		full	2/28/2030
507.40	612.07	Special Education Teacher (age 5 through 21)	MEd, Licensure	full	2/28/2030
507.38	612.14	World Languages Teacher- Spanish	BS, BA, Licensure	full	2/28/2030
	Ed. dards	SPECIALTY AREA(S)	Degree/ Format	Approval	Proposed Expiry
506.04	614.04	Principal Instructional Leader	MEd, Licensure	full	2/28/2030

### 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 of Schools- Bedford School District
- Dr. Joan Swanson, Franklin Pierce University

### C. Possible Motion to CTE:

The NHCTE makes a motion to recommend to roval for Keene State College for the above-listed	o the State Board of Education seven (7) year full ed PEPPs through February 28, 2030.
OR, I move that the State Board of Education_	(indicate some other recommendation)

SUNDAY~ April 3, 2022 CAEP VISIT								
Start	End	Meeting #1	Meeting #2	on				
TBD		Team Time: https://emporiastate.zoom.us/j/2455092463	•	Keene State Helpdesk Zoom				
Afternoon				esk				
Zoom Link	https://keene.zoom.us							
Meeting ID,		Meeting ID: 938 0441 2390	Meeting ID: 916 8802 0624	<b>e</b> 1018				
Passcode,		One tap mobile	One tap mobile	<b>-</b>				
Phone		+16465588656	+16465588656	te l				
12:15pm	1:15pm	Kick off with CAEP Accreditation Leadership Team		ה ה				
1:30pm	2:30pm	Educator Preparation Advisory Committee	Completers-Advanced	S S S				
2:45pm	3:45pm	Cooperating Teachers-Initial	Completers-Initial	ے ح				
4:00pm	5:00pm	Cooperating Professionals/Partners-Advanced	Co-Construct Partnership	Keene Zoom				
5:00pm	6:00pm	CAEP Accreditation Leadership Team		e e				
TBD Team Time https://emporiastate.zoom.us/j/2455092463								

	Kick Off with KSC CAEP Accreditation Leadership Team					
	Sunday, April 3, 2022~ 12:15pm to 1:15pm					
Zoom Link:	https://kee	ene.zoom.us/j/93804412390?from=				
Meeting ID, Passcode,	Meeting II	D: 938 0441 2390				
Phone	One tap m +16465588					
KSC Invites	Role	Email	Title			
Tanya Sturtz	Co-Chair	tsturtz@keene.edu	Associate Dean/Educator Preparation Leader			
Steve Bigaj	Co-Chair	sbigaj@keene.edu	Graduate Education Coordinator			
Darrell Hucks	Co-Chair	dhucks@keene.edu	Chair, Education Department			
Kim Schmidl-Gagne	Support	kgagne@keene.edu	Accreditation and Assessment Officer			
		Sunday, April 3,	2022~ 1:30pm to 2:30pm			
Meeting 1: EPAC	Role	Email	Title			
Zoom Link:		ene.zoom.us/j/93804412390?from=	<u>addon</u>			
Meeting ID, Passcode,	_	D: 938 0441 2390				
Phone	One tap m					
	+16465588					
Tanya Sturtz		tsturtz@keene.edu	Associate Dean/Ed Prep Leadership, KSC			
Steve Bigaj		sbigaj@keene.edu	Coordinator Graduate Education Programs			
Reuben Duncan		r.duncan@sau47.org	SAU 47, Superintendent			
Joe Boggio		jboggio@hnhsd.org	SAU 92, principal, Hinsdale Elementary			
Heather Dean		h.dean@sau47.org	SAU 47, 2 <sup>nd</sup> teacher/CT/site supervisor/Ed Leadership graduate student, Rindge Elem.			
Nikki Crank		ncrank@sau29.org	SAU 29, 4 <sup>th</sup> teacher, CT/site supervisor, Symonds Elementary			
Sean O'Mara		somara@sau29.org	SAU 29, 8th gr SS teacher/CT, Keene Middle School			
Charlotte Planeta		Charlotte.Planeta@keene.edu	KSC UG student, KDP e-board			
Katelyn Larochelle		Katelyn.Larochelle@keene.edu	NTAL graduate student and Alumni			
Meeting 2: Completers- Advanced	Role	Email	Title			
Zoom Link:	https://kee	ene.zoom.us/j/91688020624?from=	addon			
Meeting ID, Passcode,	Meeting I	D: 916 8802 0624				
Phone	One tap m	obile				
	+16465588	8656				
Nicole Gordon		ngordon@sau29.org	Principal, Nelson Elementary School			
Kelly Colarusso		kaldrich2104@gmail.com	Principal, Washington Elementary School			
David Dustin		d.dustin@sau47.org	Principal Conant High School, Jaffrey Rindge School District, SAU 47			
Tim Conway		tconway@conval.edu	Principal South Meadow Middle School, ConVal School District			
Julianne Eagan		jeagan@wsesu.org	Principal, Dummerston Elementary, VT			
Valerie Carey		v.carey@wnhsd.org	Principal, Winchester School			
Lauren Arsenault		larsenault97@yahoo.com	Special Educator, Riverdale High School, Illinois			
Laurie Greenleaf		laurie.greenleaf@wnesu.com	Special Educator, Central Elementary School, Vermont			
Dallis Austin		daustin@conval.edu	Special Educator, South Meadow School, New Hampshire			
Michelle Jewett		michelle.e.jewett@gmail.com	Special Educator, New Hampshire			
	Sunday, April 3, 2022~ 2:45pm to 3:45pm					

Meeting 1: Cooperating Teachers-Initial	Role	Email	Title		
Zoom Link:	https://ke	ene.zoom.us/j/93804412390?from=addo	in .		
Meeting ID, Passcode,	Meeting ID: 938 0441 2390				
Phone	One tap m				
	+1646558	8656			
Ben Pierce (alumni)		bpierce@sau29.org	8 <sup>th</sup> gr Social Studies Teacher at Keene Middle School		
MacKenzie Royce		MacKenzie.Royce@keene.edu	Preschool Teacher at the Child Development Center		
Traci Charron (alumni) Kate Abbott		Traci.Charron@keene.edu kabbott@sau29.org	Infant Teacher at the Child Development Center  2nd gr teacher at Franklin Elementary School		
Leanna Hamlin		Ihamlin@sau29.org	English Teacher at Marlborough School		
Melissa Crotto-Young		mcrotto-young@sau29.org	English Teacher at Westmoreland School		
Sue Hahs		shahs@sau29.org	Music Teacher at Keene Middle School		
Mike Paone (alumni)		mpaone@sau29.org	Math Teacher at Keene Middle School		
Michelle Tiani (alumni) Katie Leonard		mdtiani@sau29.org kleonard@hnhsd.org	PE Teacher at Symonds Elementary School PE Teacher at Hinsdale Middle/High School		
Alli Carr (alumni)		acarr@sau29.org	3 <sup>rd</sup> gr Teacher at Symonds Elementary School		
Nicki Crank (alumni)		ncrank@sau29.org	4 <sup>th</sup> gr Teacher at Symonds Elementary School		
Michelle Buonomano		mbuonomano@mrsd.org	1st gr Teacher at Emerson Elementary School		
Deb Stevens		d.stevens@sau47.org	K gr Teacher at Rindge Elementary School		
Heather Dean Donna Foster		h.dean@sau47.org dfoster@hnhsd.org	2 <sup>nd</sup> gr Teacher at Rindge Elementary School 5 <sup>th</sup> gr Teacher at Hinsdale Elementary School		
Lindsay Levesque		llevesque@wsesdvt.org	Social Studies Teacher, Brattleboro Union High School		
Morgan Lausier		mlausier@sau29.org	Middle School Math, Chesterfield		
Monica Foley		mfoley@sau29.org	Science Teacher at Keene High School		
Meeting 2: Completers-	Role	Email	Title		
Initial (5yr or less)					
Zoom Link:	https://ke	l ene.zoom.us/j/91688020624?from=addo	n		
Meeting ID, Passcode,		D: 916 8802 0624	<u></u>		
Phone	One tap m				
THORE	+1646558				
Josie Leonard	1	joleonard@wsesdvt.org	Social Studies Teacher at Brattleboro Union High School (VT)		
Erin Lynch		erinlynch0527@gmail.com	Social Studies Teacher at Claremont Middle School (NH)		
Mike Tully		MICHAELTULLY@bpsma.org	Social Studies Teacher at Brockton High School (MA)		
Danielle Vallee		daniellevallee0@gmail.com	Social Studies Teacher at Marlborough School (NH)		
Heather Bilodeau		heather.bilodeau@milfordk12.org	English Teacher at Milford High School (NH)		
Ian Kaplan		ikaplan@sau29.org	6th gr English Teacher at Keene Middle School		
Autumn Lagace Hazeltine		alagacehazeltine@fwsu.org	English Teacher at Georgia Elementary & Middle School (VT)		
Casey Sault		csault498@gmail.com	K gr Teacher at Mr. Caesar School (NH)		
Kayla Sekenski		kayla.m.savage11@gmail.com	K gr Teacher at Mr. Caesar School (NT)  K gr Teacher at Green Street School (VT)		
Nathaniel Spence		nhspence@gmail.com	Infant Teacher at BVS Family and Child Enrichment Center, LLC (NH)		
Murphy Hicks		murphy.hicks8@gmail.com	K gr Teacher at Maple Ave Elementary School (NH)		
Emma (Nelson) Forest		eforest@sau45.org	Middle/High School Teacher at Moultonborough Academy (NH)		
Christian Terry		cterry1998@gmail.com	Middle School Band Teacher at Lebanon Middle School (NH)		
Will Wright		will3.wright@gmail.com	Middle School Band & Chorus Teacher at Haverhill Cooperative Middle School (NH)		
Danielle Wiley		dwiley@mvsdpride.org	Math teacher at Merrimack Valley High School (NH)		
James Emery		jemery@ewsd.org	PE Teacher in Essex Middle School (VT)		
Alli Nolan		anolan@mrsd.org	2 <sup>nd</sup> gr Teacher at Mt. Caesar School (NH)		
Ally McCall		Amccall@mrsd.org	1 <sup>st</sup> gr Teacher at M. Caesar School (NH)		
Sophie Bushey		sbushey@sau60.org	1/2 gr Teacher at Sarah Porter School (NH)		
Madison Clement		Madisonclement10@gmail.com	4 <sup>th</sup> gr Teacher at (SC)		
			• ,		
Courtney Drew		<pre>cdrew@govwentworth.k12.nh.us gflagg@mrsd.org</pre>	5 <sup>th</sup> gr Teacher at Ossipee Central School (NH) Title I Teacher at Cutler School (NH)		
Gerty Flagg Olivia Frazier		ofrazier@sau29.org	K gr Teacher at Fuller Elementary School (NH)		
David Wiendenfeld		cwiedenfeld@sau29.org	Health & PE Teacher at Keene Middle School (NH)		
David Wiendenfeld  Danielle St. Amand		danielle.stamand@wnesu.com	Music Educator, CVMFA Middle School		
Morgan Chantler		mchantler@sau29.org	Science Teacher at Keene High School (NH)		
Worgan Chantle		menantier@sau29.01g	English Teacher at Brattleboro Middle School (VT),		
Nick Yialiades		nyialiades@wsesdvt.org	(certified in both English and Social Studies Sec Ed) (CT)		
		Sunday, April 3, 20	022 4:00pm to 5:00pm		
Meeting 1: Cooperating	Role	Email	Title		
Professionals/					
Partners-Advanced					
Zoom Link:	https://ke	ene.zoom.us/j/93804412390?from=addo	on Control of the Con		
Meeting ID, Passcode,	•	D: 938 0441 2390			
Phone	One tap mobile				
	+1646558				
Rueben Duncan		r.duncan@sau47.org	Superintendent, Jaffrey Rindge Cooperative School District, SAU 47		
Kimberly Saunders		ksaunders@conval.edu	Superintendent, ConVal School District, SAU 1		
Sharon Deion		sdeon@sau29.org	Chesterfield School, SAU 2		
Valerie Carey		v.carey@wnhsd.org	Winchester Principal		
Carol MencKeefe		carolmk@surryvillagecharterschool.org	·		
Robert Jozokos		jozokosb@sau25.net	Principal Bedford High School		

Katie Hansen		katie.hansen@wnesu.com	Special Educator, Westminster Center School
Jessica Hall		imhall@sau29.org	Special Educator, Franklin Elementary School
Meredith Pancake		mpancake@sau29.org	Special Educator, Wheelock Elementary
Steph Moody		smoody@sau29.org	Special Educator, Franklin Elementary
Meeting 2:	Role	Email	Title
Co-Construct			
Partnership			
Zoom Link:	https://kee	ene.zoom.us/j/91688020624?from=addon	
Meeting ID,	Meeting ID	0: 916 8802 0624	
Passcode, Phone	One tap m	obile	
	+16465588	8656	
Kate O'Connor		koconnor3@keene.edu	Associate Director of Educator Preparation
Kim Bohannon		kbohannon@keene.edu	Elementary Education Coordinator, KSC
Missy Suarez		msuarez@mrsd.org	Principal, Mt. Caesar School
Nikki Crank		ncrank@sau29.org	4 <sup>th</sup> gr Teacher, CT/site supervisor, Symonds Elementary
Rachel Summe-Leonard		r.summeleonard@sau47.org	Jaffrey-Ringe Cooperative School District
Chris Parson		Christopher.Parsons@keene.edu	Secondary Education Coordinator, KSC
Sandra Howard		Showard1@keene.edu	Music Education Coordinator, KSC
Brian Campbell		bcampbell@sau29.org	Assistant Superintendent, SAU 29
KSC		•	Sunday, April 3, 2022 5:00pm to 6:00pm
Zoom Link:	https://kee	ene.zoom.us/j/93804412390?from=addon	
Meeting ID, Passcode,	Meeting ID	D: 938 0441 2390	
Phone	One tap m	obile	
	+16465588	3656	
KSC Invites	Role	Email	Title
Tanya Sturtz	Co-Chair	tsturtz@keene.edu	Associate Dean/Educator Preparation Leader
Steve Bigaj	Co-Chair	sbigaj@keene.edu	Graduate Education Coordinator
Darrell Hucks	Co-Chair	dhucks@keene.edu	Chair, Education Department
Kim Schmidl-Gagne	Support	kgagne@keene.edu	Accreditation and Assessment Officer

MONDAY~ April 4, 2022						
	CAEP VISIT					
Start	End	Meeting #1	Meeting #2			
TBD		Team Time: https://emporiastate.zoom.us/j/2455	5092463			
Morning						
Zoom Link		https://keene.zoom.us /j/93804412390?from=addon	https://keene.zoom.us /j/91688020624?from=addon			
Meeting ID, Passcode, Phone		Meeting ID: 938 0441 2390 One tap mobile +16465588656	Meeting ID: 916 8802 0624 One tap mobile +16465588656			
8:00am	8:45am	CAEP Accreditation Leadership Team				
9:00am	10:00am	Marketing and Admissions (Initial and Advanced)	Program Faculty-Initial			
10:15am	11:15am	EPP Coordinators	Assessment and Accreditation Office			
11:30am	12:30pm	ELED/PE Response to Conditions	Educator Preparation Leadership Team			
12:30pm	1:30 pm	Lunch				
1:30pm	2:30pm	Educator Preparation Office (Initial and Advanced	) Program Faculty-Advanced			
2:45pm	3:45pm	Deans	Current Students-Initial			
4:00pm	5:00pm	President and Provost	Current Students-Advanced			
5:00pm	6:00pm	AEP Accreditation Leadership Team				
TBD		Team Time: https://emporiastate.zoom.us/j/2455	5092463			

KSC	CAEP Acc	reditation Leadership Te	eam, Monday, April 4, 2022~ 8:00am to 8:45am			
Zoom Link:	https://keene.zoom.us/j/93804412390?from=addon					
Meeting ID, Passcode, Phone	One tap mob	leeting ID: 938 0441 2390 ne tap mobile L6465588656				
KSC Invites	Role	Email	Title			
Tanya Sturtz	Co-Chair	tsturtz@keene.edu	Associate Dean/Educator Preparation Leader			
Steve Bigaj	Co-Chair	sbigaj@keene.edu	Graduate Education Coordinator			
Darrell Hucks	Co-Chair	dhucks@keene.edu	Chair, Education Department			
Kim Schmidl-Gagne	Support	kgagne@keene.edu	Accreditation and Assessment Officer			
		Monday, April 4,	2022~ 9:00am to 10:00am			
Meeting 1:						
Marketing and	Role	Email	Title			
Admissions						
Zoom Link:		e.zoom.us/j/93804412390?from=add	on on			
Meeting ID,	Meeting ID:	938 0441 2390				
Passcode, Phone	One tap mob					
r asseoue, r none	+164655886					
Peg Richmond		mrichmon@keene.edu	Director of Admissions			
MB Lufkin		MB.Lufkin@keene.edu	Vice President of Enrollment and Student Engagement			
Kevin Justice		kjustice@keene.edu	Assistant Director of Admissions			
Paul Miller		Paul.Miller@keene.edu	Digital Marketing			
Sue Castriotta		scastrio@keene.edu	Associate Provost			
Jennifer Fritz		Jennifer.Fritz@keene.edu	Director, Graduate Studies and Extended Education			
Meeting 2:	Role	Email	Title			
Program Faculty- Initial	Kole	Email	Title			
Zoom Link:	https://koop		on			
ZOOIII LIIIK.		916 8802 0624	<u>on</u>			
Meeting ID,	One tap mob					
Passcode, Phone	+164655886					
Bev King		bking@keene.edu	Physical Education, Professor Emeritus			
Wanda Swiger		wswiger@keene.edu	Human Performance and Movement Sciences, Professor			
Marti Testo		Martin.Testo@keene.edu	Human Performance and Movement Sciences, Clinical Assistant Professor			
Kim Bohannon		kbohannon@keene.edu	Elementary Education, Associate Professor			
Erica Holyoke		Erica.Holyoke@keene.edu	Elementary Education, Assistant Professor			
Jeanna Prieto		Jeanna.Prieto@keene.edu	Elementary Education, Assistant Professor			
Chris Parsons		Christopher.Parsons@keene.edu	English Education, Assistant Professor			
John Sturtz		isturtz@keene.edu	Social Studies Education, Associate Professor			
Eileen Phillips		ephillip@keene.edu	Math Education, Clinical Associate Professor			
Nancy Peck Sandi Howard		npeck@keene.edu Showard1@keene.edu	Early Childhood Education, Associate Professor			
John Hart		John.Hart@keene.edu	Music Education, Professor Music Education, Assistant Professor			
Fitni Destani		fdestani@keene.edu	Human Performance and Movement Sciences, Associate Professor			
i itiii Destaili		idestaili@keelie.edd	Truman i enormance and Movement Sciences, Associate Froiessol			

		Monday, April 4,	2022 10:15am to 11:15am		
Meeting 1:EPP Coordinators	Role	Email	Title		
Zoom Link:	https://kee	ne.zoom.us/j/93804412390?from=add	ion contract the second co		
Meeting ID, Passcode, Phone	Meeting ID: 938 0441 2390 One tap mobile +16465588656				
Darrell Hucks		dhucks@keene.edu	Chair, Education Department		
Kim Bohannon		kbohannon@keene.edu	Elementary Education, Coordinator		
Nancy Peck		npeck@keene.edu	Early Childhood Education, Coordinator		
Chris Parsons		<u>Christopher.Parsons@keene.edu</u> isturtz@keene.edu	Secondary and English Education, Coordinator		
John Sturtz Eileen Phillips		ephillips@keene.edu	Social Studies Education, Coordinator  Math Education, Coordinator		
Sandi Howard		Showard1@keene.edu	Music Education Coordinator		
Wanda Swiger		wswiger@keene.edu	Human Performance and Movement Sciences, Chair		
Steve Bigaj		sbigaj@keene.edu	Educational Leadership, Coordinator		
Lance Neeper		Lance.Neeper@keene.edu	Special Education, Coordinator		
Meeting 2: Assessment and Accreditation Demo	Role	Email	Title		
Zoom Link:	https://kee	ne.zoom.us/j/91688020624?from=add	<u>on</u>		
Meeting ID, Passcode, Phone	Meeting ID One tap mo +16465588				
Kim Schmidl-Gagne		kgagne@keene.edu	Assessment & Accreditation Officer		
Tracy Kaletsky		tkaletsk@keene.edu	Assessment Analyst		
Emily McGuiness		emcguiness@keene.edu	Information Support Technician		
Tanya Sturtz		tsturtz@keene.edu	Associate Dean of Arts, Education & Humanities, Educator Preparation Leadership		
		Monday, April 4,	2022~ 11:30am to 12:30pm		
Meeting 1: ELED/PE Updates	Role	Email	Title		
Zoom Link:	<u> </u>	ne.zoom.us/j/93804412390?from=add	<u>on</u>		
Meeting ID, Passcode, Phone	One tap mo +16465588				
Bev King Wanda Swiger Marti Testo Kim Bohannon Darrell Hucks Jeanna Prieto Erica Holyoke Fitni Destani		bking@keene.edu wswiger@keene.edu Martin.Testo@keene.edu kbohannon@keene.edu dhucks@keene.edu Jeanna.Prieto@keene.edu Erica.Holyoke@keene.edu fdestani@keene.edu	Physical Education, Assistant Professor Emeritus Human Performance and Movement Sciences, Chair and Professor Human Performance and Movement Sciences, Clinical Assistant Professor Elementary Education, Associate Professor Elementary Education, Professor Elementary Education, Assistant Professor Elementary Education, Assistant Professor Human Performance and Movement Sciences, Associate Professor		
Meeting 2:	Role	Email	Title		
Ed Prep Leadership					
Zoom Link: Meeting ID, Passcode, Phone			<u>on</u>		
Darrell Hucks		dhucks@keene.edu	Elementary Education, Professor		
Tanya Sturtz		tsturtz@keene.edu	Associate Dean of Arts, Education & Humanities, Educator Preparation Leadership		
Steve Bigaj		sbigaj@keene.edu	Educational Leadership, Coordinator		
		Lunch, Monday, Apr	il 4, 2022 12:30pm to 1:30pm		
		Monday, April 4,	, 2022~ 1:30pm to 2:30pm		
Meeting 1: Educator Prep Office	Role	Email	Title		
Zoom Link:	https://kee	ne.zoom.us/j/93804412390?from=add	on		
Meeting ID, Passcode, Phone	Meeting ID: 938 0441 2390 One tap mobile +16465588656				
Kate O'Connor Emily McGuiness Tanya Sturtz		koconnor3@keene.edu emcguiness@keene.edu tsturtz@keene.edu	Associate Director of Educator Preparation Information Support Technician Educator Preparation Leadership		
Meeting 2: Program Faculty-Advanced	Role	Email	Title		

Zoom Link:	https://keen	e.zoom.us/j/91688020624?from=addo	on		
	Meeting ID: 916 8802 0624				
Meeting ID, Passcode, Phone	One tap mob	pile			
Lance Neeper		Lance.Neeper@keene.edu	Associate Professor, Special Education		
Steve Bigaj		sbigaj@keene.edu	Professor, Educational Leadership		
Darrell Hucks		dhucks@keene.edu	Professor, Graduate/Undergraduate		
Peggy Wozniak		peggy.wozniak@keene.edu	Adjunct Faculty, Educational Leadership		
Rick Nannicelli		rnannicelli@comcast.net	Adjunct Faculty, Educational Leadership		
Shelia Mahon		sheila@mds-nh.org	Adjunct Faculty, Special Education		
Meeting 1: Deans	Role	Email Email	2022~ 2:45pm to 3:45pm		
Zoom Link:	Role		/keene.zoom.us/j/93804412390?from=addon		
		псрз.//	Meeting ID: 938 0441 2390		
Meeting ID, Passcode, Phone			One tap mobile +16465588656		
Kirsti Sandy		ksandy@keene.edu	Dean of Arts, Education and Humanities		
Karrie Kalich		kkalich@keene.edu	Dean of Sciences, Sustainability and Health		
Celia Rabinowitz		Celia.Rabinowitz@keene.edu	Dean of Mason Library, KSC		
Meeting 2: Current Students-Initial	Role	Email	Title		
Zoom Link:	https://keen	e.zoom.us/j/91688020624?from=addo	<u>on</u>		
Meeting ID,		916 8802 0624			
Passcode, Phone	One tap mob +164655886				
Meghan Wilson	5 105 5000.	Meghan.wilson@keene.edu	Elementary, Student Teaching		
Kathryn Long		Kathryn.long@keene.edu	Elementary, Methods II		
Nicole Jones		Nicole.jones@keene.edu	Elementary, Student Teaching		
Talyn McGrarrity		Talyn.mcgrarrity@keene.edu	Elementary, Student Teaching		
Riley Matthews		Riley.matthews@keene.edu	Elementary, Student Teaching		
Haley Driver		Haley.driver@keene.edu	Elementary, Student Teaching		
Jiana Lotito		Jiana.Lotito@keene.edu	Social Studies, Student Teaching		
Ben Nelson-Betz		Benjamin.Nelson-Betz@keene.edu Courtney.Chouinard@keene.edu	Social Studies, Methods I		
Courtney Chouinard Gregory Esposito		gregory.esposito@keene.edu	Social Studies, Methods I PE, Student Teaching		
Adam Stapleton		Adam.Stapleton@keene.edu	PE, Student Teaching		
Kaitlyn Wilson		Kaitlyn.Wilson@keene.edu	English, Student Teaching		
Laura Botelho		Laura.Botelho@keene.edu	English, Student Teaching		
Hattie Skyorak		Hattie.Skvorak@keene.edu	Music, Student Teaching		
Breahna Jenkins		Breahna.Jenkins@keene.edu	Music, Student Teaching		
Chase Chamberlin		Chase.Chamberlin@keene.edu	Math, Student Teaching Fall 2021		
Chelsea Parzych		Chelsea.Parzych@keene.edu	EC, Practicum 1		
Hannah Chadeayne		Hannah.Chadeayne@keene.edu	EC, Practicum 1		
Presley Inzodda		Presley.Inzodda@keene.edu Sydney.McCarty@keene.edu	EC Birth to 3rd, Student Teaching EC Birth to 3rd, Student Teaching		
Sydney McCarty Jessica Lawton		Jessica.Lawton@keene.edu	Science (STEM Middle School), methods 1		
			2022~ 4:00pm to 5:00pm		
Meeting 1: President					
and Provost	Role	Email	Title		
Zoom Link:		e.zoom.us/j/93804412390?from=addo	<u>on</u>		
Meeting ID, Passcode, Phone	Meeting ID: 938 0441 2390 One tap mobile +16465588656				
Melinda Treadwell		president@keene.edu	President, Keene State College		
James Beeby  Meeting 2: Current	B.1	James.Beeby@keene.edu	Provost and Vice President of Academic Affairs		
Students-Advanced	Role	Email	Title		
Zoom Link:		e.zoom.us/j/91688020624?from=addo	<u>on</u>		
Meeting ID, Passcode, Phone	Meeting ID: 916 8802 0624  One tap mobile +16465588656				
Christina O'Hara		christina.ohara@keene.edu	Intern, Bedford High School		
Megan Pouliot		megan.pouliot2@keene.edu	Intern, Winchester School		
Heather Dean		h.dean@sau47.org	Student, Educational Leadership		
Amanda Dibble		a.dibble@sau47.org	Intern, Conant High School		
Laura Bradley		laura.bradley@keene.edu	Intern, Surry Village Charter School		
David Fraser		d.fraser@sau47.org	Intern, SAU 47		
Alexis Blanchette		Alexis.Blanchette@ksc.keene.edu	Intern, Wheelock Elementary		

Kimberly Kalis Emma King Katelyn Mello Erin Morley		Kimberly.Kalis@ksc.keene.ed Emma.King@ksc.keene.edu Katelyn.Mello@ksc.keene.ed Erin.Morley@ksc.keene.edu	Intern, Academy Elementary		
		KSC CAEP AC	ccreditation Leadership Team		
		Monday, Apı	ril 4, 2022~ 5:00pm to 6:00pm		
Zoom Link:	https://keene	e.zoom.us/j/93804412390?fron	n=addon_		
Meeting ID, Passcode, Phone	Meeting ID: 938 0441 2390 One tap mobile +16465588656				
KSC Invites	Role	Email	Title		
Tanya Sturtz	Co-Chair	tsturtz@keene.edu	Associate Dean/Educator Preparation Leader		
Steve Bigaj	Co-Chair	sbigaj@keene.edu	Graduate Education Coordinator		
Darrell Hucks	Co-Chair	dhucks@keene.edu	Chair, Education Department		
Kim Schmidl-Gagne	Support	kgagne@keene.edu	Accreditation and Assessment Officer		

	MONDAY~ April 4, 2022 CAEP VISIT								
Start	End	Meeting #1	Meeting #2	u u					
TBD		Team Time: https://emporias	state.zoom.us/j/2455092463	lesk					
		Morning		des					
Zoom		https://keene.zoom.us	https://keene.zoom.us	<b>pd</b>					
Link		/j/93804412390?from=addon	/j/91688020624?from=addon	<b>elp</b>					
Meeting ID, Passcode, Phone		Meeting ID: 938 0441 2390 One tap mobile +16465588656	Meeting ID: 916 8802 0624 One tap mobile +16465588656	State Hel					
8:00am	8:45am	CAEP Accreditation Leadership Team		e.zo					
9:00am	10:00am								
10:15am	11:15am			Keen os://keen					
12:00pm	12:45pm	Exit Interview		Z ?:sa					
TBD		Exit Interview  Team Time: https://emporiastate.zoom.us/j/2455092463							

KSC CAEP Accreditation Leadership Team						
	Tuesday, April 5, 2022~ 8:00am to 8:45am					
Zoom Link:	https://koo	ne.zoom.us/j/93804412390?from=add				
Meeting ID,		: 938 0441 2390	<u>                                     </u>			
Passcode, Phone	One tap mo	One tap mobile				
KSC Invites	+16465588	656 Email	Title			
	Co-Chair		1.00			
Tanya Sturtz	Co-Chair Co-Chair	tsturtz@keene.edu	Associate Dean/Educator Preparation Leader Graduate Education Coordinator			
Steve Bigaj		sbigaj@keene.edu				
Darrell Hucks	Co-Chair	dhucks@keene.edu	Chair, Education Department			
Kim Schmidl-Gagne	Support	kgagne@keene.edu	Accreditation and Assessment Officer			
		Ex	xit Meeting			
		Tuesday, April 5,	2022~ 12:00pm to 12:45pm			
KSC Invites	Role	Email	Title			
Zoom Link:	https://kee	ne.zoom.us/j/93804412390?from=add	lon_			
Meeting ID,	Meeting ID	: 938 0441 2390				
Passcode, Phone	One tap mo	bile				
	+16465588	656				
Melinda Treadwell		president@keene.edu	President, Keene State College			
James Beeby		James.Beeby@keene.edu	Provost and Vice President of Academic Affairs, KSC			
Kirsti Sandy		ksandy@keene.edu	Dean of Arts, Education and Humanities			
Karrie Kalich		kkalich@keene.edu	Dean of Sciences, Sustainability and Health			
Celia Rabinowitz	Celia.Rabinowitz@keene.edu Dean of Mason Library, KSC					
Tanya Sturtz		tsturtz@keene.edu	Associate Dean of Arts, Education & Humanities, Educator Preparation Leadership			
Steve Bigaj		sbigaj@keene.edu	Graduate Education Coordinator			
Darrell Hucks		dhucks@keene.edu	Chair, Education Department			
Kim Schmidl-Gagne		kgagne@keene.edu	Assessment & Accreditation Officer			

Appendix C: (refer to attachments # 1-3)

# 1. CAEP Accreditation Action Letter (CAEP determination) - 11/18/2022

- # 2. CAEP Information for EPPs Granted Accreditation November 2022
- # 3. CAEP Accreditation Action Report 12/5/2022 (decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope)

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 January 12, 2023 meeting.

### A. ACTION NEEDED

The State Board of Education (Board) is, by statute<sup>i</sup>, responsible for the licensure of educational personnel. Additionally, the Board grants final approval of all New Hampshire professional preparation programs that result in gaining educational licensure of approved professional education preparation program (PEPP).

**Rivier University** (**RIV**) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. **RIV** and the Council for Teacher Education (CTE) are requesting the Board formally approve the substantive request to reinstate the fifteen (15) licensure only pathways of their state approved educator preparation programs listed below.

RU	JLE	PROFESSIONAL EDUCATOR	LEVEL		APPROVAL		
		PREPARATION PROGRAMS-	OFFERED	EXPIRY	TYPE	Proposed Correction	
507.18	612.03	Early Childhood Education Teacher (birth - grade 3)	BA, MEd	12/30/26	Full	BA, MEd, Licensure*	
		Elementary Education Teacher (K-8) (K-6)**	BA, MEd	12/30/26	Full	BA, MEd, Licensure*	
	612.05	English Language Arts Teacher for Grades 5-12	BA, MAT	12/30/26	Full	BA, MAT, Licensure*	
507.55	612.35	English Language Arts Teacher for Grades 5-8	BA, MAT	12/30/26	Full	BA, MAT, Licensure*	
	612.25	Life Sciences Teacher for Grades 7-12		12/30/26		BA, MEd, Licensure*	
	612.17	Mathematics Teacher, Middle Level (to Alg.1/Integ 1)	,	12/30/26		BA, MAT, Licensure*	
	612.18	Mathematics Teacher, Upper Level (Pre-Alg to AP Math)	BA, MAT	12/30/26	Full	BA, MAT, Licensure*	
	612.28	Social Studies Teacher for Grades 5-12	BA, MAT	12/30/26	Full	BA, MAT, Licensure*	
507.29	612.29	Social Studies Teacher for Grades 5-8	BA, MAT	12/30/26	Full	BA, MAT, Licensure*	
507.40		Special Education Teacher (age 5 through 21)	BA, MEd	12/30/26	Full	BA, MEd, Licensure*	
	612.10	Special Education - in Area of Emotional and Behavioral Disabilities*	MEd	12/30/26	Full	MEd, Licensure*	
507.45	612.11	Special Education - in Area of Specific Learning Disabilities*	MEd	12/30/26	Full	MEd, Licensure*	
RU	JLE	SPECIALTY AREAS	FORMAT	EXPIRY	TYPE		
506.04	614.04	Principal Instructional Leader	MEd	12/30/26	Full	MEd, Licensure*	
508.01	614.03	School Counselor	MEd, Ed.S			MEd, Ed.S, Licensure*	
		School Psychologist		12/30/26		EdS, Licensure*	
*Li	*Licensure~ Prospective candidates seeking a pathway to obtain a license in an existing education program of study in the Division of Education and						

\*Licensure~ Prospective candidates seeking a pathway to obtain a license in an existing education program of study in the Division of Education and Counseling, PEPP at Rivier University must have a master's degree. A second master's degree is not earned by candidates in the licensure only pathway.

### **B. RATIONALE FOR ACTION**

**Rivier University** is requesting the correction of the official record of their approved PEPPs that existed prior to 2018. The approval of the licensure only pathway was inadvertently left off multiple documents prior to at least 2018. The NHED, the NHCTE nor the Council were able to pinpoint any official documentation regarding this error.

Both the Bureau of Educator Preparation & Higher Education and the Council for Teacher Education (CTE) unanimously (Yes- 12; Abstain- 1) recommend this reinstatement.

### C. EFFECTS OF THIS ACTION

This approval will allow for the **Rivier University** to officially reinstate the official designation of the licensure only pathway on their official roster of approved educator preparation programs. As such, this will authorize the Bureau of Credentialing to make the necessary adjustments for electronic approval through the Educator Information System (EIS).

### D. HISTORICAL BACKGROUND

- August 2014- The new Ed 600s approved 3/2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; Rivier extended thru 8/31/2017.
- November 2017- The Board [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 Ed 602.02(g)(3).
- March 2018- The Board granted conditional program approval for two (2) years expiring on 12/31/2019, to Rivier University's Professional Preparation Programs. Within this two-year conditional approval, a full review of the institution's programs will occur prior to the 12/31/2019 expiration. Rivier University shall be required to submit two priority progress reports addressing findings, detailed in the 1/18/2018 report. The first progress report shall be submitted on or before 9/30/2018, the second priority progress report shall be submitted on or before 3/31/2019.
- January 2019- In 12/2017, **RIV** was granted a 2-year conditional approval to expire 12/2019. The Board voted to have RIV submit two priority progress reports, the first in 9/2018 and the second in 3/2019. The first progress report satisfied all the CTE and Board requirements. The second progress report will be presented at the Board's 4/2019 meeting.
- December 2019- The Board granted full seven-year approval for the following PEPPs through 12/2026: ECE, El. Ed., Sec. ELA, Sp. Ed., EBD, SLD, Sec., Math, Gen Sci, Life Sci, SS 5-8, Sec. SS, Couns, Princ, Psych and ELA 5-8.

### E. POSSIBLE MOTION

	I move that the State Roard of Education accept a	and approve the Substantive Change to reinstate the Licensur
	<u>-</u>	
u	way for all fifteen (15) PEPPs with alignment of L	December 30, 2020, expiration date.
	OR, I move that the State Board of Education	·
		(indicate some other recommendation)

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 Council for Teacher Education is charged with monitoring the implementation of the new process and making yearly reports to the State Board.

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.

i i RSA 186:11, X; RSA 21-N:II(r)

## New Hampshire Department of Education Council for Teacher Education

## **Substantive Change Report**

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

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

Changes in the PEPP's deliver	y system to	primarily	on-line	delivery;

Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.

### ☐ Changes beyond those indicated by the assessment system for continuous improvement;

 Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.

### ■ Elimination of a PEPP

Examples including but not limited to teach out, phase out, elimination, on hold, etc.

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

CONTACT INFORMATION: Institution:	Street Address:	
Name of Contact:	City/State:	
Coordinator/Title:	Zip Code:	
Email address:	Telephone:	
Is the change at the (check either or both):	at the unit level and/or	at the program level(s)

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

Ed. Rule(s)  Example:	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full

<sup>\*\*</sup>Approved Levels: BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

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?
	**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)).**
	eturn the completed form to <u>Laura.Stoneking@doe.nh.gov</u> or mail to the New Hampshire Department of ucation, 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.
	4 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.

Ed

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

Date Received by NHDOE:

## New Hampshire Department of Education Council for Teacher Education

## **Substantive Change Report**

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

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

Changes in the PEPP's deliver	y system to	primarily	on-line	delivery;

Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.

### ☐ Changes beyond those indicated by the assessment system for continuous improvement;

 Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.

### ■ Elimination of a PEPP

Examples including but not limited to teach out, phase out, elimination, on hold, etc.

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

CONTACT INFORMATION: Institution:	Street Address:	
Name of Contact:	City/State:	
Coordinator/Title:	Zip Code:	
Email address:	Telephone:	
Is the change at the (check either or both):	at the unit level and/or	at the program level(s)

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

Ed. Rule(s)  Example:	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full

<sup>\*\*</sup>Approved Levels: BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

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?
	**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)).**
	eturn the completed form to <u>Laura.Stoneking@doe.nh.gov</u> or mail to the New Hampshire Department of ucation, 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.
	4 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.

Ed

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

Date Received by NHDOE:

### **Standard Operating Procedure**

Transcript Review for Applicants Seeking Only Licensure

### Requirements

Prospective students seeking a pathway to obtain a license in an existing education program of study in the Division of Education and Counseling, Professional Educator Preparation Program (PEPP) at Rivier University must have a Master's Degree. A second master's degree is not earned by students in the licensure only pathway.

### **Student Population**

- Frequently these requests are from students who have completed a master's degree in an existing program within the Division of Education and Counseling.
- A limited number of students have completed a program of study in an educator preparation program at another institution and hold a master's degree.
- In some cases, a program has been completed in an educator preparation program for a bachelor's degree. For example, in the case of an educator who was licensed in Elementary Education at the bachelor's degree level, a licensed teacher may have completed a master's degree in Curriculum and Instruction.

### **Review of Performance**

The Program Director of Education reviews each student's transcript, catalog course descriptions, and syllabi to determine the applicable courses in the selected program that have been completed and the courses that need to be completed to obtain licensure in the State of New Hampshire. Both sets of courses are compared to the existing program of study in the Division's PEPP programs approved by the NHDOE. The transcript review process ensures that all program requirements are met for the licensure.

The Program Director then seeks approval from the Dean, Division of Education and Counseling for enrolling the student in the outstanding courses required courses for licensure.

When the student has completed the additional required courses for licensure the Program Director of Education and Certification Officer review the additional courses and the completed courses identified in the original master's degree to ensure all requirements are met. The Program Director and Dean then sign the completed program of study for the licensure only pathway.

This review process is an effective and efficient means to help students obtain a license outside of completing a program and awarding of an additional degree.

### **EXECUTIVE SUMMARY**

### Office of Chartered Public Schools

### Academy of Science and Design Public Chartered Public School Request

### A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the following charter amendments request from Academy of Science and Design Chartered Public School(CPS).

- Increase the school's enrollment cap from 600 students to a maximum of 800 students.
- The addition of a fifth grade to ASD's existing 6-12<sup>th</sup> grade program

### B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny the amendment of a charter schools charter.

### C. <u>EFFECTS OF THIS ACTION</u>

The proposed amendments of the charter will allow Academy of Science and Design CPS to:

- Better meet the demand for enrollment opportunities at ASD
- Provide earlier educational opportunities for New Hampshire students and better prepare them for the rigorous ASD curriculum

### D. POSSIBLE MOTION

I move that the State Board of Education approve the amendments of Academy of Scientific and Aca	nce
and Design Chartered Public School's charter.	

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: Academ	ny for Science and Design
---	---------------------------

Name of School Director: Jennifer Cava

Street Address: 486 Amherst Street, Unit 1, Nashua, New Hampshire 03063

Town: Nashua

Email: Jennifer.Cava@asdnh.org

Phone Number: 6035954705

Amendment	Type:
(Select all that	apply.)

□ Grade Levels	
☐ Mission	☐ Curriculum/Model

### **Description:**

(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

The Academy for Science and Design (ASD) is a STEM-focused chartered public school located in Nashua, New Hampshire, that currently serves students in grades 6-12. ASD is seeking approval from the New Hampshire State Board of Education for two amendments to our current Charter. The first proposed amendment is an increase in the school's enrollment cap from 600 students to a maximum of 800 students. The second proposed amendment is the addition of a fifth grade to our program, which would enable ASD to serve New Hampshire students in grades 5-12.

### Reasoning:

(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

The Academy for Science and Design is driven by our mission to cultivate future leaders and innovators in science and technology and recognizes our critical role in engaging and inspiring New Hampshire's future workforce through an academic program recognized statewide and nationally for excellence. As demonstrated by consistent numbers of applicants that exceed the number of seats available, there is an increasing number of New Hampshire residents who wish to enroll their children at ASD.

After fifteen years of operation, the Academy for Science and Design has purchased and will be transitioning to a new facility in Nashua, located at 9 Townsend West (a neighboring building to the current facility). This facility is



## **New Hampshire Department of Education**

## Office of Charter Schools

		137,000 square feet, roughly twice the size of the current facility (67,000 square feet with an average student population of 540 students). While the primary goal for this building purchase is to improve the learning environment for our students and bolster our sustainability through controls that accompany building ownership, ASD also recognizes an opportunity to respond to the tremendous interest in our program by making more spaces available for New Hampshire students. ASD has also bolstered outreach efforts within Nashua and across the state, exploring ways of boosting awareness about our program to families and students with a goal of building an even more diverse population of learners. We would like to have additional seats available to accommodate what we believe will be an increased number of learners seeking to enroll.			
		Additionally, ASD recognizes the value of earlier exposure to STEM fields of study, as well as the growing need for our schools to address the learning deficiencies of many of our young people following the disruption of the COVID pandemic. These are the primary reasons that ASD is proposing the addition of a fifth grade to our academic program. While sixth grade has been a successful entry point for many students who are coming from elementary programs with a "natural break" between fifth and sixth grade, ASD has also become aware of many school districts and programs that have a natural break after fourth grade, making a transition to ASD less disruptive to the student as a fifth grader.			
		ASD has developed a strategy for both an increase to the enrollment cap as well as the addition of a fifth grade that allows for slow and thoughtful growth and program development. That strategy incorporates historical data and the mission and goals of our program; additionally, our strategy also acknowledges the need for flexibility and responsiveness to the needs of our current learners as well as those we anticipate serving in the years to come.			
Impact A		<ul><li>☑ Students/Families</li><li>☑ Staffing</li></ul>	<ul><li>☑ Budget</li><li>☐ Facilities</li></ul>	☐ Goals (academic, program, organizational) ☐ Accountability Plan	
amendment approval)		□ other		•	
A copy of the last approve required to be attached to Please include the followi	o any a	amendment application	. 🛮 Copy attached.		
		ailed description of the impacts to students and families of for communication of these impacts			



## **New Hampshire Department of Education**

## Office of Charter Schools

C1 (**	☑Detailed description of the impacts to staff members		
Staffing:	☑Plan for communication of these impacts		
	☑Detailed description of the impacts to the budget		
Budget:	⊠Amended next year budget		
	☑Detailed description of the impacts to the facilities		
Facilities:	⊠Timeline for impacts		
Goals:	□Goal revisions		
Accountability Plan:	☐Accountability plan revisions		
By signing below, I cert and accurate to the bes	tify that the information contained within this application for amendment is true st of my knowledge.		
Print Name: Richard Bart	<u>Date:</u> December 15, 2022		
Signature of the Chairma	n of the Board of Trustees		



## New Hampshire Department of Education Office of Charter Schools

	☑Detailed description of the impacts to staff members
Staffing:	☑Plan for communication of these impacts
	☑Detailed description of the impacts to the budget
Budget:	⊠Amended next year budget
	☑Detailed description of the impacts to the facilities
Facilities:	☑Timeline for impacts
Goals:	□Goal revisions
Accountability Plan:	□Accountability plan revisions

By signing below, I certify that tand accurate to the best of my k	he information contained within this application for amendment is true nowledge.
Print Name: Richard Bartle  Docusigned by:  Signature of the Chairman of the B	Date: December 15, 2022  oard of Trustees

### **Supplemental Materials: Focus on Students and Families**

- Detailed description of impacts to students and families
- Plan for communication of these impacts

Summary of proposed amendment: Increase of enrollment cap from 600 students to 800 students; addition of 5th grade (resulting in ASD serving students in grades 5-12)

### **Impacts to students and families:**

The impact of expansion of ASD's program to engage a larger number of students and incorporate an additional grade-level would be highly beneficial for students and families in several ways, including, but not limited to:

• Enhancing a STEM-focused foundation for New Hampshire students

Earlier exposure to STEM subjects, robust thinking dispositions, as well as learning mindset (growth mindset) and confidence that will prepare our New Hampshire students for greater success in STEM disciplines and careers. Following the pandemic, our nation has seen an alarming decline in student achievement, particularly in the realm of mathematics and science. We believe that enhancing the foundation for students through the addition of a fifth grade program will more adequately address this concern, as well as to reduce the achievement gap as well as increase equity of access to our program for a more diverse population of students.

• Supporting innovation in STEM-focused instruction

Establishing a smaller program for fifth grade students will allow for true exploration and innovation in inquiry-based and problem-based instruction. Highly-qualified instructors will be recruited to plan and implement curriculum that can be piloted within ASD's fifth grade program and later disseminated to other schools seeking to enhance their own STEM-focused instructional practices.

• Outreach to more students, more communities

The addition of a new "entry point" to ASD's program will allow for a less disruptive entry for students from surrounding communities with elementary programs that end in fourth grade, including, but not limited to, Manchester, Merrimack, Bedford, and Amherst. The addition of a fifth grade at ASD allows students from these communities to enter directly following completion of their elementary program. Earlier inclusion in ASD's academic program will also increase the overall diversity of our student population, as students from underserved communities will receive earlier interventions and foundational preparation for ASD's academic program. We will continue to use our partnerships for outreach to underserved students through programs at the YMCA, Girls Inc., Breakthrough Manchester, the Boys and Girls Club, and the Nashua PAL (Police Athletic League). Additionally, we will continue to use social media to advertise our programs through our sites and collaborations with other local charter schools and local community organizations.

### Academy for Science and Design Charter Amendment Application December 2022

It should be noted that any expansion must be implemented slowly enough to minimize potential disruptions or negative impacts on students and families that can accompany any transition. Areas that must be taken into consideration include:

• Preservation of the school's high-quality program & tight-knit community

Increasing the number of students and grade-levels served by the Academy for Science and Design will require that adequate staffing is in place to meet the needs of students and families, including academic needs, social/emotional wellbeing, additional student services needs, and safety considerations. Instructional materials and resources to support fifth grade learners will need to be provided, mindful of the continuing needs for materials and resources to support instruction in the school's 6-12 program as well. Collaboration between school administration, classroom teachers, and Board Committees is critical in the planning and implementation stages in order to ensure that all needs for students are accounted for.

Experiencing periods of rapid growth from the original student population of 30 students in 2007, the Academy for Science and Design has come to understand the importance of maintaining a strong sense of community. A plan will be developed to support an increase in student/family population through continued engagement and consistent school-to-home communication.

• Impact on Admissions Policy and Procedure

Following approval of an amendment to increase ASD's student population and/or grade level expansion, the school will need to update existing policies and procedures related to admissions and enrollment. For some current families, the addition of a fifth grade will allow for siblings of current students to begin their enrollment at ASD one year earlier than previously expected. Individuals involved in revising all policies and procedures must also take into account that any changes may also cause some uneasiness and concern for applicants to grades 6-12 and their families. Clear communication will be critical for minimizing any confusion or concern.

### Academy for Science and Design Charter Amendment Application December 2022

The table below reflects a growth pattern that we believe will be ideal for the ASD program in order to both offer a diverse and challenging curriculum to students, but still remain a small school environment

	Current	Y+1	Y+2	Y+3	Y+4	Y+5
Grade	2022 2023	2023 2024	2024 2025	2025 2026	2026 2027	2026 2027
5	0	40	40	40	40	40
6	109	110	132	132	132	132
7	115	118	120	132	132	132
8	117	117	120	120	132	132
9	54	70	75	80	80	80
10	60	56	70	75	80	80
11	49	60	56	70	75	80
12	38	49	60	56	70	75
Total	542	620	673	705	741	751

### Plan for communication of these impacts:

January 12, 2023: State BOE meeting and potential approval of amendment

Early-February 2023: Announcement of Charter amendment to school community with opportunity for q & a; begin curriculum-planning, space-planning for 5th grade program

Mid-February 2023: Public announcement of 5th Grade program including outreach efforts to engage broader population of applicants; Admissions open for Grade 5

Mid-March 2023: Board approves and publicly shares budget for FY24 to include expanded enrollment and increased staffing/materials/etc.

Mid-late March 2023: Announcement of/recruitment for open positions

Mid-April 2023: Enrollment offers grades 6-12 (grade 5 still collecting applications)

Mid-April 2023: Fifth grade information session(s)/tour

Mid-April 2023: Contract Renewals/Hiring process for all faculty and staff

Mid-May 2023: Enrollment offers for Grade 5

June/July/August 2023: Summer programming and orientation sessions for all members of school community to support transition to new facility and provide information regarding updates to our program following Charter Renewal process in July

### **Supplemental Materials: Focus on Staffing**

- Detailed description of impacts to staff members
- Plan for communication of these impacts

Summary of proposed amendment: Increase of enrollment cap from 600 students to 800 students; addition of 5th grade (resulting in ASD serving students in grades 5-12)

### **Impacts to staff members:**

In preparation for the launch of a 5th grade program at the Academy for Science and Design, additional resources and funding will be focused during the 2021-2022 academic year on planning for an authentic, inquiry-based program; including curriculum development, planning, and the purchase of needed materials and resources. Other resources will be devoted to conducting the admissions process for the 5th grade (advertising, applications, lottery and enrollment) and finally, ASD will need to recruit and hire teachers for the new 5th grade.

In preparation to initiate a fifth grade program for 40-50 students in the Fall of 2023, ASD will recruit and secure two lead teachers with a background in inquiry-based instruction and two assistant teachers. These teachers will be divided between two classrooms, one focusing on math/science and the other focusing on language arts/social studies. The assistant teachers will also be responsible for teaching both integrated arts and physical education to the students.

Additional funding has been allocated in the proposed budget to support anticipated increases in needs related to counseling, student services, and general administration/management. The current structure of the school's leadership team will support the addition of a fifth grade program.

### Plan for communication of these impacts:

January 12, 2023: State BOE meeting and potential approval of amendment

Late-January, 2023: Announcement of Charter amendment to current staff with opportunity for q & a; opportunity for internal candidates to express interest in anticipated positions

Mid-March 2023: Board approves and shares budget for FY24 to include expanded enrollment and increased staffing/materials/etc.

Mid-late March 2023: Announcement of/recruitment for open positions

Mid-April 2023: Contract Renewals/Hiring process for all faculty and staff

June/July/August 2023: Summer planning and collaboration between new fifth grade team and teachers of other grade-levels, school administration, etc.

### Academy for Science and Design Charter Amendment Application December 2022

## **Supplemental Materials: Focus on the budget**

### **Detailed description of impact to the budget:**

For the 2023-2024 academic year, the anticipated student enrollment is projected to be 620 students. In anticipation of variability and to buffer for risk, the budget for FY24 is based upon a student population of 600 funded at \$7338.96 per student.

Anticipated revenue provided by the addition of a fifth grade program as well as a slight increase in ASD's high school program is projected to result in an additional \$440,337.60 (the equivalent of 60 additional students spanning grades 5-12) in FY24.

Anticipated expenditures related to increased staffing and resources to support the fifth grade program and a slight student population increase in the high school program are expected to total \$288,000, to include:

2 Main Classroom Teachers for Grade 5: \$100,000

2 Assistant Teachers for Grade 5: \$50,000 Increased Administrative Support: \$25,000 Instructional & Operational Supplies :\$45,000 Textbooks/Online Learning Platforms: \$50,000

Furniture/Equipment (fifth grade furniture and cafeteria tables): \$10,000

Printing/Copy Expenses: \$8,000

The remainder of the anticipated funding received will be directed to enhancements of the facility, increased heating and cooling, maintenance, and custodial services.

An amended budget for FY24 has been included with this application.

## ACADEMY FOR SCIENCE AND DESIGN

AMENDED CHARTER APPROVED BY ASD BOARD OF TRUSTEES DECEMBER 14, 2022

REVISED CHARTER APPLICATION APPROVED BY NH STATE BOARD OF EDUCATION APRIL 12, 2018
APPROVED BY ASD BOARD OF TRUSTEES NOVEMBER 8, 2017
ORIGINAL CHARTER APPLICATION APPROVED BY NH STATE BOE DECEMBER 2007

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### **EXECUTIVE SUMMARY**

Established as a STEM-focused public Charter school in 2007, the Academy for Science and Design (ASD) has endeavored to meet the challenge of economic and societal change following the decline of the state's textile industry and expansion of Boston's high-tech corridor into the southern New Hampshire region. The school is located on the outskirts of Nashua, New Hampshire's second largest and increasingly diverse city, reflecting an expanding immigrant population and its integration into the community. Though approximately half of ASD's current 525 students, grades 6-12, students enroll from the Nashua area, the school enrolls students from thirty-three other towns, some rural, but most reflecting the broader region's economic interest in science/technology-based industry.

The Academy for Science and Design celebrated its tenth year of operation in 2017, having launched in response to the need for a pipeline of students sufficiently inspired and equipped to continue their learning in a STEM field and eventually to lead the development of STEM industry in New Hampshire. After rapid enrollment increases over its first six years, the school has now reached the milestone of maintaining its optimal "small school" size, giving students a personal sense of belonging while they explore the rich and varied world of ASD's learning opportunities. The school is now recognized nationwide for providing to all students an exceptional design of rigorous, engaging STEM coursework combined with a unique approach to personalized learning across the arts and sciences. ASD succeeds with students who are already high-achieving and strongly motivated, but in line with its open-door policy also encourages and engages students who are merely curious about STEM and need the kind of academic, personal, and social supports necessary to transform their interest and potential into outstanding achievement.

After the initial Charter Application was approved by the New Hampshire State Board of Education in 2007, the Academy for Science and Design has amended its Charter on three occasions. The first amendment approved in 2008 resulted in an increase to the size of the Board or Trustees, as well as other Board-related operational matters. The second amendment was made in 2010, adding Grade 6 to the existing 7-12 program. In 2015, the Academy for Science and Design was granted an amendment to the Charter raising the enrollment cap from 450 students to 525 students. During the school's second Charter Renewal process in the Fall of 2017, the school made significant revisions to its charter, demonstrating a response to the needs of its student population, as well as to the role the Academy for Science and Design has as a New Hampshire public charter school.

### EDUCATIONAL MISSION, VISION, & CORE VALUES

### **VISION**

The Academy for Science and Design's STEM-focused program is advancing global citizenship by fostering curiosity, innovation, and leadership for all learners.

In constructing the school's original charter, founders envisioned New Hampshire having a world- class high school for science truly based on competitive educational programs and cutting-edge international applications in order to address the growing national concern for science and math education. Founders envisioned not only a school excellent for academics, but also for the well- being of students--a school not only beneficial for students who attend, but also for the State as a whole. Further, founders envisioned ASD to be a resource to other education providers, to broaden the scope of curriculum in STEM subjects,

to strengthen connections to NH colleges, and to engage with local businesses. Finally, the vision of students graduating from the Academy for Science and Design held by the original founders in 2007 was one of capable and confident young adults with the curiosity, understanding, and ability to address the challenges of their lives, as well as those faced by others at the local, national, and global level.

Over the last decade, ASD's strategies for encouraging and challenging all students to fulfill their potential as lifelong learners, innovators, and leaders have evolved into a unique approach to personalized learning across the entire school experience, including opportunities for students' self-directed inquiries and project development outside the classroom in either direct or indirect relationship with teachers' pre-established coursework. These independent inquiries and projects often inform the ongoing refinements teachers make to their courses. ASD continues to have an emphasis on being a "world class" school that promotes a global understanding for all students, empowering them to make positive contributions to the larger world around them. To ensure that all students benefit academically, personally, and socially from this synergistic approach to learning as a community, ASD has developed a culture of encouragement for individual inquiry and risk- taking, supported school-wide by teachers, administrators, students, and the ASD Board of Trustees; as well by the school's large network of volunteers, parents, and industry partners.

### **MISSION:**

Through our innovative STEM-focused program, the Academy for Science and Design fosters an environment that inspires, nurtures, and challenges every student; cultivating their individual abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens.

Serving as both a public, open-enrollment middle school and a high school with a STEM-focus, the Academy for Science and Design is committed to engaging a diversity of student learners at both of these levels through an exemplary structure for broadening student access to STEM-focused learning opportunities. Accordingly, ASD's program design is the school's signature strategy for the academic success of the variety of students who enter the school - a strategy focused on providing early exposure to opportunities in STEM that younger students may be unaware of, and then encouraging and supporting those students as they pursue a highly personalized pathway to a specialized STEM field in high school.

ASD's middle school program provides younger students the chance to explore, where by design all students are exposed to aerospace, physics, environmental science, engineering, computer science, biology, and chemistry. Students completing ASD's middle school program enter high school either as students continuing into ASD's more specialized STEM curriculum or as students moving into district or private institutions with both a keen awareness of these fields, and knowledge about their potential interests and abilities to continue to study such fields. These exploratory courses, often taught by industry professionals, combined with their engagement in ASD's many planned and incidental learning experiences described earlier in this application, have a profound and lasting impact on students, including those who may have been only curious about STEM upon enrolling in ASD.

Students who choose to continue into ASD's high school program, or students who enter the high school program from other institutions, are empowered to declare an area of specialization within STEM, allowing them to explore more deeply into a field of their own choice. This deeper understanding culminates in a capstone senior project, in tandem with an internship experience, giving students an authentic opportunity to demonstrate their ability and interest to continue their studies beyond the walls of ASD. A remarkable sense of ownership over their high school education is reflected in ASD graduates'

continued support of the mission of the school as alumnae, often inspired to return to share their experiences with students still progressing through the program.

To support the aforementioned mission and vision statements, the Academy for Science and Design subscribes to the following core beliefs:

- Curiosity is a catalyst for learning
- Students deserve to be challenged
- We are all global citizens
- Teachers are also learners
- Industry partners are essential

The core beliefs of the Academy for Science and Design (ASD) reflect the school's dedication to inspiring, engaging, and challenging our students to become the next generation of problem-solvers, students with not only highly developed academic abilities, but also with a keen global awareness and commitment to improving the lives of others. This latter objective, addressed through an approach that engages students in designing solutions to real-world problems, drives student learning across the ASD curriculum.

## GOVERNANCE AND ORGANIZATIONAL STRUCTURE, METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

### **BOARD OF TRUSTEES**

The Academy for Science and Design (ASD), a 501c (3) organization, is governed by a Board of Trustees (the Board), that has general supervisory control and authority over operations of the school, in accordance with RSA 194-B:5. ASD's Board has been in operation for 11 years as of the date of this Charter update; as such, numerous Board Policies and supporting processes have been set in place to define and guide the structure of Board Governance and ASD operation.

### **MEMBERSHIP:**

Trustee membership is balanced by Board approved policy (BBB) and process, with members comprised of both "ASD Parents" and "External or non-parents", to the degree possible, to represent a diverse set of individuals committed to ASD's educational mission, strategy, and sustainability. Whether an external or parent member, a focus is placed on:

- STEM -- both national and international -- business, science, engineering, and educational communities (Universities/educational community)
- Operations -- finance, business, personnel, project/program management, legal and educational
- Outreach -- financial stakeholders and partnerships, grants, revenue to ASD outside State aid, local/national community, and legislative ties

The Board sets forth the number of trustees, their terms, recruitment, and vetting process, through established Board approved policies and a documented process. In addition to its voting members, the Board may establish non-voting ex officio members and/or advisors, which at present include ASD's Director, and representatives from both the faculty and student body (both appointed annually).

### **OFFICERS**

Officer roles, as well as details for election/replacement are described in established Board approved policies.

Board Officers include: Chair, Vice-Chair, Secretary, Treasurer and Clerk. Officers are elected by a majority vote of those present at the annual organizational meeting and serve until the next annual meeting. Should a replacement officer be needed, a majority vote will ensue and the replacement will serve until the next annual meeting.

Officer roles, and details for election/replacement are described in established Board approved policies.

### **GOVERNANCE**

The Board has authority to set policy and make decisions that serve the mission, strategy and sustainability of ASD, and has oversight and authority to render final decisions on matters (at a minimum) pertaining to:

- Appointment of Board Committees and Advisory Members
- Setting policy
- Hiring and dismissal of personnel
- ASD Director -- Annual review / future goal setting / contract as needed
- Approval and oversight of annual budget and fund-raising programs
- Delineation of educational priorities
- Growth and strategic plan
- Professional salary and compensation program
- Reviewing/approving significant or multi-year contracts, e.g., for facilities and benefit programs
- Appeals, if not resolved first by Administration
- Any other matters that are not administrative in nature and/or that are prescribed in statute or rule

The Board may delegate responsibility to Administration to manage certain items on behalf of the Board, by motion with vote.

### **COMMITTEES**

The Board maintains subcommittees and advisory committees as it deems necessary to pursue specific topics. Committees meet and complete work outside of monthly Board meetings, reporting to the Board and bringing forth items for approval. On occasion, the Board may specifically vote to delegate a subcommittee to act on behalf of the Board.

### **BOARD OF ADVISORS**

The Board may be augmented by a Board of Advisors, non-voting, who represent science industries, academia, research, international relations, adjunct and faculty, legislators, and topics of interest to the board.

### **OPERATIONS**

The Board has regularly scheduled monthly meetings and follows New Hampshire Right to Know Law, RSA 91-A in the keeping of its minutes.

### GENERAL DESCRIPTION OF PROPOSED OR POTENTIAL LOCATION OF FACILITIES

The current location for Academy for Science and Design (Nashua, New Hampshire) exists within the area intended by the original founders of the school, which is along the Concord to Nashua corridor. Should the school need to relocate, efforts will be made to remain along the aforementioned corridor. Locating the school along this corridor supports the needs of students commuting from other towns, as well as supports the school's mission by providing reasonable access to surrounding industries and higher educational institutions.

## MAXIMUM NUMBER, GRADE OR AGE LEVELS, AND OTHER INFORMATION ABOUT PUPILS SERVED

### **ENROLLMENT**

After rapid expansion in the first five years of operation, an amendment to the Charter in 2010 to create a sixth grade, and a Charter amendment in 2015 to raise the enrollment cap from 450 students to 525 students, the Academy for Science and Design currently serves 525 students in grades 6-12. a Charter amendment in 2015 to raise the enrollment cap from 450 students to 525 students, and a Charter amendment in 2018 to raise the enrollment cap to 600 students, the Academy for Science and Design currently serves 545 students in grades 6-12.

The long-term student enrollment target is expected to be approximately 525 students 750 students, serving students in grades 5-12. The school has an enrollment cap of 600 800 students to accommodate expected fluctuations in grade level populations, to be specified by Board policy.

### INFORMATION ABOUT PUPILS SERVED

The Academy for Science and Design is designed for students from all academic and economic backgrounds who seek a public school with challenging academic study in all areas, but uniquely specialized in science, mathematics, technology, and engineering.

Students who are apt to choose the Academy for Science and Design, will:

- Seek the challenge of a school based on high standards and expectations,
- Have an interest in Science, Technology, Engineering, and/or Mathematics

- Welcome off-campus opportunities for learning, e.g. research and apprenticeships
- in different learning environments,
- Desire a program where students assist in their own program design and educational goal-setting,
- Welcome a personalized school environment designed to cultivate student interests and talents,
- Choose a school community based on respect, citizenship, and personal responsibility

## CURRICULUM THAT MEETS OR EXCEEDS STATE STANDARDS IN THE SUBJECT AREAS OFFERED

The curriculum at the Academy for Science & Design provides students with a well-rounded and rigorous foundation in math and science, while meeting the state requirements for graduation in all areas of study. Students of all grade levels and learning styles are challenged to think critically and logically, apply information, find and analyze evidence, work individually and in groups, share information electronically, and communicate clearly in both written and oral forms. The ultimate goal is to prepare students for a continuously evolving academic and technological world.

The number of credits required for graduation from ASD meets or exceeds state requirements in each curricular area.

#### **CURRICULUM FEATURES**

#### EXPLORATORY STEM COURSES AND IN-DEPTH, SPECIALIZED COURSES

The breadth of required courses provides for a stimulating introduction to many STEM fields, affording students the opportunity to explore unfamiliar content or fields they may not delve into on their own. Elective courses in all areas provide students with the opportunity to pursue more in- depth study of fields of their choice. Several of these advanced level courses provide students with the opportunity to earn college credit while still in high school. Faculty are encouraged to develop new electives inspired by their interests and those of the students.

Although not required, students are encouraged to focus their advanced electives in one of the Areas of Specialization offered by the school. These areas currently are:

- · Computer Science
- Engineering
- · Applied Laboratory Science
- · Environmental Science
- · Aeronautics and Astronautics
- · Mathematics

#### INTEGRATED COURSES

The integrated design of certain courses offered at ASD is consistent with the school's learning standard for synthesizing knowledge from multiple subject areas to address essential questions. The school continues to develop curriculum for these courses.

#### INSTRUCTION

Instructional methods employed at the Academy for Science and Design are multidimensional. They include explicit teaching of foundational knowledge by teachers inside the classroom as well as self-directed student learning of basic content outside the classroom via technology resources, with the latter providing classroom time for interaction, practice, individual interventions, and problem/project-based activities. These methods vary depending on subject matter and the pedagogical strengths of individual teachers, with the constant being the individual student and his or her academic, personal, and social growth.

#### SPARK CONFERENCES

SPARK Conferences (Symposium Promoting Advancement of Real-World Knowledge) expose students to various STEM careers, relevant topics, and issues in the realm of science and technology, as well as to cultivate their unique interests and talents. Several times throughout the year, students have the opportunity to sign up for and experience a program of seminars and short immersion courses. Presenters at SPARK include members of the ASD school community such as faculty, high school students, and parents. In addition, SPARK presenters come from local community organizations, higher education, and the corporate sphere. These presenters believe it is critical to enlighten and inspire our young leaders of tomorrow through exposure to experiences, ideas, and challenges that will help them to become creative and energetic leaders.

#### SENIOR RESEARCH PROJECT AND LEARNING STUDIOS

The Senior Research Project provides an opportunity for students to show local, national, and/or global understandings of the technical and social issues inherent in the application of science and engineering. Students are expected to be self-directed during the project, using skills such as initiative, logical and analytical thinking, reasoned and ethical judgment, well-integrated knowledge, and leadership.

While enrolled in Learning Studios, students design and implement an authentic project to address a problem requiring collaboration across subjects. The project requires extensive research, analysis, and collaboration with faculty and classmates, and since topics are dependent on student interest and their chosen area of specialization, students of greater and lesser ability support one another around their mutual interest in solving the problem at hand, making use of each student's individual contributions as well as knowledge acquired from their regular courses.

#### **TECHNOLOGY**

The Academy for Science and Design believes that it is vital that students explore, utilize, and understand the role of technology in education and in society. Teachers, in all curricular areas, integrate technology use into their instruction and assessment.

#### **COLLEGE AND CAREER READINESS**

The ASD curriculum supports college and career readiness in a variety of ways. Required courses are geared to college and university recommendations for preparation, and ASD offers a number of college-level courses to give many students a head start in college preparedness. Another important support is ASD's emphasis on developing in students a strong knowledge base upon which they can base thoughtful and original arguments or hypotheses. Perhaps most important to college/career preparedness,

however, is the experience ASD students acquire in self-direction: developing original and worthwhile ideas, establishing priorities and organizing one's time, identifying key resources, working well with others on a team, and persevering in completing a project.

#### VARIED ASSESSMENTS

Consistent with the multidimensional nature of teaching and learning at ASD, assessments for measuring and informing progress are varied as well. They include formative tests designed by teachers to assess understanding of ideas and information, and they include common summative assessments prepared by teachers of the same subject. During periods of explicit instruction, teachers are also adept in the use of monitoring strategies to ascertain group and individual progress. During the relatively greater amount of class time spent with hands-on, interactive

learning, teachers' noted observations and conferences with individual students are also used to analyze and improve student performance.

In view of ASD's emphasis on project/problem-based and self-directed learning, performance assessment plays a significant role in measuring individual progress of students, given its ability to assess a much greater range of cognitive and non-cognitive abilities than traditional testing alone. Rubrics are used to measure the quality of student projects and performances, capturing not only the quality of the process and final product, but also self-direction skills such as initiative, organization, resourcefulness, ethical judgment, persistence, and leadership. Assessments by teachers and self-assessments by students are used in combination, reflecting ASD's synergistic view of teaching and learning itself.

#### ADVISORY PROGRAM

The Advisory Program at the Academy for Science and Design supports students' social, academic, and emotional growth. Student advisory groups are comprised of approximately fifteen to twenty students who meet daily with a faculty advisor who moves along with the students as they progress through the academic program. In addition to engaging in team-building, learning organizational skills, and planning for college and career, students build lasting relationships with their faculty advisor as well as with their peers.

#### **INTERNSHIP**

The internship requirement at ASD provides invaluable work experience, outside the school setting, prior to graduation. The process of applying for and securing an internship helps students develop an understanding of the steps involved to successfully gain employment; the transition from the classroom to the workplace develops an appreciation for the application of knowledge to real world problems and solutions.

#### ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVES

- 100% of the academic courses have succinctly stated learning goals and objectives,
- More than 80% of students are proficient or advanced in reading, science, and mathematics on state assessments
- 100% of graduating students earn 5 credits in mathematics
- 100% of middle school students enroll in Algebra 1

- 100% of graduates complete internship experiences in science-related field, with specialists, industry leaders or entrepreneurs
- 100% of graduates have a post-graduation plan,
- 90% of graduates plan to attend a college,
- 100% of students participate in volunteer activities both on campus and off campus,
- All students contribute to a respectful community environment.

## ACHIEVEMENT TESTS TO BE USED TO MEASURE PUPIL ACADEMIC AND OTHER GOAL ACHIEVEMENT

The School measures student achievement using a wide array of methods. Teachers use both formative assessments to inform their instruction and approach in the classroom. Summative results from standardized testing, are also analyzed during yearly planning for making curriculum adjustments and focusing professional development. Data for improving school performance overall is generated through continuous interaction among the school director, school staff, parents, and community partners, as well as through surveys for indicating areas of concern.

#### **GRADUATION REQUIREMENTS**

The Academy for Science and Design maintains the graduation requirements listed below. The school defines "credit" as the completion of a year-long program with demonstrated content mastery. Partial credits are awarded for semester long classes or in situations where a sequence of classes is required to complete study of the material. The Program of Studies includes all required courses of study and is updated annually and approved by the Board of Trustees.

Of the 28.5 credits required to graduate, 26.5 are accrued through academic courses, as detailed in the following table. The other 2 credits are distributed between Stewardship (0.5), Internship (0.5), and the Senior Project (1).

Mathematics 5 credits

Applied Laboratory Science 3 credits Engineering 1 credit Computer Science 1 credit World Language and Cultural Studies 3 credits

English Language and Literature 4 credits

Social Science and History 3 credits Visual and Performing Arts 1 credit Health and Fitness 1.5 credits Learning Studios 1 credit Advanced Electives, Area of Specialization 3 credits

#### STAFFING OVERVIEW

The Academy for Science and Design is committed to recruiting and retaining highly qualified faculty and staff members. In addition to meeting all state requirements for public Charter schools in relationship to required certifications and criminal background checks, as well as all state and federal employment laws, ASD seeks to employ a diverse group of individuals who:

- Possess strong backgrounds/certifications from educational programs and experiences
- Have unique industry experience in STEM-related fields
- Are committed to the mission/vision of the school

#### SCHOOL LEADERSHIP

The Director is responsible for the daily operational management of the school, but additionally sits as a non-voting member on the Board of Trustees and all Board Committees, providing insight and direction at the school-level and the Board level. The Director also bears additional responsibilities such as direct interaction with members of the New Hampshire Department of Education, members of the State Board of Education, corporate partners, and state legislators.

The Director, in collaboration with the ASD Board of Trustees, develops an organizational structure with clear job responsibilities for all other administrators. This structure is reviewed and adjusted annually to meet the needs of the school.

The Director, in collaboration with the ASD Board of Trustees, will maintain a faculty and staff that promotes a high-quality academic program as well as provides needed support for guidance/student services.

#### PERSONNEL COMPENSATION PLAN

#### **COMPENSATION**

The philosophy of staffing and compensation is to recruit and retain highly motivated and talented personnel, committed to the excellence described in this charter and the philosophy of instruction and support. The school requires faculty who embrace teamwork within and across traditional subject disciplines.

The philosophy of compensation is based on whole school accomplishments, value, fairness, and freedoms afforded charter schools from traditional track and step compensation models. Additional compensation may be incurred by assuming extra responsibility in needed areas and through board-approved bonuses.

#### **BENEFITS**

The Board will continue to explore benefit program options that support employee retention.

The school honors state and federal guidelines that may apply to employees such as official holidays, family leave, disability, and civic duty.

#### PUPIL TRANSPORTATION PLAN

Charter school students will have access to transportation to the class program only if they reside in the district where the charter school is located. The charter school will comply with charter law provisions that govern student transportation under Section 194-B:2, which currently states:

RSA 194-B:2, 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 non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.

The Academy for Science and Design makes an effort to assist parents and students without access to bus transportation who wish to coordinate shared transportation.

#### STATEMENT OF ASSURANCES RELATED TO NON-DISCRIMINATION

Academy for Science and Design Chartered Public School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Academy for Science and Design Chartered Public School also does not discriminate in its hiring or employment practices.

The Board of Trustees has developed and adopted a policy and has administrative procedures to address complaints or concerns.

## METHOD OF COORDINATING WITH A PUPIL'S LOCAL EDUCATION AGENCY (LEA) FOR MATTERS PERTAINING TO ANY SPECIAL EDUCATION PROGRAMS

The Academy for Science and Design follows all rules outlined in New Hampshire Rules for the Education of Children with Disabilities in accordance with all RSAs as well as Special Education technical advisories and communication from the New Hampshire Department of Education.

Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding. The Academy for Science and Design will respect the LEA's responsibility under statute for handling special education decision-making, and provides a liaison as a member of the IEP team

The Academy for Science and Design initiates and participates in the Special Education process for students who are not identified and continues participation through the Special Education Process Sequence outlined in Ed. 1104.01 Sequence of Special Education Process.

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The sequence of the special education process shall be: (a) referral; (b) Evaluation; (c)Determination of eligibility; (d) Development and approval of the IEP; (e) Placement; (f) Ongoing monitoring of the IEP; and (g) Annual review of the IEP

The Academy for Science and Design encourages all interested students to apply and discusses the program with families including supports and resources provided by the charter school in collaboration with the LEA.

#### ADMISSION PROCEDURES

ELIGIBILITY The Academy for Science and Design is an open enrollment, public school. New Hampshire students who meet the school's admission criteria may apply. The school may accept out-of-state students at a fee to be set annually on a space available basis.

There are two criteria for admission eligibility:

- 1) The applicant student will have successfully completed the school year preceding admission with credits or creditable work in all core subjects. ASD will verify records by requesting copies directly from the sending districts.
- 2) The applicant and his/her parent/guardian acknowledges full understanding of and willingness to participate in the Mission of the school, its policies, program, and expectations.

Students seeking enrollment must complete ASD's application process. When there are more applicants that have completed the application requirements than available spaces in any grade or program, a lottery will be conducted. Only New Hampshire residents are eligible for the Lottery. Out of state applicants may be admitted at the current out-of-state tuition in the event that there are insufficient New Hampshire applicants to fill the available openings.

Applicants who are not admitted from the lottery will be placed on a wait-list in the order their names are drawn, according to grade or program. Should an opening occur, placement will be offered based on waiting list order. Once the school year has begun, applicants requesting to transfer to ASD will be invited to complete an application package and once successfully completed, will be placed at the bottom of the wait list according to grade or program. Complete applications received after lottery application deadline will be time-stamped and added to the Wait-List in the order received.

All non-New Hampshire resident applicants on the waiting list will be moved in numerical order to waiting list positions following all New Hampshire applicants, regardless of the order New Hampshire resident applications are received.

#### APPLICATION RELATED DATES AND PUBLIC NOTIFICATION

While applications are accepted throughout the year, an application deadline to be eligible for the admissions lottery will be set and publicly posted by the start of each academic year for admission to ASD in the following academic year.

This information will be made public in the following venues:

- ASD website
- A New Hampshire state-wide newspaper
- Posted in the ASD lobby
- Notification sent by email to all current ASD families, faculty, board members and founders

#### APPLICATION PACKAGE

All required forms in the application package will be available at ASD as well as online and must include all information required to meet this ASD Charter and NH State requirements (RSA 194-B).

#### PHILOSOPHY OF STUDENT GOVERNANCE AND DISCIPLINE

The Academy for Science and Design is committed to promoting a respectful and safe environment for all members of the school community. The school's student governance philosophy involves high expectations for respectful and responsible behavior and logical consequences for behavior that does not

meet expectations. The school has clear expectations for student behavior as outlined in the Parent & Student Handbook. Students are encouraged to access school counselors and advisors to assist with problem solving and conflict resolution through mediation.

The Academy for Science and Design Board of Trustees develops policies that conform to and support state law in all required areas including the areas of bullying, harassment, violence, drugs and alcohol, weapons, and other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy. The school 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, a pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the Director and staff in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil.

The Academy for Science and Design is committed to providing students opportunities for leadership and citizenship. The Student Council is elected annually, serves as the voice of the student body, and is integral to the school's culture.

#### METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING

The Academy for Science and Design follows public school accounting guidelines and utilizes internal accounting controls necessary to safeguard its assets. The Academy for Science and Design maintains accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial audit is prepared by an independent, certified public accountant.

The Academy for Science and Design Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the school's financial status. The Board of Trustees also adopts policies for the financial management of the school.

Any funds transferred from the school district will be to the general fund only. The Board of Trustees will establish a maximum cap for discretionary expenditures.

The Academy for Science and Design shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V).

#### ANNUAL BUDGET, INCLUDING ALL SOURCES OF FUNDING

The Academy for Science and Design will use the State's average high school tuition cost as guideline for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of 194-B:11 (2014)

In partnership with the Finance Committee, the Director and Business Manager develop an annual budget. This budget is approved by the ASD Board of Trustees prior to each fiscal year and reported to all entities required by law. The Academy for Science and Design recognizes that the long-term sustainability of a charter school requires a long-term fiscal plan.

See Appendix A for the 5 Year Projected Expenditure and Revenue Budget

ADDITIONAL SOURCES OF REVENUE

To obtain incremental funding and support for activities essential to high-quality STEM education and to pedagogical innovation, core elements of the Academy's mission, a number of focused efforts are being or will be undertaken:

- 1. An Annual Campaign and associated events, such as an Annual Gala, to encourage financial support from students' parents, Board members, and members of the surrounding community.
- 1. Substantial expansion of the Academy's outreach and engagement program to cultivate valuable supporting relationships with STEM-focused companies, particularly in New Hampshire and the Northeast, with the goal of obtaining financial support as well as in-kind contributions such as field trips, student internships, SPARK program presenters, Senior project panelists and corporate sponsorships and partnerships.
- 2. Initiation of an outreach program to identify entrepreneurs and high-net-worth prospective philanthropists who have STEM-related successes and a desire to promote STEM education.
- 3. Continual exploration of potential STEM-related grants and resources through local, regional and national programs.
- 4. Expansion of additional teaching opportunities such as fee-based summer school programs.
- 5. Ventures primarily operated by student organizations that will produce some amount of revenue while providing entrepreneurial experiences for those students.

The Academy has set a five-year goal to achieve \$500,000 annually from some combination of the above revenue-focused initiatives. There is an initial dependency on some level of volunteer support for some of these programs, but it is anticipated that the Academy's administration will increasingly assume responsibility as revenues from these efforts increase.

## SCHOOL CALENDAR ARRANGEMENT, NUMBER AND DURATION OF DAYS PUPILS ARE TO BE SERVED

The Academy for Science and Design School Calendar is developed by the Director and approved by the Board of Trustees. The Director ensures the school calendar maintains compliance with all requirements as set forth by Ed 306.18 and Ed 306.19.

A chartered public school shall provide instruction for at least the number of days required by state law. A chartered public school shall comply with compulsory attendance laws as provided in RSA 189:1, 189:1-a, and 193:1. Innovative scheduling resulting in at least that number of attendance hours required under RSA 186-C:15, 189:1, 189:1-a, and 193:1 and current state board attendance rules shall be encouraged.

## PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

The Academy for Science and Design, pursuant to all related laws and regulations at the local, state, and national level, maintains a comprehensive insurance program that provides protections needed for a public charter school, including worker compensation, liability insurance, and facility coverage.

#### IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES

During the period of planning and development, the Academy for Science and Design required numerous tasks addressed by specialists in fields of charter schools, assessment, school administration, insurance, finance, public relations, curriculum and instruction, foreign language, business and technology, science and engineering, marketing, and strategic planning.

Specialists involved in the first year of planning and development at the Academy for Science and Design included:

- Matora Fiorey, Ph.D., specialist in chemistry; founder,
- David Guo, Ph.D., specialist in aeronautical engineering and Chinese education,
- Susan Hollins, Ph.D., specialist in charter schools and school administration; founder,
- Barbara Hopkins, specialist in math/science grant programs and school business partnerships,
- Annette Kurman, specialist in public relations, currently at Daniel Webster College,
- Marc Lessard, Ph.D., specialist in space science, physics, and engineering; currently faculty at University of New Hampshire,
- Alexander Slocum, Ph.D., specialist in engineering, design, and invention; currently faculty at Massachusetts Institute of Technology,
- Fred Wetzel, Ph.D., specialist in independent teacher preparation programs and advanced placement programs.

All of the above-named specialists have intimate knowledge and commitment to New Hampshire's students, schools, and economy.

The Academy for Science and Design remains open to future involvement from these specialists, as well as others whose unique talents and expertise could inform best practices at the school.

#### PHILOSOPHY OF PARENT INVOLVEMENT, RELATED PLANS AND PROCEDURES

The high level of family engagement at the Academy for Science and Design is directly related to the school's highly effective school-to-home communication and its continued efforts to reach out to families for feedback about the program. Families receive regular communications from the school through various methods, including social media channels.

Families engage with the program in the following ways including, but not limited to: financial contributions, volunteering, resource sharing, advocacy, providing feedback to school personnel, and networking with potential community partners.

## PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENTS AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure that all New Hampshire residents have equal opportunity to apply to the Academy for Science and Design, a public relations effort will be initiated each year with application details and deadlines. Admissions information will be placed in a statewide newspaper advertisement each year, posted in the admissions portion of the school website and hung in the school lobby.

#### GLOBAL HOLD HARMLESS CLAUSE

The Academy for Science and Design agrees to indemnify and hold harmless any sending district which sends students to the charter school, and their officers, directors, board members, agents, and employees

(the "indemnified parties") from any and all claims, demands, actions or causes of action at law or in equity, and all damages, costs, losses, and expenses resulting from any act of omission by the charter school, its agents, employees or staff, relating to the operation of the charter school. The charter 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 and omissions.

The Academy for Science and Design, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the school district, any other school district which sends its students to the charter school, and their school boards, office directors, agents, employees, all funding districts and sources, and their successor and signs, (the "indemnified parties") from any and all claims, demands, actions and causes action, whether in law or in equity, and all damages, costs, losses, and expenses, including, but not limited to, reasonable attorney's 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.

#### SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE

If the provision of the Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

#### PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL

The Board of Trustees, in the event of dissolution, would develop a prompt but strategic plan that addressed debt obligation, contracts, and assets.

All property which the Academy for Science and Design has leased, borrowed or contracted for use shall be returned or handled according to contractual prearrangement.

Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

- 1. The board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.
- 2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.
- 3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curricular manuals, personal mementos and other material or apparatus that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legally liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. The Academy for Science and Design shall coordinate any planned or voluntary bankruptcy filing with the area school boards to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students at the Academy for Science and Design

#### PLAN FOR EDUCATION OF PUPILS SHOULD THE CHARTER SCHOOL CEASE OPERATION

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or/legal guardian. Likely options would be 1) re-

integration into the student's local public school, 2) application to a high school, including a different chartered public school, if available, 3) depending on age, early admission into a post graduate program, or 4) other available options based on parent and student priorities.

Official records of all the students would be transferred in a timely manner to the receiving school. Staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

#### ACCOUNTABILITY PLAN

The Academy for Science and Design provides all required annual reports of progress regarding governance, financial operations, student enrollment, progress toward meeting goals, parent involvement, and outreach. In addition to all accountability reporting required by state agencies, the Academy for Science and Design maintains and updates an Accountability Plan that is used to measure progress.

APPENDIX A 5-YEAR PROJECTED EXPENDITURE AND REVENUE BUDGET APPENDIX B SCHOOL ACCOUNTABILITY PLAN APPENDIX C ORIGINAL CHARTER APPLICATION JANUARY 2006

#### 2023-2024 Charter School Budget

Charter School Name	Academy for Science and Design		District #	411	
		eted Expenditures			
	Acct No	Total	Elementary	Middle	High
Instruction	1000-1999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Regular Programs	1100-1199	2,479,511.00		1,537,296.82	942,214.18
Special Programs	1200-1299	0.00			
Vocational Programs	1300-1399	0.00			
Other Programs	1400-1499	28,000.00		17,360.00	10,640.00
Non-Public Programs	1500-1599		XXXXXX	XXXXXX	XXXXXX
Adult & Community Programs	1600-1699		XXXXXX	XXXXXX	XXXXXX
Community/Jr Coll Ed. Programs	1700-1799		XXXXXX	XXXXXX	XXXXXX
Community Service Programs	1800-1899		XXXXXX	XXXXXX	XXXXXX
Support Services	2000-2999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Student Support Services	2000-2199	289,876.00		179,723.12	110,152.88
Instructional Staff Services	2200-2299	0.00			
General Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Collective Bargaining	0000-0000	0.00			
School Board Contingency	2310 / 840	750.00	XXXXXX	XXXXXX	XXXXXX
Other School Board	2310-2319	0.00			
Execuive Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Management Services	2320 / 310	102,375.00		63,472.50	38,902.50
All Other Administration	2320-2399	545,001.00		337,900.62	207,100.38
School Admin Services	2400-2499	600.00			600.00
Business	2500-2599	2,500.00		1,500.00	1,000.00
Operation & Maint. Of Plant	2600-2699	1,229,500.00		762,290.00	467,210.00
Student Transport	2700-2799	0.00			
Support Services Central/ Other	2800-2999	0.00			
Non-Instructional Services		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Food Service Operations	3100	0.00			
Enterprise Operations	3200	0.00			
Facilities, Acquisitions, Construction		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Site Acquisition	4100	0.00			
Site Improvement	4200	0.00			
Architectural/Engineering	4300	0.00			

Educational Specification Develop	4400	0.00			
Building Acquisition/Constr.	4500	0.00			
Building Improvement Services	4600	0.00			
Other Facilities Acq. And Serv.	4900	0.00			
Other Outlays	5000-5999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Debt Service - Principal	5110		XXXXXX	XXXXXX	XXXXXX
Debt Service - Interest	5120		XXXXXX	XXXXXX	XXXXXX
To Food Service	5220-5221		XXXXXX	XXXXXX	XXXXXX
To Other Special Revenue	5222-5229		XXXXXX	XXXXXX	XXXXXX
To Capital Projects	5230-5239		XXXXXX	XXXXXX	XXXXXX
To Capital Reserve	5251		XXXXXX	XXXXXX	XXXXXX
To Expendable Trust	5252		XXXXXX	XXXXXX	XXXXXX
To Non-expendable Trust	5253		XXXXXX	XXXXXX	XXXXXX
To Fiduciary Funds	5254		XXXXXX	XXXXXX	XXXXXX
To Charter Schools	5310		XXXXXX	XXXXXX	XXXXXX
To Other Agencies	5390		XXXXXX	XXXXXX	XXXXXX
Supplemntal Appropriation			XXXXXX	XXXXXX	XXXXXX
Deficit Appropriation			XXXXXX	XXXXXX	XXXXXX
Total Budgeted Expenses		4,678,113.00	0.00	2,899,543.06	1,777,819.94
Total Budgeted Expenses	Pud		0.00	2,899,543.06	1,777,819.94
Total Budgeted Expenses		Igeted Revenue	0.00	2,899,543.06	1,777,819.94
	Acct No	Igeted Revenue Total			
Revenue	Acct No XXXXX	Igeted Revenue Total XXXXXX	XXXXXX	XXXXXX	XXXXXX
Revenue Local Revenue	Acct No XXXXX 1111-1990	Igeted Revenue Total	XXXXXX XXXXXX	XXXXXX	XXXXXX
Revenue Local Revenue Tuition from NH LEA (Regular Program)	Acct No XXXXX 1111-1990 1321	Igeted Revenue Total XXXXXX 213,000.00	XXXXXX	XXXXXX	XXXXXX
Revenue  Local Revenue  Tuition from NH LEA (Regular Program)  Tuiltion From NH LEA (Special Program)	Acct No XXXXX 1111-1990 1321 1322	Igeted Revenue Total XXXXXX	XXXXXX XXXXXX	XXXXXX	XXXXXX
Revenue Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program)	Acct No XXXXX 1111-1990 1321 1322 1323	Igeted Revenue Total XXXXXX 213,000.00	XXXXXX XXXXXX XXXXXX	XXXXXX XXXXXX XXXXXX	XXXXXX XXXXXX XXXXXX
Revenue Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program) Other Tuition (Individuals/Outside LEAs/Other)	Acct No XXXXX 1111-1990 1321 1322 1323 1310/1330/1340	Igeted Revenue Total XXXXXX 213,000.00	XXXXXX XXXXXX XXXXXX	XXXXXX XXXXXX XXXXXX	XXXXXX XXXXXX XXXXXX
Revenue  Local Revenue  Tuition from NH LEA (Regular Program)  Tuiltion From NH LEA (Special Program)  Tuiltion From NH LEA (Vocational Program)  Other Tuition (Individuals/Outside LEAs/Other)  Transportation Fees	Acct No XXXXX  1111-1990  1321  1322  1323  1310/1330/1340  1400	geted Revenue Total XXXXXX 213,000.00 33,000.00	XXXXXX XXXXXX XXXXXXX XXXXXX	XXXXXX XXXXXX XXXXXXX XXXXXXX	XXXXXX XXXXXX XXXXXX XXXXXX
Revenue Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program) Other Tuition (Individuals/Outside LEAs/Other)	Acct No XXXXX 1111-1990 1321 1322 1323 1310/1330/1340	Igeted Revenue Total	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX
Revenue  Local Revenue  Tuition from NH LEA (Regular Program)  Tuiltion From NH LEA (Special Program)  Tuiltion From NH LEA (Vocational Program)  Other Tuition (Individuals/Outside LEAs/Other)  Transportation Fees	Acct No XXXXX  1111-1990  1321  1322  1323  1310/1330/1340  1400	September   Sept	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX
Revenue  Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program) Other Tuition (Individuals/Outside LEAs/Other) Transportation Fees Other Local Revenue (e.g. contributions)  State Revenue Adequacy State Revenue	Acct No XXXXX  1111-1990  1321  1322  1323  1310/1330/1340  1400  1500-1990  3111-3900  3111	Total	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX
Revenue Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program) Other Tuition (Individuals/Outside LEAs/Other) Transportation Fees Other Local Revenue (e.g. contributions) State Revenue	Acct No XXXXX  1111-1990  1321  1322  1323  1310/1330/1340  1400  1500-1990  3111-3900  3111  3190	September   Sept	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX
Revenue  Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program) Other Tuition (Individuals/Outside LEAs/Other) Transportation Fees Other Local Revenue (e.g. contributions)  State Revenue Adequacy State Revenue	Acct No XXXXX  1111-1990  1321  1322  1323  1310/1330/1340  1400  1500-1990  3111-3900  3111	Total	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX
Revenue Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program) Other Tuition (Individuals/Outside LEAs/Other) Transportation Fees Other Local Revenue (e.g. contributions)  State Revenue Adequacy State Revenue Lease Aid State Revenue	Acct No XXXXX  1111-1990  1321  1322  1323  1310/1330/1340  1400  1500-1990  3111-3900  3111  3190	Total	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX
Revenue Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program) Other Tuition (Individuals/Outside LEAs/Other) Transportation Fees Other Local Revenue (e.g. contributions)  State Revenue Adequacy State Revenue Lease Aid State Revenue Other State Revenue	Acct No XXXXX  1111-1990  1321  1322  1323  1310/1330/1340  1400  1500-1990  3111-3900  3111  3190  3112-3900	180,000.00 4,467,364.00 4,403,364.00 64,000.00	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX
Revenue  Local Revenue Tuition from NH LEA (Regular Program) Tuiltion From NH LEA (Special Program) Tuiltion From NH LEA (Vocational Program) Other Tuition (Individuals/Outside LEAs/Other) Transportation Fees Other Local Revenue (e.g. contributions)  State Revenue Adequacy State Revenue Lease Aid State Revenue Other State Revenue Federal Revenue	Acct No XXXXX  1111-1990  1321  1322  1323  1310/1330/1340  1400  1500-1990  3111-3900  3111  3190  3112-3900  4100 - 4595	180,000.00 4,467,364.00 4,403,364.00 64,000.00	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXX

ESSER	4595		XXXXXX	XXXXXX	XXXXXX
Other Federal Revenue					
Other Revenue	5110 - 5600		XXXXXX	XXXXXX	XXXXXX
Total Budgeted Revenue		4,680,364.00			
-					
	Surpi	us Statement			
Starting Blance			100.00		
Estimated Revenu	10		4,680,364.00	<u> </u>	
Estimated Revend		-4,678,113.00			
Operational Balance Surplu		2,251.00			
Sporanonal Balance Galipia	le, (Denote)		,		
Ending Balance			2,351.00	L	

#### 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

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Collective Bargaining Cost, If Applicable	
Pages 7-9 & 11-13, Lines 7, Account 2310	
rages 7-9 & 11-13, Lines 7, Account 2310	
Pages 7.0.8.11.12. Lines 7. Accounts 2210, 2210	
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)



Frank Edelblut Commissioner Christine M. Brennan
Deputy Commissioner

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

January 2023
State Board of Education Meeting
Learn Everywhere Program Renewal Application
izzit.org
Executive Summary

#### A. Action Needed

A vote is needed by the State Board of Education to approve the renewal application for izzit.org's Learn Everywhere program.

#### B. Learn Everywhere Program

Application submitted by:

Dean Graziano, VP of Education izzit.org 2501 West 12<sup>th</sup> Street, Box 614 Erie, PA 16505 814.833.6950

#### C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education 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 students that complete the Learn Everywhere program certificates for credit toward high school graduation for an additional five years.

#### E. Possible Motion

I move that the State Board of Education approve	the izzit.org Learn E	verywhere renewa	l application
--	-----------------------	------------------	---------------

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



Frank Edelblut Commissioner Christine M. Brennan Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Office of Learn Everywhere
Division of Education Analytics and Resources
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2634
FAX (603) 271-1953

January 5, 2023

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

Re: izzit.org Renewal Application

Learn Everywhere Program Evaluation Report

Commissioner,

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

#### **Background**

izzit.org is a non-profit organization that has provided high-quality educational resources at no-cost to educators for 15 years to develop critical thinking. izzit.org's library consists of video-based material that supplements specific topics in multiple subjects aligned with state and national standards, including teacher guides, activities, automatically graded quizzes, and weekday current event articles. izzit.org also offer customer service by phone, 8am-6pm ET. izzit.org's vision is to see each generation of students free to flourish through critical thinking, responsible actions, and self-reliance for the benefit of themselves, their families, and communities. izzit.org's mission is to present and explore moral and social choices for living flourishing lives.

izzit.org originally received a one year provisional approval of their Learn Everywhere program from the State Board of Education on November 20, 2021. izzit.org has submitted this program renewal application, in accordance with Ed 1403.04, requesting a 5 year renewal of their program to issue certificates for one-half credit in US and NH government/civics.

#### izzit.org Learn Everywhere Program Renewal Application Review Process

- izzit.org submitted its original application to NHED on September 21, 2022.
- As required by Ed 1403.02, NHED reviewed the application and notified izzit.org that the
  application was considered incomplete on November 9, 2022. The AEP provided written
  comments, and also met with the applicant virtually, to provide additional guidance on
  completing the application. izzit.org submitted an updated application to the NHED on
  November 21, 2022. On November 23, 2022, following a second review of the application,
  NHED notified izzit.org that their application was complete.
- 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.

Ashley Frame – Mrs. Frame is a licensed New Hampshire social studies teacher and earned her Bachelor's degree in History and French at the University of New Hampshire and her Master's degree in Education from Plymouth State University. Grateful for the education she has received in this state, Ashley began giving back by serving for nearly 10 years as a high school teacher. She joined NHED as a consultant for federal programs. She is currently the New Hampshire State Coordinator for the National Assessment of Educational Progress. Mrs. Frame's participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of High School social studies.

Nicole R. Bellabona, M.Ed., GCDF - Ms. Bellabona is currently the Workbased Learning/ELO Coordinator for the Portsmouth school district. Nicole strongly believes in the power of applied learning, career readiness, and imbedding 21st Century skill attainment into the K-12 curriculum to most effectively prepare students for career and college pathways. Her experience spans over the past 20 years in a variety of roles that include teaching and designing online courses, academic advising, facilitating workbased (WBL) and extended learning opportunities (ELO), and connecting with the employment community with a focus on STEM workforce development. Nicole received her M.Ed. from UNH and Graduate Certification in Training and Development/Human Resources from SNHU. Most recently, she was part of the Career Development Bureau team at the NHED helping to support Career and Technical Education statewide. Ms. Bellabona's participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the ELO Network.

**Christopher Marsh** – Mr. Marsh is the Dean of Humanities Faculty at the Academy for Science and Design. He graduated from the University of New Hampshire in 2000 with a Bachelor's in Art in Psychology and a handful of minors. He is a licensed New Hampshire social studies teacher with 10 years of classroom experience. Mr. Marsh's participation

on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of social studies.

- Each Committee member was provided with a copy of the izzit.org Learn Everywhere renewal
  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 December 15, 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 comment or concern is the response from NSKA and/or NHED in bold text.

#### Comments in Accordance with e Ed 1400 Rules Requirements

• Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment. [Ed 1403.02(d)(6)]

The application does not contain a statement that the policy will be disclosed to parents upon enrollment.

In response to this comment izzit.org added the following sentence to Section 4.0 of its application – "izzit.org will disclose its criminal background check policy to parents upon enrollment of their children in the Learn Everywhere program."

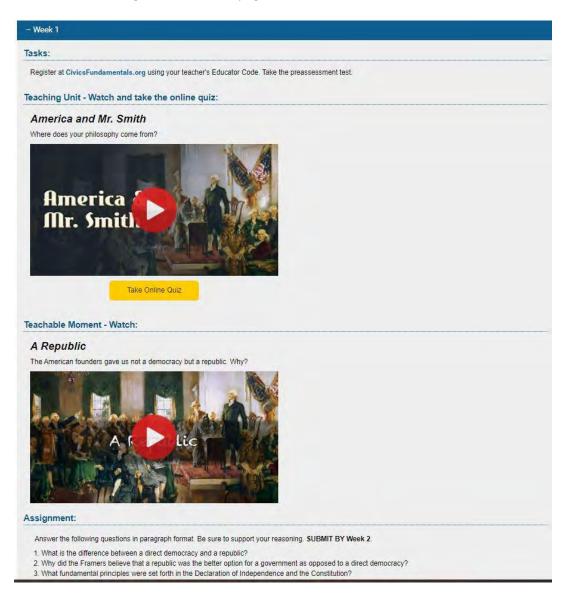
#### **General Comments**

- There is no brick-and-mortar facility but the course e-learning platform is akin to the facility in terms of instructional methodology and learning environment. The course e-delivery could be improved and should be reviewed by an online instructional designer. Course enrollment to access content requires two different login creations and their corresponding learning platforms off the izzit site: "Teachable" for Class Modules and "CivicsFundamentals.org" which requires the students to enroll via two separate access points resulting in 6 emails to simply enroll (see below pic) and take the course. This makes course navigation problematic and will likely be difficult for students with learning challenge as well as the most self-directed learners.
- Course flow is not easy to follow via the course syllabus provided and does not offer assistance in navigation of the online platforms (izzit phone number is listed, but my guess is that even the most self-directed student would have trouble following requirements and next steps to move through content). Application does not address how a student with questions about navigation of the online platforms and content questions will have those questions answered by an instructor and by what method. How will ongoing communication happen?

izzit.org provided the following response to the two comments above -

Course syllabus was for approval and for an educator to get an overview of the course's contents. Students will access the materials via a specifically built student page that will guide them through the content. Students will only have to register for CivicsFundamentals.org, as they will be given an educator's code by Instructor Dean Graziano. Contact information to the teacher (Dean Graziano) will be prominently displayed on the student page. There will also be an orientation that provides students with the teacher's virtual office hours as solid opportunities to be in contact with him.

Below is a **draft** image of the student page.



• There is no way for a student to process the learning within a peer group or with other learners in a learning community. For example, no asynchronous discussion board, etc. Especially given the civics nature of the class – ideas should be discussed, and opinions and thoughts shared within a group for best results to process the content.

izzit.org provided the following response to the above comment -

Instructor Dean Graziano will be leading online class discussions, offering multiple time slots to accommodate student schedules. The Learning Modules within the syllabus will be an instructor-interactive segment led by Dean Graziano, offering several scheduling opportunities. The promotion of student voice and peer interaction will be the crux of these activities, which will be conducted via Zoom.

• It may prove efficient to clarify this program's connection to/lack of connection to the required Civics Assessment set forth in RSA 189:11.

izzit.org provided the following response to the above comment -

This course addresses every standard and competency per NH RSA 189:11. Text clarifying that the Civics Assessment Test is not an included component of this course has been added in Section 6.0 of the application.

A copy of izzit.org's revised Learn Everywhere application, that includes the modifications describeed above, is attached.

#### **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.

izzit.org 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 izzit.org statement is attached.

#### **Student Course Evaluations**

Ed 1403.04(d) requires that the State Board of Education shall not issue a 5-year renewal of a one-year provisional approval without reviewing all student course evaluations received pursuant to Ed 1407.01. izzit.org has stated that they had no students complete a Learn Everywhere course during the one-year provisional approval period.

#### Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, 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 izzit.org 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

Attachment - izzit.org Learn Everywhere Renewal Application izzit.org Statement of Program Changes

izzit.org Learn Everywhere Renewal Application



#### **Learn Everywhere Program Initial Application**

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

Organization Name: izzit.org

Name of Primary Contact: Dean Graziano, VP of Education

Mailing Address: 2501 West 12th St Box 614 Erie, PA 16505

Email Address: dean.graziano@izzit.org

Phone Number: 814-833-6950

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

izzit.org is a non-profit that has provided high-quality educational resources at no-cost to educators for 15 years to develop critical thinking. izzit.org's library consists of video-based material that supplements specific topics in multiple subjects aligned with state and national standards, including teacher guides, activities, automatically graded quizzes, and weekday current event articles. izzit.org also offer customer service by phone, 8am-6pm ET.

izzit.org's vision is to see each generation of students free to flourish through critical thinking, responsible actions, and self-reliance for the benefit of themselves, their families, and communities. izzit.org's mission is to present and explore moral and social choices for living flourishing lives.

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

The narrator of the on-line videos, Douglas Howard Ginsburg, is an American jurist and academic who serves as a judge on the United States Court of Appeals for the District of Columbia Circuit. He answers the 100 specific questions from the USCIS naturalization exam. All his responses have undergone a rigorous fact-checking system for accuracy.

Dean Graziano, J.D. is an award-winning educator and former Curriculum Specialist Teacher grades 6-12 Social Studies, with over 28 years in education. He served on the Massachusetts MCAS Standard Setting Panel and was selected by the College Board to be an Advanced Placement Reader for U.S. History. In 2007, he was awarded in a surprise visit to his school the United States Department of Educations' American Star of Teaching Award. Dean was selected as the 2017 State of New Hampshire's Extended Learning Opportunity Coordinator-of-the-Year.

Dean's pilot program in Rochester, New Hampshire was singled out by Governor Sununu as the model for the State of N.H. Career Academies.

4.0 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 [1403.01(a)(4)].

Any in-person contact with or instruction of students warrants a C.O.R.I (or the equivalent) background check. izzit.org will disclose its criminal background check policy to parents upon enrollment of their children in the Learn Everywhere program.

For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].

Students that successfully complete the proposed Civics Fundamentals Learn Everywhere program shall receive a certificate for high school credit in US and NH government/civics as listed in Ed 306.27(v).

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

This course addresses all areas, I. a-j, of Section 189:11 (revised 2020) NH Rev Stat 189:11 (2020). It also specifically addresses the material necessary to pass the United States Citizenship and Immigration Services test as referenced in II of 189:11 and NH HB320. (The test itself is not an included component of this course.)

1-Competencies:

#### NH DOE Competencies:

[See Syllabus – 3<sup>rd</sup> Column labeled Standards/Competencies, which lists all the standards & competencies addressed for each segment of the course.]

#### New Hampshire Curriculum Framework

#### **Social Studies**

Civics and Governments (CV:1)				
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.				
Standard	Grades 9-12			
SS:CV:1: The Nature and Purpose of Government	SS:CV:12:1.1: Identify the structures and functions of government at various levels, e.g., county—role of the sheriff's office, or nation—role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)			
Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.	SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)			
	SS:CV:12:1.3: Evaluate how the purposes of government have been interpreted, e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs)			
	SS:CV:12:1.4: Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)			

#### **New Hampshire Curriculum Framework**

#### **Social Studies**

	Civics and Governments (CV:2)				
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.					
Standard	Grades 9-12				
SS:CV:2: Structure and Function of United States and New Hampshire Government  Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)  SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)  SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)  SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States, e.g., Truman's integration of the Armed Services or the Miranda decision. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)				

#### **New Hampshire Curriculum Framework**

#### **Social Studies**

	Civics and Governments (CV:3)		
process; the rule of law; and world affairs	o understand the purpose, structure, and functions of government; the political s. Civics builds on a foundation of history, geography, and economics to teach students zens, committed to participation in public affairs.		
Standard	Grades 9-12		
SS:CV:3: The World and the United States' Place In It	SS:CV:12:3.1: Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)		
Students will demonstrate an understanding of the relationship of the United States to other countries, and the	SS:CV:12:3.2: Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)		
role of the United States in world affairs.	SS:CV:12:3.3: Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication)		

#### **New Hampshire Curriculum Framework**

#### **Social Studies**

	Civics and Governments (CV:4)		
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.			
Standard	Grades 9-12		
SS:CV:4: Rights and Responsibilities	SS:CV:12:4.1: Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement)		
Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local,	SS:CV:12:4.2: Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation)		
state, and national government through the political process and citizen involvement.	SS:CV:12:4.3: Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings. (Themes: B: Civic Ideals, Practices, and Engagement)		

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

Students will have several ways to both track progress as well as seek supplemental materials. There are a series of badges students will "earn" as they successfully matriculate through Civic Fundamentals. In addition, students receive scores on pre/post testing and are afforded several attempts prior to the final post-test.

Finally, parents/guardians and educators registered at NO COST, will access news, event happenings and progress.

## 8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Students are required to take the pre-test, the results of which can be used as a study plan, guiding them to understand which areas of civics knowledge they are weaker in. They will also take a post-test, demonstrating their competency in civics. Realizing this is a competency-based program, our expectation is the overall completion time is expected to be approximately 15 weeks.

In addition, student assessments include:

- 1. A series of multiple-choice questions
- 2. Matching vocabulary to civics concepts
- 3. Short essays focusing on specific supplemental materials
- 4. Completion of izzit.org's Learning Modules, *The U.S. Constitution and Black History* and *The First Amendment*
- 5. A written mid-term and final exam
- 6. Post assessment

izzit.org will utilize teachers in the assessment process who have already undergone selection to our teacher team. These teachers have been on staff as paid consultants and are up to date with current best instructional practices as well as in-house rigorous training, earning the title of Expert Teacher Associate.

These expert Teacher Associates will be part of a group devoted to evaluating student assessments/progress for this course. The team is co-led by Director of Education Susan Gable and National Award-winning Social Studies Teacher Dean Graziano, J.D., VP of Education. In addition, fact-checking for all materials and student submissions will be completed by Marley Behrendt, with 15 years of experience in this capacity for an award-winning PBS production company. Our teaching team is comprised of educators with ten or more years in social studies and/or ELA.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

Students who successfully complete the proposed Civics Fundamentals Learn Everywhere course will be awarded one-half credit in US and NH government/civics.

10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

Our Civics course competency-based grading system is based on a total of points achieved via 2 summative assessments (mid-term and final). The mid-term summative assessment consists of multiple-choice questions and 2 of 3 essays for which a rubric is provided. The final summative assessment is comprised of 3 of 5 essays and multiple-choice questions. In addition, completion of all 100 Civics Fundamentals questions. Students must earn 70 points or more on each assessment and will receive a Certificate marking that they've passed the course. Students will be able to take either assessment two times to achieve a 70 point or better score.

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

Students will apply for acceptance into the course by submitting our course application form by the required due date. Parental permission and acknowledgement is also required by the form. An orientation presentation that clearly spells out expectations and the rigor of the course will be available for students and parents to view before they apply. Applications will be accepted on a first come, first served basis until available course slots have been filled.

## 12.0 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 [Ed 1403.01(b)(2)(b)].

At the time of enrollment, izzit.org 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, izzit.org will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the izzit.org program. Although izzit.org 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 izzit.org 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 izzit.org program.

13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

izzit.org gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If asked, izzit.org staff 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 izzit.org representative will participate in IEP team meetings that discuss revisions to the student's IEP needed to participate in an izzit.org program. izzit.org 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 izzit.org.

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

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

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

The Civics Fundamentals Learn Everywhere course proposed by izzit.org is delivered on-line. As such, no facilities controlled by izzit.org are needed for the program.

## 16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

The Civics Fundamentals Learn Everywhere course proposed by izzit.org is delivered on-line. As such, no facilities controlled by izzit.org are needed for the program.

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

izzit.org does not have insurance which would cover participants of the Civics Fundamentals Learn Everywhere course.

izzit.org Statement of Program Changes



Dear Timothy,

I am requesting a renewal to our Learn Everywhere curriculum that was approved December 2021. There have been no changes to said curriculum.

izzit.org will be accepting applications for the first time for its course Civics Fundamentals, this November 2022. Our applicants will be notified with a start date of January 2023 (second semester) of the 2022-2023 school year. Our program is 16 weeks, allowing for those matriculating (and eligible) for credit to be awarded by May 2023, for their high school transcripts.

Our website, izzit.org will have information including the application, our syllabus and logistics for those applying beginning November 1, 2022. In addition, we will be holding informational Zoom meetings for students, parents/guardians in November and December 2022 (including am/pm dates and times) to accommodate all schedules which will also be included on our website and promoted at NH schools and our social media platforms.

Thank you,

Dean Graziano, J.D. | VP of Education

izzit.org

**Phone**: (814) 833-6950

Toll-Free: (888) 242-0563 Cell: (413) 306-2598

dean.graziano@izzit.org | izzit.org





Frank Edelblut Commissioner Christine M. Brennan
Deputy Commissioner

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

January 2023
State Board of Education Meeting
Learn Everywhere Program Application
XR Terra, LLC
Executive Summary

#### A. Action Needed

A vote is needed by the State Board of Education to approve the application for XR Terra, LLC's Learn Everywhere program.

#### B. Learn Everywhere Program

Application submitted by:

Marc Dean Millot XR Terra, LLC 361 Newbury Street Boston, MA 02115 703.587.6679

#### 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 a certificate for credit toward high school graduation to students for the period of one year.

#### E. Possible Motion

I move that the Stat	te Board of	Education approve	the XR Terra.	, LLC Learn	Everywhere ap	plication.

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



Frank Edelblut Commissioner Christine M. Brennan Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Office of Learn Everywhere
Division of Education Analytics and Resources
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2634
FAX (603) 271-1953

January 3, 2023

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

Re: XR Terra, LLC

Learn Everywhere Program Evaluation Report

Commissioner,

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

#### **Background**

XR Terra's mission is to provide people with the extended reality (XR) literacy they need to excel in the coming MetaVerse. In 2030, today's sixth graders will graduate from high school into an economy shaped, if not dominated by XR. By then, they should know how to navigate augmented reality (AR) and virtual reality (VR) experiences for more than playing games, but for professional use. When they can judge the quality and suitability of XR apps for their work tasks, students will be productive participants in the economy. Students who understand how XR messages are crafted for social, political and commercial consumption will be strong citizens. XR Terra wants students to create meaningful XR and VR experiences for themselves and their communities, and to pass on their knowledge as parents and mentors. XR Terra has submitted an application seeking initial approval of a Learn Everywhere program for a one-half Open Elective credit in Computer Science as outlined in Ed 1403.03.

#### **XR Terra Learn Everywhere Program Application Review Process**

• XR Terra submitted its original application to NHED on October 28, 2022.

- As required by Ed 1403.02, NHED reviewed the application and notified XR Terra that the
  application was considered incomplete on November 17, 2022. The AEP met with the applicant
  and provided additional guidance on completing the application. XR Terra submitted an
  updated application to the NHED on November 21, 2022. On November 21, 2022, following a
  second review of the application, NHED notified XR Terra that their application was complete.
- 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.

Stanley Freeda – Mr. Freeda is currently the State Educational Technology Director and Online Learning Specialist at NHED. Stan holds Bachelor's degrees in both physics and biology; and a Master's degree in limnology and oceanography. He has also completed a Master of Science degree in education. Previously a classroom science teacher, Mr. Freeda taught a wide range of sciences at both the middle and high school levels. Throughout his career, he has taught and developed science and education courses at the secondary and college level, in online and face-to-face environments. Mr. Freeda has completed advanced training in teaching and developing online courses for both children and adults, which has earned him a graduate certificate in Educational Technology and Online Learning. Mr. Freeda's participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of High School computer science and related areas.

Danielle Meserve – Mrs. Meserve serves as both a School Counselor and the Extended Learning Opportunity (ELO) Coordinator at Hopkinton High School. She has served in the School Counselor position since 2019 and in the ELO Coordinator position since 2012. In her work as an ELO Coordinator, she facilitates ELOs and internships for approximately 40 students per year. Mrs. Meserve also served as a Career Pathways teacher in Hopkinton between 2013 and 2019. Danielle holds a Bachelors in Clinical Psychology from Tufts University and a Masters in Counseling from Boston College. Mrs. Meserve's participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the ELO Network.

- The AEP contacted two New Hampshire certified teachers in an attempt to fulfill the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of computer science. Neither of the teachers contacted responded to the email solicitation. In accordance with Ed 1403.02(a)(2), the lack of reasonable availability of these members of the committee to participate in the review of the application did not preclude the completion of the review process.
- Each Committee member was provided with a copy of the XR Terra 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 December 21, 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 comment or concern is the response from NSKA and/or NHED in bold text.

• The program outline being proposed identifies the subject of the course in which credit would be granted. [Ed 1403.02(d)(3)]

The proposal identifies the credit intention is for this course to allow "Students successfully completing XR Foundations for High School will be awarded a certificate for high school credit in Digital Literacy as listed in Ed 306.27(v)". This course does not fit with the high school digital literacy requirements of ED 306.42.

Ed 1403.02(d)(3) states "The program outline being proposed aligns with the selected Ed 306.27(v)(t) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;" Ed 306.42 states that the digital literacy course should provide "opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:

- (1) Use of common productivity and web based software;
- (2) Use of a variety of multimedia software and equipment;
- (3) Configuring computers and basic network configurations; and
- (4) Applying programming concepts used in software development.

This application seems to be aimed at Computer Science [306.44 (c) (1) b; (c) (1) d; (c) (2); and (c) (3)]. There is no graduation requirement for computer science, so this program would not substitute for the half credit in digital literacy but could be substitute for an elective computer science course.

XR Terra appreciates and agrees with this comment. In response, XR Terra has modified Section 5.0 of its original application to clarify that students who successfully complete the course will be awarded a certificate for an Open Elective in Computer Science as listed in Ed 306.27(v).

 Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment. [Ed 1403.02(d)(6)]

There is a policy to not allow anyone with a criminal history to teach. It is more of a statement than a policy. But there is no specification to inform parents should an instructor be charged with a crime while instructing students. This scenario seems to be lacking in the policy.

Again, XR Terra appreciates and agrees with this comment. In response, XR Terra has modified Section 4.0 of its original application to include the following sentence - "XR Terra agrees to disclose its criminal history records policy to parents upon enrollment of their children in the Learn Everywhere program."

A copy of XR Terra's revised Learn Everywhere application, that include the modifications describe above, is attached.

There were also positive comments provided by the individual reviewers which are summarized below.

- This is a unique opportunity for students in an up-and-coming field.
- Seems like a really interesting course, designed to provide some competency in computer science.

#### Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, 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 XR Terra 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





### **Learn Everywhere Program Initial Application**

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

**Organization Name:** XR Terra, LLC (XR Terra) an Extended Reality training firm located in Boston, Massachusetts, and a wholly owned subsidiary of The Glimpse Group Inc. (NASDAQ VRAR.)

Name of Primary Contact: Marc Dean Millot

Mailing Address: 361 Newbury St., Boston MA 02115

Email Address: deanmillot@mac.com

**Phone Number:** 703-587-6679

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

The impact of Extended Reality (XR) - the augmentation of digital data on real-world images (AR) and entirely virtual environments (VR) - is as profound as the printing press. Widespread literacy proved fundamental to American democracy and commerce. The ability to read and write spoken language separated the rich from the poor, the elite from the masses, the powerful from the powerless, the people with a chance for a better future from those condemned to poverty.

We believe XR literacy will have no less impact in coming decades. The ability to navigate and compose AR and VR experiences and master what will become an all-encompassing XR social space (MetaVerse) will fundamentally change the world and relationships among people. Our goal is to extend XR literacy to every student in every school in the United States. We seek an America without XR learning gaps.

XR Terra's mission is to provide people with the XR literacy they need to excel in the coming MetaVerse. In 2030, today's sixth graders will graduate from high school into an economy shaped, if not dominated by XR. By then, they should know how to navigate AR and VR experiences for more than playing games, but for professional use. When they can judge the quality and suitability of XR apps for their work tasks, students will be productive participants in the economy. Students who understand how XR messages are crafted for social, political and commercial consumption will be strong citizens. We want students to create meaningful XR and VR experiences for themselves and their communities, and to pass on their knowledge as parents and mentors.

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

XR Foundations for High School instructors are also designers and developers with a broad set of technical and creative skills in Virtual and Augmented Reality. No instructor will have every skill noted below and some will have skills in programs not noted on Table 1. Because it is a new field, the capacity to create AR and VR experiences - demonstrated by projects, trumps credentials and degrees. Instructors do hold at least a relevant bachelor's degree. Ideally our instructors will be certified by XR Terra in AR or VR Design or Developer, or by the developer of a program used in the XR industry.

Technical Skills		Design Skills	
C# Code	FMod Studio	Adobe Photoshop	
Unity	Pro Tools	Adobe InDesign	
Engage VR	Logic	Enlight Photoleap	
Vuforia	Sibelius	Abobe Fresca	
Wwise		Miro	
Post Reality		Final Cut Pro	

**Table 1. Sample Course Instructor Skills** 

Instructors educate students on how to use Unity, Vuforia and other XR applications; lead classroom curriculum and demonstrations; introduce students to XR concepts; lead discussion on classroom topics and facilitate resources to continue discussion and assist student with technical questions and issues. Instructors also play a role in product development and revisions, assuring deep knowledge of content and objectives.

New instructors will have experience supporting an instructor for least one XR Terra course series. They will have experience as a class mentor: managing Zoom classroom operations, taking attendance, scheduling and executing one on one support sessions, assist student with technical questions and issues during class and breakouts, and assist students via Discord post-class.

Resumes for XR Foundations for High School instructors are attached.

4.0 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 [1403.01(a)(4)].

This course will be offered entirely online. Instructors and students will not interact in any a physical space. Instructors will operate from the Boston metropolis. We expect students will participate in the course from a location in New Hampshire with high-speed internet that is suitable for learning. The Glimpse Group will provide criminal background checks for all instructors.

XR Terra affirms that it shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

XR Terra agrees to disclose its criminal history records policy to parents upon enrollment of their children in the Learn Everywhere program.

5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].

As evidenced in Section 6.0 below, and consistent with Ed 306.27(c), XR Foundations for High School supports the following requirements for high school computer science education:

Coursework and competencies in (b) Networks and the internet, and (d) algorithms and programming

- (2) Provides opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment; and
- (3) Provides opportunities for students to engage in authentic tasks that:
  - a) Foster an inclusive computing culture;
  - b) Encourage collaboration;
  - c) Promote the recognition and defining of computational problems;
  - d) Encourage the development and use of abstractions in complex problem solving;
  - e) Provide opportunities for communication about computing.

Students successfully completing XR Foundations for High School will be awarded a certificate for high school credit as an Open Elective in Computer Science as listed in Ed 306.27(v).

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

#### **Goals**

XR Foundations for High School is designed for high school students with an interest in creating in 3D and/or Virtual Reality (VR) and Augmented Reality (AR) applications. The course introduces high school students to XR and the metaverse with a focus on exploring the world of AR applications. XR Foundations for High School is based on XR Terra's "bootcamps" for adults seeking entry-level jobs in the private sector. The class will also review the XR job market and industry growth. The program lays the foundation for advanced study of experience design, gameplay interaction, and qualification as a Unity Certified Associate.

Students receive live instruction, direct support from instructors, coaching and teamwork experience, and a shared community of practice. They engage hands-on building an interactive AR application with Unity, Vuforia, and image target tracking. Graduates will understand the Unity platform, AR project setup, asset setup, animation, user interactions, material design, lighting, and building a video demo and presentation deck.

#### Course of Instruction

XR Foundations for High School consists of 11 sessions/22 hours. Individual sessions average two hours. The course can be taught onsite or online, over consecutive days, or spread over a longer period. Each session serves up to 30 students. Students need a high-speed internet connection, computer with Windows 10 or macOS High Sierra, webcam, headphones, microphone, and a mouse with middle scroll wheel. No special computer expertise is necessary, only a willingness to persevere with new tasks and systems.

#### Skills and Topics

- Session 1. Introduction and Unity Overview Review classroom protocols, Explain XR, set up Unity authoring environment
- Session 2. Vuforia Setup Vuforia viewer perspective app
- **Session 3. Image Targets** Create Image Targets in Unity, Discuss role of documentation
- Session 4. 3D Assets and Prefabs Create and manage in Unity
- Session 5. Animating Objects Discuss concept and components
- Session 6. Audio Setup Audio space and specific sounds in Unity
- **Session 7. Animations Interactions** Trigger Animations in Unity
- Session 8. Unity Materials Setup and Use Authoring in Unity
- Session 10. Recording Setup a project demonstration

#### • **Project 11. Presentations** – Students' AR demonstrations

As students delve deeper into course materials and their own online resources, careers inevitably become part of class discussion. XR Terra instructors also are developers in the industry and can offer students general guidance through their own experience. Individual session are built around learning new skills on industry standard AR applications and platforms. As students are introduced to these tools, instructors explain how they are important to the business of AR, the kinds of jobs that require these skills, and some of the entities that hire people with those skills. It is an introduction to career thinking, rather than a support for individual job search, and provides the student with a sense of demand for these skills, and in general where to start looking.

The PowerPoint course materials from Session 5 are attached below as an example.

#### Competencies

- 1. **Assets & Materials**: Student will demonstrate a comprehensive understanding of importing & working with 2D / 3D / Audio assets, as well as setting up materials with imported textures. Students will be able to create their own materials to use and apply them to Game Objects,
- 2. **Unity:** Student will demonstrate an understanding of Unity's layout and structure, be able to find references and assets in the Project window, organize the Hierarchy, and navigate around the Scene view fluidly.
- 3. **User Interface & Interactive Objects:** Student will demonstrate the ability to use clickable objects in the scene, open up extra information panels, play animations and sounds, and increase the interactivity of the application.
- 4. **Animation: Student will be able to create** applications that includes custom made animations that are triggered by user interaction. Student can explain the roles of the Animation and Animator windows, as well be able to manage and edit animation clips.
- 5. **Vuforia:** Student demonstrates a comprehensive understanding of Vuforia and the AR Camera and can create Parent/Child Game Objects under the Image Target.

At the end of the program, participants will:

- have an understanding of XR
- be able to explain careers in VR/AR
- have created and presented a working Unity application
- have created and presented a working Vuforia application
- Be able to discuss the process of taking an XR application from idea to demonstration

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

Student competencies are demonstrated by software projects. Each project is presented to class by the student online and recorded on video. Each project is reviewed by the instructor, assessed against the rubric, and the assessment recorded in writing. These materials are provided to the student and discussed as required. The record is available to the student's parent and school.

## 8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

See 7.0 above

## 9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

We propose 0.5 credit based on the programing skills in Section 10.0 for which a student must "meet expectations" or be "above expectations" in the five modules identified in Section 10.0 below.

# 10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

As discussed in 7.0 above, student competencies are demonstrated in software projects, The rubric contains three grade levels: "below expectations," "meets expectations," "above expectations." See Table 2. below.

MODULE	Below Expectations	Meets Expectations	Above Expectations
Assets & Materials	Demonstrates little understanding of importing 2D / 3D / Audio assets and setting up basic materials. Only uses Primitive Game Objects and leaves Game Objects with basic Unity Materials/Shaders.	Demonstrates a comprehensive understanding of importing & working with 2D / 3D / Audio assets, as well as setting up materials with imported textures. Creates their own materials to use and applies them to Game Objects.	Uses advanced texture maps to add additional realism to materials, imports models and animations from free online sources, and takes advantage of the Unity Asset Store.
Unity	Demonstrates little understanding of the Unity layout (Scene, Hierarchy, Project and Inspector) and struggles to navigate around the scene.	Demonstrates an understanding of Unity's layout and structure, able to find references and assets in the Project window, organize the Hierarchy, and navigate around the Scene view fluidly.	Fully competent within the Unity environment and has added additional features beyond the scope of the class. i.e., adding advanced lighting or using physics joints.
User Interface & Interactive Objects	User can't interact with the application and/or the interactions are unreliable.	Clickable objects in the scene open up extra information panels, play animations and sounds, and increase the interactivity of the application.	An understanding of 2D & 3D User Interface and Interaction Design, with a cohesive style choice and a planned outline of user flow. Uses transparent sprites and changes colors on buttons during interactions.
Animation	All objects are static, animations play once and do not loop, or there are no animations triggered by user interaction.	Application includes custom made animations that are triggered by user interaction. Student understands the roles of the Animation and Animator windows, as well as how to manage and edit animation clips.	Advanced understanding of importing, creating and managing Rigging & Animation assets. May include longer form animations that deal with multiple objects.

Vuforia	Demonstrates little understanding of setting up Vuforia and doesn't have the basic image target setup functioning.	Demonstrates a comprehensive understanding of Vuforia and the AR Camera and has created Parent/Child Game Objects under the Image Target.	Exceeds expectations with an advanced understanding of Vuforia and created multiple Parent/Child Game Objects in a highly structured manner with UI functionality. May experiment with a 3D model target instead of a flat image.
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**Table 2. Course Assessment Rubric** 

Students must achieve a grade level of "Meets Expectations" or "Above Expectations" in each of the 5 modules to be awarded a certificate.

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

Students will register on the XR Terra High School Course website. They require a high-speed internet connection, computer with Windows 10 or macOS High Sierra, webcam, headphones, microphone, and a mouse with middle scroll wheel. No special computer expertise is necessary, only a willingness to persevere with new tasks and systems. Course admission will not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law.

# 12.0 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 [Ed 1403.01(b)(2)(b)].

At the time of enrollment, XR Terra 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, XR Terra will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the XR Terra programs. Although XR Terra 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 XR Terra 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 XR Terra program.

## 13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

XR Terra gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If requested, XR Terra 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 XR Terra

representative will participate in IEP team meetings by phone or video conference that discuss revisions to the student's IEP needed to participate in an XR Terra program. XR Terra 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 XR Terra.

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

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

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

This program is delivered entirely online. Instructors will work from metropolitan Boston. We expect students in New Hampshire will work from an appropriate place for learning with a high-speed internet connection.

A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

This program is delivered entirely online. Instructors will work from metropolitan Boston. We expect students in New Hampshire will work from an appropriate place for learning with a high-speed internet connection. To the extent any XT Terra might use a facility for onsite teaching in the future it shall comply with all applicable federal and state health and safety laws, rules, and regulations

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

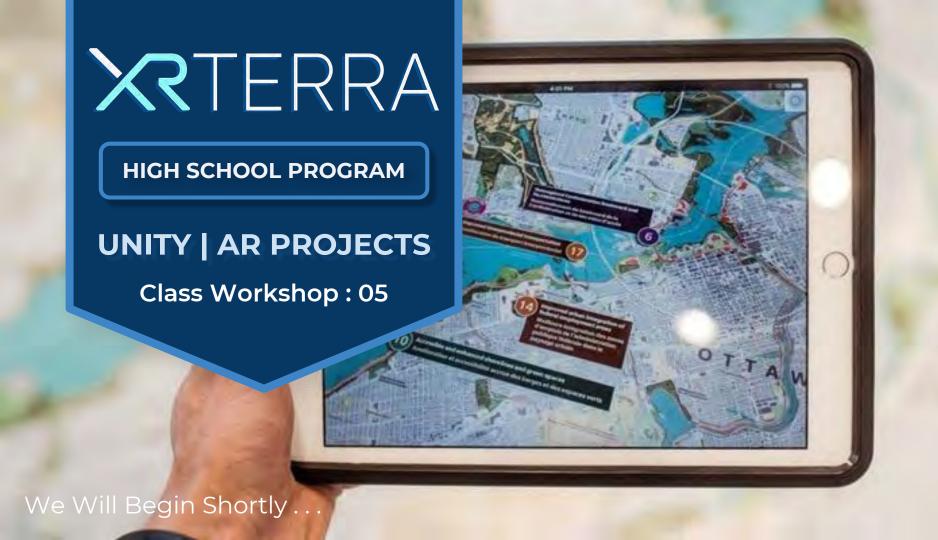
XR Terra will disclose to applicants any insurance it carries that covers Learn Everywhere program participants.

#### **Additional Information**

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

#### Everywhere program.

- PowerPoint Example of Class: Workshop 5: Unity/AR Projects
- Resumes of Current Instructors Connor Wilson-Crumlish and Sean Karimian



### **HOW IS EVERYONE FEELING?**





### UNITY AR CLASS OVERVIEW

CLASS 01 CLASS 07 **Unity Intro Triggering Animations** CLASS 02 CLASS 08 **Vuforia Intro Materials** CLASS 03 CLASS 09 Lighting **Image Targets** CLASS 04 CLASS 10 **3D Assets** Recording CLASS 05 **CLASS 11 Animating Objects Final Presentations!** CLASS 06 **User Interactions** 

# Agenda



#### Welcome!

Today we will learn about GameObject Animations and customize our projects further 01

#### Section 01

First Let's learn about the concepts of Animations

02

#### Section 02

Next we'll animate our Digital Sculpture

**03**]

#### Section 03

Finally we put give you some time to work on your projects



ANIMATION BASICS



### **Transform Animation Examples**

Scale Position Rotation

#### **Animation Overview**



#### **ANIMATION**

#### What is an Animation?

Digital animation encompasses all the animation techniques that are done exclusively with the use of computers. With digital animation, it is possible to do both 2D and 3D animation.

#### **2D Animation**

Characters and UI are the most common type of 2D Animation. Assets can be created in any Illustration or Vector Art application Characters are created by using a separate images for each part of the body [ head/neck/torso/arms/legs ] and then rigged together with an armature and animating with Keyframes and Curves

#### **3D Animation**

Three-dimensional animation requires assets to be modeled in a 3D animation software. From the assets can be integrated into a platform (Like Unity) and animated.



#### **ANIMATION COMPONENTS**

Unity and other programs have their own process for setting up Animations



#### **Animator Component**

The Animator Component can be added to any gameObject in your project hierarchy including empty parent gameObject. The Animator Component contains the Animation Controller for the specific object



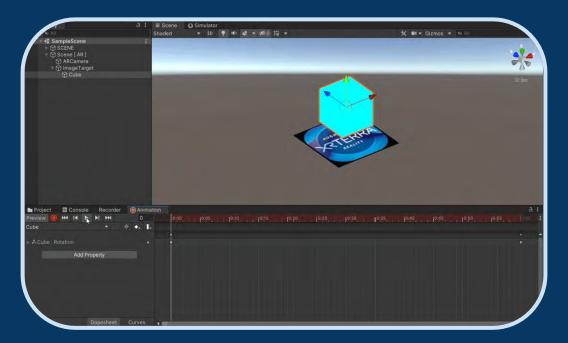
#### **Animation Controller**

The animation controller is a unity file which is created when adding an animator component to an object in your project hierarchy. It contains all of the animations associated with your game object



#### **Animation 'Clip'**

Each animation contains the unity gameObject animation edits in keyframes. Animations can be used for more than one object or controller in your project

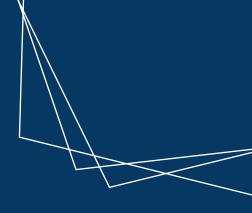


**DEMO: BASIC ANIMATION** 

Let's review the steps for setting up a GameObject Animation using

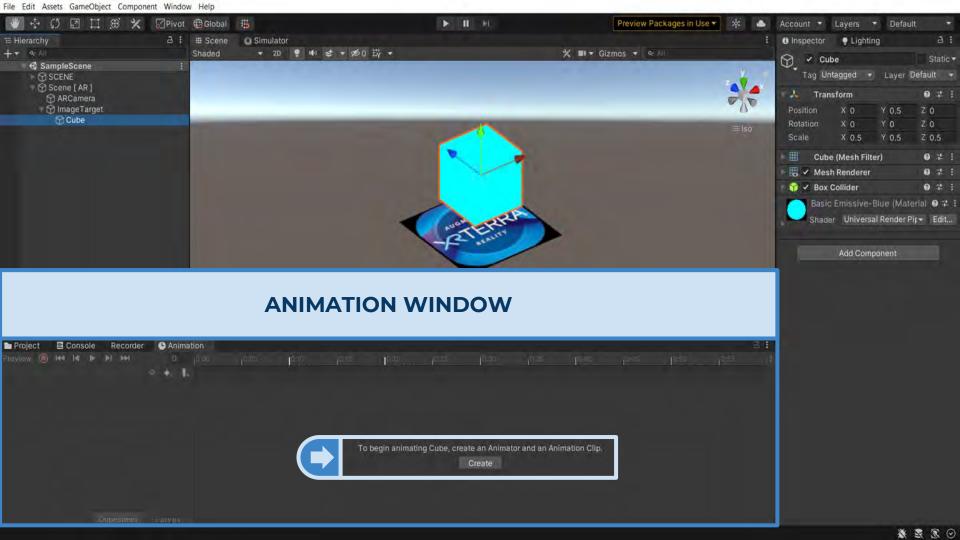
Keyframe Animation with the Dopesheet





Let's review the steps for setting up a GameObject Animation

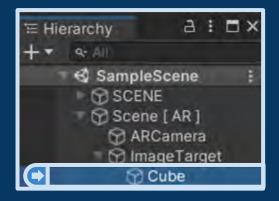


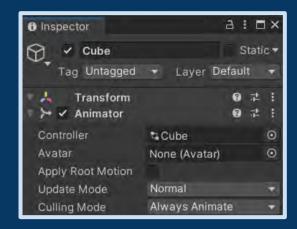


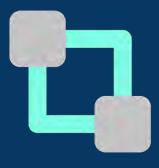


#### **ANIMATOR COMPONENT**

The Animator Component can be added to any gameObject in your project hierarchy including empty parent gameObject. The Animator Component contains the Animation Controller for the specific object.



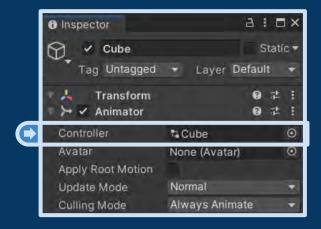


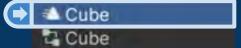


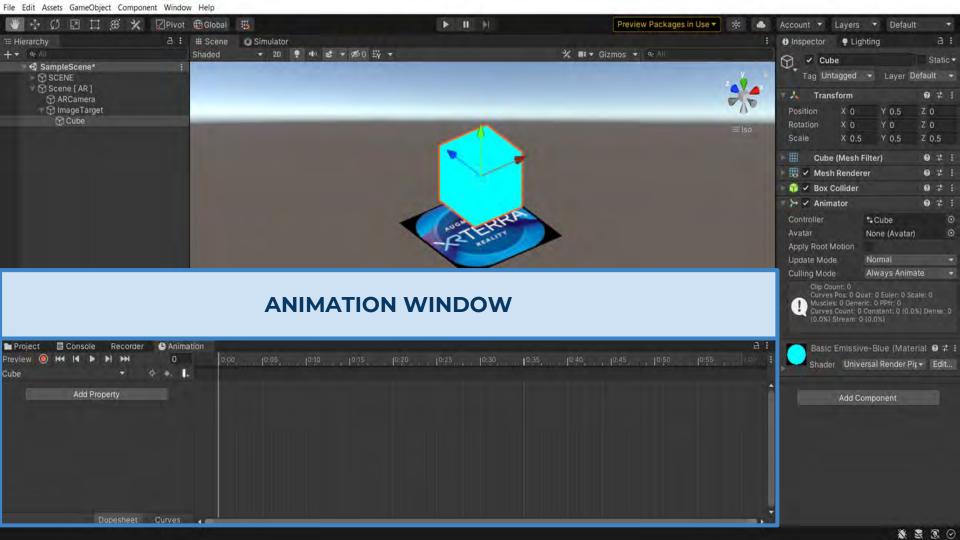
CONTROLLER

#### **ANIMATION CONTROLLER**

The animation controller is a unity file which is created when adding an animator component to an object in your project hierarchy. It contains all of the animations associated with your GameObject. Lets locate our 'Fire [Image]' controller and rename it to 'Start Menu [Fire GIF]'









#### **ANIMATION WINDOW**

The Animation Window in Unity allows you to create and modify Animation Clips directly inside Unity. The editor allows you to animate movement of a GameObject along with variables of materials and components.

The Animation Window is set up with two types of Timelines which allow you to create animations by changing an object's state or condition over time, creating smooth transitions through state change points.

#### **Animation Window: Dope Sheet Mode**

The Dope Sheet is set up as a Keyframe Timeline which allows your create animations by changing an object's state or condition over time based on each key that is added.

**Animation Window: Curve Sheet Mode** 



#### **KEYFRAMING DOPESHEET**

The Dope Sheet is set up as a Keyframe Timeline which allows your create animations by changing an object's state or condition over time based on each key that is added. The animation handler will interpolate between these points over time, so that we don't have to animate every single frame.

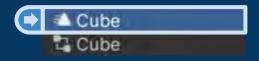


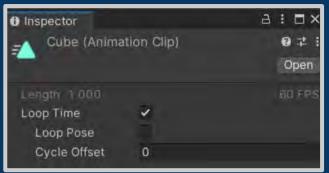


**ANIMATION** 

#### **ANIMATION**

Each animation created for a unity GameObject contains the animation keyframes. Let's get started adding an animation by selecting the fire image and selecting create. This action will get us started with an animation and set our object up with an Animator Component





#### **Loop Time**

Play the animation clip through and restart when the end is reached (Y/N)



# Pair Exercise:

**Lets Animate Some Objects!** 



### **AR Project**



#### **UNITY & VUFORIA PROJECT**



This AR project will explore user interaction and user experience design using trackable AR targets. Each student will get to design their own Interactive Planet.

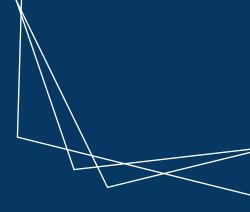
- Vuforia SDK
- Image Target Tracking



Interactive Target will be used as AR trackers to host interactive Objects / 3D-UI / Animation / Sound Elements.

#### **LEARNING OUTCOMES**

- Creating User Experience
- Working with SDKs
- Image Tracking
- AR Interactions



Let's give you some time to customize your AR Project and answer your questions





**NEXT CLASS** 

### **Application UI**



#### TYPES OF USER INTERFACE

For this project we are going to explore UI interactions using the Unity Canvas system. There are a few Types of user interfaces that are common in XR applications



#### **Graphical user interfaces (GUIs)**

Users interact with visual representations on digital control panels. A computer's desktop is a GUI.



#### Gesture-based interfaces

Users engage with 3D design spaces through bodily motions: e.g., in virtual reality (VR) games.



#### **Voice-controlled interfaces (VUIs)**

Users interact with these through their voices. Most smart assistants—e.g., Siri on iPhone and Alexa on Amazon devices

### **Connor Wilson-Crumlish**

Cambridge, MA 02139, USA

(+1) 617-388-3619

connor@xrterra.io

## **Experience**

XR Terra Instructor/Classroom Manager

October 2021-Present

 Instruct students on how to create for Virtual Reality, Augmented Reality and Mixed Reality. Provide feedback on student projects, organise class material, develop class material, and maintain a thorough knowledge of current industry practices. Hakan Satiroglu, XR Terra, Newbury St Boston, MA 02215, USA

Dream Machine Documentation Consultant

June 2021-Present

 Document the XR development process of Dream Machine. Maintain an up to-date knowledge of the processes/software involved (Unity, Wwise, and Oculus Quest integration), tutorial creation for future collaborators and to produce a step by step guide for the project. Prof Lori Landay, Berklee College of Music, Boston, MA 02215, USA

Harvard Innovation Labs XR Instructor and Judge

April 2022

 Instruct students on how to create for Virtual Reality, Augmented Reality and Mixed Reality. Provide technical support and judge their final projects. Kachina Studer, 125 Western Ave, Boston, MA 02163

XR Teaching Assistant/Developer

Sep 2021- Dec 2021

 Create course content and aid students with their XR projects through presentations/ hosting tuition sessions. Engage with the class, help solve issues that arise in Unity, tutor students on how to execute their ideas and create a successful project build. Prof Ken Zolot, Massachusetts Institute of Technology, MA 02139, USA

XR Class Teaching Assistant

Jan 2021-May 2021

Aid students with their in class XR projects. Engage with the class, help solve issues that
arise in Unity, tutor students on how to bring their ideas into the game world and create a
successful build of their project. Prof Lori Landay, Berklee College of Music, MA 02215,
USA

XR Developer Sep 2020-May 2021

Lead the creative vision into a cohesive experience of being on Mars. Project tasks range
from creating audio, timelines, implementing/testing ideas in Unity and building in-game
mechanics. Coding in C# is used to create triggers, switches and modifications to the UI.
Currently I'm working to further flesh out the score, sound design and implementation
using Wwise. Self Employed/ Cambridge, MA 02139, USA

Immersive Technology Lab Lead

June 2018-May 2021

• Display a thorough knowledge of the ITL/ CTC (Creative Technology Centre) equipment. Provide advice/demonstrations of the equipment to patrons. Complete maintenance tasks, troubleshooting and ensure proper equipment usage. Aid Professors with the use

of the equipment in classes and aid students with getting their audio creations into VR. Help set up/host advents in the ITL and CTC. Blair Pershyn, Berklee College of Music, Boston, MA 02215, USA

## **Education**

Audio Kinetic | Certified Wwise Instructor

May 2022

Berklee College of Music Jan 2018 - May 2021

Major: Bachelor of Music in Performance Minor: Video Game scoring GPA 3.75

#### Skills

• Instruments: (Guitar, Bass and Piano)

- Hardware: (VR devices, Spatial audio, MIDI Controllers, Synths and Audio interfaces)
- Software: Unity, Wwise (Certified Instructor), FMod Studio, Pro Tools, Sibelius, Logic, Final Cut Pro and VST's

## **Academic Projects**

- Hollywood Recording Project
- Unity Presentation (ITL Spring 2021)
- Berklee XR Virtual Orchestra
- UCLA Video Game collaboration
- Berklee Game Jam

Vuforia

\_\_\_\_\_\_

ASI

Technical Skills Design Skills Language Certification

C# Code Adobe Photoshop English Unity VR Developer
Unity Adobe InDesign Farsi XR Foundations Developer
Post Reality Enlight Photoleap Spanish
EngageVR Adobe Fresca French

### XR Terra | June 2021 - Current Technical Instructor - Verizon 500

- Lead classroom curriculum and demos
- Introduce students to XR concepts
- Lead discussion on classroom topics and facilitate resources to continue discussion
- Assist student with technical questions and issues

Miro

Educate students on how to use Post Reality, EngageVR, and Unity

#### Instructor - SPPS High School AR Program

- Lead classroom curriculum and demos
- Introduce students to XR and AR concepts
- Lead discussion on classroom topics and facilitate resources to continue discussion
- Assist student with technical questions and issues
- Educate students to be proficient in Unity and specifically how to implement AR capabilities using Vuforia
- Show opportunities of future pathways for career success

#### Mentor - XR Start

- Manage Zoom classroom operations
- Assist students on discord post-class
- Scheduling and executing one on one support sessions.
- Take attendance
- Assist student with technical questions and issues during class and breakouts

## Cafeteria Group LLC & Empire LLC | August 2018 - May 2021

#### Director of Marketing & Events

- Led and Oversaw the Branding, Marketing, Events, Analytics, and Design Departments
- Work with clients for Private Dinners, Receptions, and Full Restaurant Buyouts
- Created and executed seasonal art installations and decor elements for the holidays
- Generated a new audience of patrons for both establishments
- Gathered data to create month trend reports and projected sales goals
- Created collateral for email, print, social media, partnerships, and online marketing
- Led outreach programs to local businesses to create a community network
- Revitalized the branding and image of the restaurants
- Increased revenue at properties using strategic marketing campaigns and intitiatives

## Creative Edge Parties | January 2018 - July 2018

#### **Event Director**

- Worked with clients to create custom proposals and catering packages
- Managed all aspects of the event form staffing, rentals, food, beverage, design, and day
  of event set up & execution
- Created detailed notes and one sheets for each event and operation meetings
- Attended client networking events and did individual outreach to bring new business
- Planned and executed events for parties of 20 1000 guests
- Researched and developed new and innovative catering and design packages

#### SoHo Grand Hotel | September 2016 – September 2017

## Special Events Coordinator

- Worked to execute press events, meeting programs, social events, VIP screenings
- Gained proficient knowledge of programs such as OPERA, Delphi, Multi synced platforms with personal electronics connections
- Created BEOs, Banquet checks, Contracts, and COI requirement forms
- Facilitated unique experiential events for elevated quest experience
- Development of brand and image
- Curating all holiday décor to reflect brand image and style
- Led weekly event meetings with chefs, management, and staff for pre-con purposes
- Detail oriented on site management of events
- Excelled in time management and weekly activity reports

#### Scoozi Events | March 2016 – September 2016

#### Special Events Coordinator

- Responding to and booking special events
- Scheduling site visits with clients
- Worked with clients to create custom event menus, brand oriented décor, experiential services and sourcing all entertainment needs
- On site management of staff, chefs, and client needs.
- Internal hiring and training of catering staff
- Prospected potential event clients

#### Cafeteria Group LLC | September 2014 – March 2016

#### Marketing and Events Coordinator

- Responding to and booking special events and large party reservations
- Scheduling site visits and selling spaces to potential clients
- Managing social media Instagram, Twitter, and Facebook Pages
- Assisting on photo shoots and creative direction for marketing and aesthetic use.
- Development of brand and image
- Curating all holiday décor to reflect brand image and style
- Coordination with restaurant management and staff for perfect event execution
- Event follow-ups with client for any issues and future business
- Worked to create price appropriate prix fixe menus
- Proficient in OpenTable, TripleSeat, Excel, Word, Outlook,
- Monitoring online reviews, articles, and social media posts to ensure positive external image of the restaurant



Frank Edelblut
Commissioner

Christine Brennan Deputy Commissioner

STATE OF NEW HAMPSHIRE DEPARTMENT OF EDUCATION 101 Pleasant Street Concord, N.H. 03301 TEL. (603) 271-3495 FAX (603) 271-1953

#### **EXECUTIVE SUMMARY**

# Initial Proposal Ed 507.17 ESOL Teacher Expire Date: February 22, 2023

Submitted to the State Board of Education, January 12, 2023:

#### A. ACTION NEEDED

A vote is needed by the State Board of Education to remove the initial proposal from the table, and to approve the initial proposal to readopt with amendment Ed 517.07, relative to ESOL teacher licensure.

#### B. RATIONALE FOR ACTION

The changes proposed have been recommended by the Professional Standards Board, based on the national standards, feedback from teachers in the field, and the ESOL consultant from NH Ed.

#### C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on March 9, 2023.

#### D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 507.17.

#### Readopt with amendment Ed 507.17, eff 2-22-13 (Document #10276), to read as follows:

#### Ed 507.17 ESOL Teacher.

- (a) In this section, the following definitions shall be used:
  - (1) "English for Speakers of Other Languages" (ESOL) means a program that teaches students from different home language backgrounds to become proficient in <u>academic and social</u> and to <u>learn in</u> English;
  - (2) "English language development" (ELD) refers to specifically designed instruction to advance English learners' knowledge and use of English;
  - (3) "English learner," (EL) English language learner (ELL) or Multilingual learner (ML) is an individual who uses language(s) in addition to English; and
  - (4) "Language domains" include listening, speaking, reading and writing skills.
- (b) <u>To be eligible for licensure as The following requirements shall apply to the certification of an ESOL teacher in grades K-12, the candidate shall:</u>
  - (1) The candidate shall Hhave at least a bachelor's degree; and
  - (2) The candidate shall qQualify for eertification licensure through an approved program or under one of the alternatives in Ed 505.01 Ed 505.05;
  - (3) Demonstrate language proficiency in oral and written English in social and academic settings for ELs; and
  - (4) Have had the experience of studying a second language, which may include American Sign Language, by one of the following:
    - a. Successfully completing at least 2 semesters of a second language at the college level; or
    - b. Demonstrating evidence of the equivalent of 2 semester of a second language at the college level including, but not limited to, documentation of the acquisition of a second language during residency abroad.
- (c) The candidate for <u>licensure</u> as an ESOL teacher shall have the following skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:
  - (1) In the area of language, the candidate shall know, understand, and use the major theories and research related to the structure and acquisition of language in order to provide English

Learners (EL)s with the skills to become proficient in language and literacy to achieve in the content areas as follows:

- (1)a. In the area of language as a system, thea candidate shall:
  - a. Recognize language as a dynamic system used by particular communities for communication or to make meaning for a particular purpose, including language development as an interactive social process; 1.
  - <u>b.</u> Demonstrate <u>metalinguistic</u> knowledge of <u>language as a system, including</u> phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics—<u>f\_and\_uses\_that\_knowledge to support\_ELDor\_ELs to develop oral, aural, reading, and writing skills in <u>English;</u></u>
  - <u>c2</u>. <u>Understand the key language features are used across multiple disciplines and emphasizes the way language is used for a particular functional purpose Demonstrate knowledge of the historical development of the English language;</u>
  - <u>d</u>3. Communicate with colleagues the ways in which language interference and dialect variations can be misinterpreted as suspected language disabilities; Relate knowledge of English to languages spoken by students in their communities; and and
  - e.4. Describe language development as a non-linear process, contingent on complex factors including students' background knowledge, former educational experiences, home literacy practices and other extrinsic factors Build on similarities between English and the student's home language (L1) and to anticipate any difficulties that learners may have with English;
- (2)b. In the area of language acquisition and development, thea candidate shall:
  - a.1. Analyze and critically evaluate current theories and evolving research around multilingual teaching and learning to inform instructional methodology to improve student outcomes Understand and apply concepts and theories of first and second language acquisition to facilitate ELs' development of social and academic English language;
  - <u>b2</u>. Examine current and historical theories of second language development including developing theories Demonstrate understanding of current and historical theories and research related to the structure and acquisition of language to so that ELs can\_acquire use of language and literacy in the content areas;
  - c3. Recognize that ELs develop content and language simultaneously, with academic content as a context for language learning and language as a means for learning academic content Demonstrate language proficiency in oral and written English in social and academic settings for ELs;

- <u>d.</u>4. Understand the role of personal and affective variables in language learning to establish secure, motivating classrooms in which ELs take risks and use language productively; and
- e.5. Apply knowledge of educational theory and policy factors in the education of ELs to support program planning, instruction and advocacy; Understand how to use linguistic scaffolding to facilitate comprehension and production of academic and social English; and
  - 6. Have had the experience of studying a second language which may include American Sign Language, by one of the following:
    - (i) Successfully completing at least 2 semesters of the study of a second language at the college level; or
    - (ii) Demonstrating evidence of the equivalent of 2 semesters of the study of a second language at the college level, including, but not limited to, documentation of the acquisition of a second language during foreign residency;
- (<u>3</u>2) In the area of culture <u>in student learning</u>, the candidate shall <u>recognize variables that affect language as evidenced byknow, understand, and use major theories and research related to the nature and role of culture in instruction for the following:</u>
  - a. Possess cross-cultural awareness and create an inclusive classroom environment through self-awareness of teaching and learning philosophy, understanding that personal experiences as a student and teacher impact their teaching and learning philosophyThe major principles, theories, and research related to the nature and role of culture on language learning, school achievement, and acculturation;
  - b. <u>Understand the impact of culture on language learning</u>, school achievement, and <u>acculturation theories</u>, research, and <u>principles</u> The nature and role of culture to construct learning environments to support ELs' cultural identities and academic needs;
  - c. Encourage students to reflect on the role of language in their lives, their communities and between minority and dominant language use in the U.S. Cultural groups in the community, including the majority group, affect language learning, social adjustment, school achievement and acculturation;
  - d. Identify cultural and sociolinguistic variables that affect students' English language development, including common myths and misconceptions held about ELsUse of curriculum and materials to promote an inclusive environment and demonstrates cross-cultural awareness and appreciation; and
  - e. Use—of—culturally responsive curriculum and materials to promote an inclusive environment by:

- 1. Engaging diverse populations; and
- 2. Including diverse communities as additional legitimate sources of knowledge; resources to maintain up to date knowledge of cultural conflicts and world events that might have an impact on student's learning;
- (43) <u>Using methods informed by current research in curriculum and instruction, the candidate shall:</u> <u>In the area of instruction, the candidate shall understand and use evidence based practices and strategies to plan, implement and manage standards based ESOL and content instruction as follows:</u>
  - a. Use both ELD and content standards to plan and implement instruction; For planning for standards based ESOL and content instruction: 1. Plan standards based ESOL and content instruction to meet learning objectives; and 2. Plan differentiated instruction based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge; and
  - b. Provide ELs with opportunities to engage in content-specific tasks that simultaneously build grade-level knowledge and skills as well as language competenceFor implementing and managing instruction;
  - c. 1. Understand different ESOL program models, such as but not limited to push in, pull out, and self contained Differentiate instruction to include activities that integrate multiple modalities of communication across all language domains;
  - d.2. Develop instruction based on ongoing assessment and observation of students' linguistic needs and purposefully select materials to expose students to increasingly complex languagestudents' listening and speaking skills for a variety of academic and social purposes;
  - 3. Use standards based instruction that builds on students' oral English skills to support reading and writing;4. Utilize standards based reading and writing instruction adapted to ELs;
  - 5. Implement activities to integrate listening, speaking, reading, and writing;
  - e. 6. Implement activities and materials that develop authentic uses of language as students learn academic vocabulary and content area material; and
  - f. 7. Use a variety of resources including but not limited to, technology, print, and realia;
  - g. Use instructional practices to encourage the transfer of student's home language(s) and literacy skills as well as their cultural assets and prior knowledge to support English language development;
  - h. Deliver explicit instruction about the characteristics of oral language to help ELs express themselves accurately in social and academic settings;

- i. Deliver explicit instruction about the characteristics of written language structures to help ELs with reading comprehension and written expression; and
- j. Employ flexible and fluid group structures to promote language production through a blend of partner work, small group, large group, and whole class activities that include different group configurations for different language goals;
- (54) In the area of assessment, the candidate shall demonstrate an understanding of various assessments, including benefits and limitations issues as they affect ELs, such as but not limited to accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations as follows:
  - a. For standardizededucational assessments:
    - 1. <u>Local, state and federal laws, policies and uniform procedures regarding assessment of English learners, including identification, placement, and reclassification requirements The purposes of assessment as they relate to ELs;</u>
    - 2. Advocate for valid and reliable assessment of students during the special education determination process and ensure that the analysis of assessment results reflects their students' status as English learners Key indicators of good assessment instruments;
    - 3. Collaborate with colleagues to identify appropriate accommodations when applicable The advantages and limitations of assessments, including accommodations for ELs; and
    - 4. <u>Use assessment results to plan instruction, monitor student progress, and report on student growthLanguage differences, giftedness, and special education needs;</u>
  - b. For formative and summative language proficiency assessments:
    - 1. <u>Possess knowledge of a range of standards-based and performance-based assessment tools that measure ELs' progress Know state eligibility and reclassification requirements for ELs;</u>
    - 2. Know how to analyze and interpret assessment data, teacher observations, and other information to determine students' level of support within the Language Instruction Educational Program (LIEP); Understand the appropriate use of norm referenced assessments with ELs; and
    - 3. <u>Understand key indicators of valid and reliable assessment instruments; Knowledge of standards based and performance based assessment tools that measure EL's progress; and</u>
    - 4. Develop and use assessment instruments to measure students' language across all language domains; and

- 5. Recognize and convey that it is possible to meet the competency of most standards without manifesting native-like control of English conventions and vocabulary;
- c. Know and use a variety of performance based assessment tools and techniques to inform instruction for classroom assessment; and
- (65) In the area of professionalism, the candidate shall: demonstrate knowledge of history, research and educational public policy as follows:
  - a. <u>Understand the evolution of the laws and policies affecting linguistic minorities in the U.S.</u>, including those which govern the educational rights of <u>ELsThe evolution of the laws and policies affecting linguistic minorities in the U.S.</u>, including those which govern the educational rights of <u>ELs</u>;
  - b. Understand the scope, including the benefits and limitations of, LIEP models such as, but not limited to:
    - 1. ESL;
    - 2. Content Classes with integrated ESOL sSupport;
    - 3. Newcomer pPrograms;
    - 4. Bilingual eEducation; and
    - 5. Dual Llanguage;
  - <u>cb</u>. The importance of <u>eC</u>ollaborateing with <u>classroom</u> teachers and staff to provide comprehensive, appropriate educational opportunities for ELs in school; and
  - d. Actively promote family involvement through regular outreach and communication to strengthen student outcomes;
  - ee. <u>SupportThe importance of providing EL students and families by sharing with information regarding school and community resources available within the school and community;</u>
  - f. Recognize that cultural competency is a continuous process and maintains up-to-date knowledge of cultural conflicts and world events that might have an impact on students' learning and acculturation; and
  - g. Advocate on behalf of students with limited or interrupted formal education (SLIFEs) to address their unique needs for social and emotional supports as well as intensive

English instruction and alternative pathways to completion for SLIFEs at the secondary level.-

## Appendix I

Rule	Specific Statute Rule Implements
507.17	RSA 186:11, X(a)



Frank Edelblut Commissioner Christine M. Brennan Deputy Commissioner

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

#### **EXECUTIVE SUMMARY**

Initial Proposal: Ed 323 Charter School Lease Aid Expire Date: N/A

Submitted to the State Board of Education, January 12, 2023:

#### A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 323, relative to providing annual grants to meet the costs of leasing permanent space in buildings for chartered public schools.

#### B. RATIONALE FOR ACTION

The rule language is being updated to more accurately reflect the application process and the information being requested. Additionally, this upcoming legislative session may change some deadlines on the application which will need to be reflected in these rules.

#### C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on March 9, 2023.

#### D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 323.

#### Readopt with amendments Ed 323, eff 5-20-21 (Document #13207), to read as follows:

#### PART Ed 323 CHARTER SCHOOL LEASE AID

Ed 323.01 <u>Purpose</u>. The purpose of Ed 323 is to implement the provisions of RSA 198:15-hh, relative to providing annual grants to meet the costs of leasing permanent space in buildings for chartered public schools authorized under RSA 194-B:3-a.

Ed 323.02 <u>Definitions</u>. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 323:

- (a) "Charter school" means a chartered public school established under RSA 194-B:3-a;
- (b) "Department" means the New Hampshire department of education;
- (c) "Lease" means an agreement to lease permanent space in a building or buildings;
- (d) "Leased facility" means permanent space in a building or buildings as described in the lease; and
- (e) "Lease aid" means the annual grant for a lease under RSA 198:15-hh,I.

#### Ed 323.03 Lease Agreements.

- (a) Pursuant to RSA 198:15-hh, a lease shall be:
  - (1) aApproved by the charter school board of trustees; and-
  - (b) Pursuant to RSA 198:15 hh, an initial lease shall be(2) Initially for a term of 10 years or less to be eligible to receive lease aid.
- (be) A lease shall continue until its term expires, and Tthe sale of the property by the owner or a declaration of bankruptcy by the owner shall not terminate the agreement entered into with the charter school.
  - (cd) The lease shall state the parties responsible for the following:
    - (1) eCarrying out maintenance; the following activities,
    - (2) \*The procedures for carrying out such maintenanceactivities; and
    - (3) The cost of and payment for completing: the activities:
      - (1)a. Maintenance of the facility;
      - (2) b. Custodial services;
      - (3) c. Refuse removal;

(4)-d. Snow removal; and

(5)e. Grounds maintenance.

- (de) Costs for utilities, heat, and the items listed in (cd) above shall not be eligible for reimbursement. If utility costs are included in the monthly or annual lease payment, the property owner shall separate those costs from the rental costs on the invoice submitted to the charter school.
- (ef) Costs for space beyond what is required for the operation of the charter school are is not eligible for reimbursement. If space is leased beyond what is necessary for the operation of the charter school, the property owner shall separate those costs on the invoice submitted to the charter school.
- (fg) The lease shall include the necessary provisions to allow for the duties identified in Ed 323.05 to be met.
  - (gh) The lease shall include the following provisions to allow:
    - (1) to allow eEarly termination of the lease by the applicant in the event the building is no longer required to meet the needs of the charter school;
    - (2i) The lease shall include a provision for eEarly termination by the charter school in the event the property owner fails to fulfill the terms of the lease; and-
    - (3j) The lease shall include a provision that requirements that the property owner to gives notice of at least 60 days prior to early termination of the lease by the property owner.

#### Ed 323.04 Legal Review of Lease.

- (a) The lease shall be reviewed, at the applicant's expense, by the applicant's attorney licensed in New Hampshire who is knowledgeable in contract law pertaining to such lease agreements;
- (b) The review shall ensure alignment with the requirements be for the purpose of compliance with outlined inof Ed 323.03;
- (c) The review shall be for the purpose of compliance with factual law and shall contain no factual errors; and
- (d) The review shall confirm compliance with contract law including no omissions and that the lease has been amended as necessary.

#### Ed 323.05 Duties of Applicant.

(a) In order for an applicant to be eligible for lease aid, the applicant shall comply with the provisions outlined in (b) belowof this section.

- (ba) The applicant shall:
  - (1) <u>eComplete</u> all local, state, and federal required water testing:
  - (2b) <u>eC</u>onduct or cause to be conducted a water test prior to occupancy of the property to ensure compliance with RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities; The applicant shall compete all local, state, and federal required air quality testing, mold, lead, asbestos, or any other hazardous materials testing;
  - (3e) The applicant shall eEnsure the property owner will allows testing for air quality, mold, lead, asbestos, or any other hazardous materials or conditions at the expense of the charter school;
  - (4d) The applicant shall eEnsure anythe deficiencies identified by such testing will be promptly corrected, and Ttesting shall be allowed prior to occupancy of the property and at any time during such occupancy:
  - (<u>5ed</u>) The applicant shall eEnsure the identification of the location of any and all asbestos-containing material prior to occupancy of the property. Pursuant to RSA 141-E:3, the leased property shall be subject to the requirements of the Asbestos Hazard Emergency Response Act (AHERA), 15 USC 53; and
  - (<u>ofe</u>) The applicant shall <u>e</u>Ensure property and liability insurance is maintained to fully compensate for loss or damage to property or any other costs associated with an event resulting from negligence by the owner or the owner's agents or employees.
- Ed 323.06 <u>Lease Aid Application</u>. In order for an applicant to be eligible for lease aid, the applicant shall comply with the provisions of this section.
  - (a) By March January 1, applicants shall submit to the department the following:
    - (1) A copy of the proposed lease agreement that meets the requirements in Ed 323.03;
    - (2) The amount of the lease eligible for lease aid;
    - (3) The square footage of the school;
    - (43) An explanation of why the lease is necessary;
    - (54) Address and location map of the property A site plan of the building and surrounding property;
    - (65) A description of the surrounding area that includes the specific types of residential, commercial, and industrial activities that take place on the property and on all abutting properties;

- (76) Indication if the leased facility is on municipal or domestic well water and, sewer if applicable, the public water system ID number issued by the department of environmental services;
- (<u>8</u>7) An assurance statement that the applicant shall conduct or cause to be conducted a water test prior to occupancy of the property to ensure compliance with RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities; Anticipated k-12 enrollment as of September 1 of school year aid request;
- (98) An assurance statement that the applicant shall comply with duties of the applicant identified in Ed 323.05;
- (109) An assurance statement that the lease only includes costs for space that is required for the operation of the charter school;
- (110) A statement that the applicant is aware that per Ed 321.13, all public school construction or reconstruction projects are required to have a review completed by the state fire marshal's office; and
- (124) A statement that the applicant is aware of the additional submittal requirements and deadline in (b) below.
- (b) By September 1 of each year, or prior to occupancy, whichever comes first, the applicant shall submit the following:
  - (1) A statement that indicates that the leased facility meets the state building code under RSA 155-A signed by:
    - a. Tthe local code enforcement official;
    - b. aA licensed engineer;
    - c. aA licensed architect; or
    - d. Another qualified professional that indicates that the leased facility meets the state building code under RSA 155-A;
  - (2) A statement that indicates that the leased facility meets the state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5 signed by:
    - a. The local code enforcement official;
    - b. The fire chief;
    - c. aA licensed engineer; or

- d. Another qualified professional that indicates that the leased facility meets the state fire code under RSA 153:1, VI a and Saf Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5;
- (3) A statement that indicates that the leased facility meets the New Hampshire code for barrier-free design under Abfd 300, signed by:
  - a. The local code enforcement official;
  - b. , aA licensed engineer;
  - c. aA licensed architect; or
  - d. Another qualified professional that indicates that the leased facility meets the New Hampshire code for barrier free design under Abfd 300;
- (4) If food service operations are to take place in the leased facility, proof of approval from the bureau of food protection at department of health and human services, as provided in He-P 2304:
- (5) A certification by the applicant's attorney to the department that the lease meets the requirements in Ed 323.03 and the lease has been reviewed, approved, and signed; and
- (6) Approval from the department of environmental services that the water supply well meets the requirements in Env-Dw 400, if applicable;
- (67) A copy of the property and liability insurance that meets Ed 323.05(e).; and
- (8) Anticipated k-12 enrollment.
- (c) If the items in (b) above are not submitted in the time\_frame required in (b) above, the applicant shall forfeit lease aid for the fiscal year which they applied for.

#### Ed 323.07 Review and Approval Process.

- (a) For initial approval, the applicant shall apply for lease aid by submitting an application as outlined in Ed 323.06.
- (b) By September 1 of each year, the applicant may request to renew lease aid if no substantive changes have been made to the lease previously approved by the department through (a) above, and the following items have been submitted to the department:
  - (1) Assurance statement that the charter school is still operating under the same lease approved by the department through (a) above, or submit an updated lease agreement certified by the

applicant's attorney to the department that the lease meets the requirements in Ed 323.03 and the lease has been reviewed, approved, and signed;

- (2) Updated amount of the lease eligible for lease aid, if applicable; and
- (3) An updated copy of the property and liability insurance that meets Ed 323.05(e), if applicable.
- (c) If substantive changes have been made to the lease, an applicant may reapply for lease aid by submitting an application per Ed 323.06.
- (d) Upon review and approval of the items identified in (a) or (b) above, the department shall notify the charter school of their eligibility of lease aid.

#### Ed 323.08 Payments.

- (a) The amount of lease aid shall be in accordance with RSA 198:15-hh. If the lease appropriation is insufficient, the appropriation grant payments shall be prorated equally among all eligible applicants.
- (b) If the items identified in Ed 323.07 (a) or (b) are not submitted in the time\_frame required, the applicant shall forfeit lease aid for the fiscal year which they applied for.
- (c) Lease aid grant payments shall be made annually in November of each fiscal year and shall only be made if the school has students enrolled on opening day.
- (d) The applicant shall be—<u>responsible forthe property owner\_of</u> all costs incurred through the lease. Lease aid shall be considered a reimbursement of a portion of rental costs as authorized by RSA 198:15-hh, provided that sufficient funds are appropriated by the legislature and made available to the department.
- (e) Lease aid shall be terminated if the leased space is no longer being used for the purposes proposed under the approval of lease aid.

#### Ed 323.09 Eligibility

- (a) The initial building costs of modifying the building to meet the requirements of the educational program shall be eligible for lease aid if the charter school is required to pay those costs by the terms of the lease.
  - (b) The following costs shall not be eligible for lease aid:
    - (1) Costs for space beyond what is required for the operation of the charter school;
    - (2) Costs for utilities, heat, and the activities in Ed 323.03 (d);-
    - (3) Costs for repairs for damages to the facility regardless of cause;

- (4) Any deposits of funds that the charter school is required to provide to the property owner that are subsequently returned to the charter school;
- (5) Costs for the use of portable or modular classroom space; and
- (6) Costs to make permanent upgrades or renovations to the leased space.

## Appendix I

Rule	Specifc Statute Rules Implement
Ed 323	RSA 198:15-hh



Frank Edelblut Commissioner Christine M. Brennan Deputy Commissioner

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

#### **EXECUTIVE SUMMARY**

Initial Proposal: Ed 601 and Ed 602, PEPP definitions and Procedures for Approval Expire Date: March 22, 2023

Submitted to the State Board of Education, January 12, 2023:

#### A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 601 and Ed 602, relative to the definitions for the chapter and the approval procedures for Institutions of Higher Education seeking approval for a Professional Educator Preparation Program (PEPP).

#### B. RATIONALE FOR ACTION

The Council for Teacher Education (CTE) has put forward their recommended changes based on subcommittee work and feedback and collaboration with educators and experts in the field. The proposed changes have been outlined in the included table.

#### C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held, with the earliest potential date being March 9, 2023.

#### D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 601 and Ed 602.

## Proposed Changes to Ed 602 Procedures for Approval

Summary table of "major" proposed changes made by Review Procedures and Standards Subcommittee (Members: Laura Wasielewski, Kelly Moore Dunn, Chris Ward) and voted on by full CTE

Proposed Change	Rationale
Amend 602.06(a)(2) "Conditional approval for up to and not to exceed 37 years with the following"	Our perspective is that conditional approval should not last more than three years, which is long enough for a PEPP to address any recommendations for unmet standards.
Amend 602.14, Substantive Change criteria, to the following:  (1) a change in the published mission or objectives of the institution or PEPP;  (2) the addition of courses or programs that represent a significant departure in terms of either content or delivery from those that were offered when the PEPP was most recently approved;  (3) a change from contracting with other providers for direct instructional services, including any teach-out agreements; or  (4) Elimination of a PEPP.	We thought a change to the substantive change criteria was warranted because one of the current criteria, "Changes beyond those indicated by the assessment system for continuous improvement" is so vague and broad. And we found the CAEP criteria to be much clearer and concrete.
In 602.06(e), Option 1, Review Team Membership, amend "specialists in the curriculum areas to be reviewed" to "specialists with expertise in areas to be reviewed."	The rationale for this change is to remove an undefined term and phrase ("specialist in the curriculum area(s)") from the rules. Alternatively, "specialist with expertise in the area(s) to be reviewed" is a broader definition that allows for one reviewer who might not have an endorsement in all licensure areas to be reviewed by someone who has sufficient knowledge and/or experience in each licensure program (such as a life science educator being able to review a science 5-8 program).
All mentions of "certification" have been changed to "licensure."	NHED has moved toward "licensure" and away from "certification"

- For (1)(c), clarified what the reviewers shall submit to the chairs (worksheet and review report, which includes a summary of findings and approval recommendation), which allowed the removal of (d) and (e) for redundancy.
- For (2), clarified the duties of the review team chair(s), adding language in (b) to clarify the different components of the comprehensive review report.

NEW: Added "interim review" rule (602.13) and definitions for "action plan" and "interim review"	If there is concern about a PEPP's continued meeting of program approval standards during a review term, this rule allows for the NHED and CTE to conduct an interim review.
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## Readopt with amendment Ed 601.01, Ed 602.01 - Ed 602.04, eff 3-22-13 (Document #10295) to read as follows:

#### Ed 601.01 Definitions.

- (a) "Action plan" means a plan created by a professional educator preparation program (PEPP) during its term of approval outlining steps that must be taken in order to address concerns that have arisen with regard to program approval standards.
- (<u>ba</u>) "<u>Approved educator preparation program (AEPP)Alternative 1 program</u>" means a Professional Educator Preparation Programs (PEPP) approved by the state board under Ed 505.01.
- (cb) "Appeal process" means the process an institution shall take to appeal a non-approval designation on its accreditation status.
- (de) "Assessment system" refers to the system used by an institution to assess and evaluate program(s) and candidates. The term includes the processes and instruments used by an institution's PEPP to collect, synthesize, and evaluate data for the purpose of continuous improvement.
  - (ed) "Baccalaureate program" means a program that leads to a bachelor's degree.
- (<u>fe</u>) "Candidate" means a student who is enrolled in a PEPP for the purpose of acquiring New Hampshire educator <u>licensure certification</u>.
- (gf) "Candidate assessment" means the processes by which a PEPP monitors and evaluates the acquisition of knowledge, skills, and dispositions by each candidate as a candidate progresses through a PEPP.
- (g) "Certification" means a credential from the state of New Hampshire, which is based on completion of appropriate tests and any other requirements for the credential.
- (h) "Certification officer" is the individual or the designee, identified by the <u>institution of higher</u> <u>education</u> for the New Hampshire department of education, who verifies completion of PEPP(s) by certification candidates.
- (i) "Clinical experiences" are ongoing opportunities that immerse candidates in the learning community enabling them to develop and demonstrate competence in the professional role for which they are preparing.
  - (j) "Commissioner" means the commissioner, New Hampshire department of education.
- (k) "Competency" means mastery of learning outcomes based on standards defined in Ed <u>607.02</u> and Ed <u>608</u> as appropriate. 609 Ed 610 and Ed 614 as appropriate.
- (l) "Conversion program" means a program that can lead to a graduate degree but requires candidates to already possess a bachelor's degree upon entry into the program.

- (<u>lm</u>) "Cooperating practitioner" means an educator or professional in a field-placement site who makes an agreement with an institution to mentor, in a classroom or other field experience setting, one or more candidates in an early or culminating field experience.
- $(\underline{m}\underline{n})$  "Core competencies" means the competencies delineated in Ed  $\underline{607.02.609}$  General Education Studies.
- (ne) "Curriculum" means the structure and design of coursework and other learning experiences which a PEPP provides for each candidate to gain the knowledge and skill required by the applicable educator program standards.
  - (op) "Department" means the New Hampshire department of education (NHEd).
- (pq) "Director" means the director of the division of <u>educator support and higher education.</u> <del>program support.</del>
- (qr) "Dispositions" mean the personal qualities or characteristics that are possessed by an educator, including attitudes, interests, appreciations, values, commitments, professional ethics, and modes of adjustment which strongly influence the impact the educator will have on student learning, motivation, and development.
  - (15) "Division" means the division of program support, New Hampshire department of education.
- (st) "Diversity" refers to ethnicity, race, socio-economic status, gender, exceptionalities, language, learning styles, religion, sexual-orientation, and geographical area.
- (tu) "Educator" means administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/transliterator, and school nurses any individual whose position requires certification by the state board pursuant to RSA 189:39. The term includes administrators, specialists, and teachers.
- (<u>u</u>+) "Educator program standards" means the requirements of Ed <u>607 and Ed 608.609, Ed 610, Ed 611, Ed 612, and Ed 614.</u>
- ( $\underline{v}$ w) "Evidence" means everything provided by an institution that is used to determine or demonstrate the truth of claims made about the institution's program assessment system.
- $(\underline{w}*)$  "Facilitation" is the act of assisting or making easier the progress, improvement and ownership of student learning in traditional and non-traditional environments.
- $(\underline{x}\underline{y})$  "Field experience" means an internship, practicum, or other professional experience, when arranged as part of a PEPP.
- (yz) "Field experience coordinator" means a faculty member or designee who is responsible for coordinating and managing a candidate's field experience.
- (zaa) "Field experience supervisor" means a person designated by the PEPP to supervise and evaluate a candidate during the culminating field experience.

- (aaab) "Focused review" means monitoring based on PEPP progress in implementing the action steps resulting from a program approval visit.
- (ab) "Interim review" means a review that takes place during the term of a PEPP's approval to address concerns that have arisen with regard to program approval standards.
- (ac) "Institution(s)" means a college, university, or other educational agency of higher education which is accredited by a regional or national agency recognized by the U.S. department of education, the council for higher education accreditation, or both. The term includes "institution of higher education (IHE)."
- (ad) "Institutional coordinator" means the person designated by an institution responsible for ensuring that there are structures, processes, and procedures in place to provide oversight and coordination of all PEPP(s) at the institution.
- (ae) "Licensure" means the official recognition by the state board that an individual has met all requirements and is approved to practice in an endorsement area(s).
  - (afe) "Mastery" is a high level of demonstrated proficiency with regard to a competency.
- (agf) "Memorandum of understanding" is a written agreement between the institution of higher education and NHEdDOE that provides guidance for all participants in the program approval process.
- (a $\underline{\text{hg}}$ ) "National accreditation" means approval from a NH $\underline{\text{Ed}}$ DOE accepted national accrediting agency for educator preparation programs.
- (aih) "New Hampshire council for teacher education (NHCTE)" means the advisory body established in RSA 190:1.
  - (aji) "Pedagogical" means relating to the art of facilitating learning.
- (aki) "Post-baccalaureate program" means a program including but not limited to a conversion program, that can be a licensure-only pathway or lead to a graduate degree, but requires a candidate to already possess a bachelor's degree upon entry into the post baccalaureate program.
  - (alk) "Principal administrator" means the chief administrative officer of an institution.
- $(a\underline{m}!)$  "Program administrator" means the person(s) at an institution responsible for administration of the PEPP(s) undergoing review.
- (anm) "Program approval coordinator" means the person at an institution who is responsible for preparing for a program approval review and the main contact person for the state department of education during the PEPP approval process.
- (aon) "Progress report" means a narrative describing action steps taken and planned toward meeting unmet standards as identified during the program review.

- (apo) "Professional educator preparation program" (PEPP) means a program approved by the state board under Ed 600 that is offered at an institution in New Hampshire for the purpose of preparing educators, including teachers, <u>instructional</u> specialists, <u>educational specialists</u>, and administrators, for <u>licensurecertification</u> by the state of New Hampshire through the <u>AEPPalternative 1 program</u> process.
- (agp) "Professional community" means those educators who participate and collaborate in the preparation of educators, including but- not limited to PEPP faculty, content area faculty, pk-high school personnel, and professional organizations involved in developing a program assessment system.
- (are) "Reactor" means a member of the NHCTE who reviews the final report for recommendations under options one-4 and gives their feedback.
- (asf) "Resources" means the assets provided by an institution to continuously support all aspects of a PEPP.
- (a<u>t</u>s) "Review" means the process that occurs in cooperation with a PEPP for the purpose of making a recommendation on program approval with regard to program approval and reaccreditation from a regional accrediting agency, a national accrediting agency, or both.
  - (aut) "Review visit" may refer to an on-site visit, an electronic review, or a hybrid version.
- (avu) "Self-assessment report" means a description of the processes conducted continuously by an institution which serves as an analysis of the progress of a program toward meeting the state standards for a PEPP.
- $(a\underline{w}\underline{v})$  "Specialist or administrator area" means the area in which <u>licensurecertification</u> is granted to a person who has successfully completed an Ed <u>608614 licensurecertification</u> program in a PEPP in accordance with the requirements in Ed 600.
  - (axw) "State board" means the state board of education created by RSA 21-N:10.
- Ed 602.01 <u>Scope of Approval Process</u>. An institution shall request approval for professional educator preparation programs through which it prepares education candidates for <u>licensurecertification</u> in New Hampshire under Ed 505.01, taking into consideration the recommendation, if any, from the NHCTE, to review and make approval recommendations to the state board for action.
- Ed 602.02 <u>Evaluation Requirements</u>. Each institution that offers one or more PEPPs shall have in place an assessment system and continuous improvement data cycle that evaluates the curriculum, <u>clinical practice and partnerships</u>, <u>learning facilitation</u>, <u>assessment processes</u> and resources for the institution's PEPP that enable the oversight and coordination for the preparation of effective educators as described in Ed 60<u>7</u> and relevant sections of Ed 608.9 and Ed 610.
- Ed 602.03 <u>Demonstrated Competencies</u>. To promote the learning of all NH students, each PEPP shall require every graduate of the PEPP to demonstrate evidence of the competencies in Ed 6079, Ed 610,

and relevant sections of Ed <u>608</u><del>612 or Ed 614</del> at the level determined for a beginning educator within each endorsement area.

#### Ed 602.04 Approval Requirement.

- (a) The NHCTE shall design a rigorous review process for consistency by each category and a training process to be administered prior to each PEPP review visit.
  - (b) There shall be 4 options of PEPP considered for approval:
    - (1) Option 1-, review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for the program;
    - (2) Option 2-, review of a proposed new PEPP, not currently approved, that is to be offered at an institution that does not have any approved PEPPs;
    - (3) Option 3<sub>\(\tau\)</sub>, review of a proposed additional PEPP, not currently approved, that is to be offered at an institution that currently has one or more other state board approved PEPP(s); and
    - (4) Option 4-, review of an institution that has sought national accreditation for one or more of their PEPPs.

#### Readopt with amendments Ed 602.06 - 602.12, eff 3-23-13 (Document #10295), to read as follows:

#### Ed 602.06 Option 1.

- (a) 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 37 years with the following:
    - a. Submission to and approval by NHCTE of a progress report made on program approval standards not previously met; and
    - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
  - (3) Non-approval.
  - (b) Timelines for the review process of a PEPP under option 1 shall be:
    - (1) No later than 18 months prior to expiration of the approval period of the PEPP, the department shall:

- a. Nnotify the institutional coordinator and the principal administrator of the PEPP(s) that the program(s) are due for re-approval; The department shall
- b. pProvide the institutional coordinator with the review date request form; and
- c. Provide information regarding the required fee;
- (2) At least 17 months prior to the date program approval expires and no later than 12 months prior to a review, the institutional coordinator shall provide the department with a completed review date request form and the application fee;
- (3) At least 15 months prior to the date program approval expires and no later than 12 months prior to a review, the department shall:
  - <u>a. sS</u>chedule with the institutional coordinator and the principal administrator a pre-site visit; and shall
  - <u>b.</u> <u>pP</u>rovide the institutional coordinator with guidance for the development of a PEPP self-assessment report;
- (4) At least 12 months prior to the date program approval expires, the NHCTE <u>shallwill</u> select one or 2 chairs determined by the size of the institution for the review team;
- (5) Within 2 weeks upon selection by the NHCTE, the department shall notify the institutional coordinator and the principal administrator of the review dates and the name(s) and address(es) of the team chair(s):
- (6) No later than 11 months prior to a review, the review team chair(s) shall meet with the institution to establish a memorandum of understanding (MOU) related to the elements, design, and access procedures of the PEPP's assessment system;
- (76) At least 10 months perior to the date of review visitreviewer training, the department shall:
  - a. iIdentify individuals to serve on the review team; and. The department shall
  - <u>b. nN</u>otify the program approval coordinator <u>forof</u> the applicant PEPP <u>of the members</u> of the review team <u>members</u> within 2 weeks of such appointment. The institution shall have 2 weeks after receipt of this notification to concur or suggest additional and/or alternative review team members;
- (87) At least 2 months prior to the visit, the department shall provide the team with training, guidance and tools, including an electronic review team template, for reviewing and evaluating evidence;

- (<u>98</u>) At least <u>2 months 6 weeks</u> prior to the visit, the director or designee shall electronically provide the review team with the following:
  - a. Guidance for electronic access to the institution's self-assessment report; and
  - b. Completed PEPP matrices;
- (<u>109</u>) At least 4 weeks prior to the visit, the review team chair(s) and the department shall establish with the institutional coordinator a review team schedule, including but not limited to:
  - a. Appointments with individuals or groups to be interviewed;
  - b. Classes and field-placement sites to be visited;
  - be. Work times for the team;
  - cd. Specified time for team members to discuss issues and questions with the co-chairs;
  - de. Closing meeting time with the institution; and
  - ef. Information on:
    - 1. Lodging;
    - 2. pParking;
    - 3. Directions to the institution; and
    - 4. mMeals; and
- (10) If the institution fails to meet defined timelines, the institution's review visit may be deferred and the institution shall request an extension of time pursuant to Ed 602.12.
- (c) The self-assessment report required in (b)(3)b. shall include but not be limited to the following:
  - (1) A description of the ways in which the institution addresses the program review standards in Ed 603 through Ed 606 including, but not limited to:
    - (1) <u>a.</u> A description of the process by which the institution gathers, evaluates and uses data for quality candidate assessment and continuous program improvement;
    - (2) <u>b.</u> An explanation of the system through which each PEPP evaluates progress toward preparing quality candidates for professional practice based on the competencies in Ed 6079, Ed 608, Ed 610, and either Ed 612 or Ed 614 and the review elements for each PEPP;

- (23) A completed NHCTE approved matrix for each PEPP for which the institution is seeking approval; and
- (<u>34</u>) A copy of the previous PEPP reaccreditation final review team visit report and any additional progress reports submitted to the department that defined progress toward meeting unmet standards as well as steps the institution has taken to move toward implementation of the standards.
- (d) The institution, through the program approval coordinator, may request that any proposed review team member, identified in (b)(76), not serve as a reviewer, on the basis of one or both of the following concerns:
  - (1) Conflict of interest; or
  - (2) Capacity to complete the work.
  - (e) The department shall be responsible for final decisions regarding the review team membership.
- (f) In addition to any chair(s) selected by the NHCTE under (b)(4) above, a review team shall consist of one or both of the following specialist(s) with expertise in the curriculum area(s) to be reviewed:
  - (1) Faculty member(s) from an education department of another in or out of state institution(s); and
  - (2) Professionals representing education at the pk-12 levels.

#### Ed 602.07 Option 2.

- (a) Option 2 shall be the review of a proposed new PEPP, not currently approved, that is to be offered at an institution that does not have any approved PEPPs which results in one of the following:
  - (1) Approval for up to and not to exceed 3 years;
  - (2) Conditional Aapproval for up to and not to exceed 3 years with the following conditions:
    - a. Submission to and approval by NHCTE of a progress report made on program approval standards not met; and
    - b. Review by division director or designee focusing on progress made on program approval standards not met; or
  - (3) Non-approval.
  - (b) The process for program review under Option 2 shall be as follows:
    - (1) The institution shall submit a NHCTE approved form for a program proposal to the department and the NHCTE;

- (2) The <u>development of a self-assessment report completed by the PEPP, for which the</u> department shall offer technical assistance and provide the institution coordinator with a copy of the relevant standards and guidance for the development of a PEPP self assessment report;
- (3) The NHCTE <u>shallwill</u> select one chair for the review team and the department shall identify a qualified reviewer:
- (4) The department shall notify the program approval coordinator for the applicant PEPP of the composition of the review team members within 2 weeks of such appointment, and Tthe institution shall have 2 weeks after receipt of this notification to concur or suggest additional and/or alternative review team members;
- (5) No later than 2 months after concurrence on the review team, the institution, the department, and the review chair(s) shall establish a MOU documenting the timeline and required elements of the review;
- (64) When the institution notifies the department that all required materials are compiled and ready, the department shall provide the reviewer with training, guidance and tools, including an electronic review team template, for reviewing and evaluating evidence;
- (75) <u>Based on the time line established in the MOU, Within at least 2 weeks of this notification</u>, the program approval coordinator shall electronically provide the reviewer and chair with the following:
  - a. Guidance for electronic access to the institutional self-assessment report, and
  - b. Completed PEPP matrix;
- (86) <u>Based on the timeline established in the MOUWithin at least 2 weeks</u>, the team shall report to NHCTE with:
  - a. An initial recommendation; or
  - b. A request for a one day on-site visit; and
- (97) If the institution fails to meet defined timelines, the institution's review visit may be deferred and the institution shall request an extension of time pursuant to Ed 602.12.
- (c) The self-assessment report described in (b)(2) shall include but not be limited to the following:
  - (1) A description of the ways in which the institution addresses the program review standards in Ed 603 through Ed 606 including, but not limited to:
    - <u>a.</u> A description of the process by which the institution will gather, evaluate, and use data for quality candidate assessment and continuous program improvement; <u>and</u>

- b. An explanation of the system through which the proposed PEPP shall evaluate progress toward preparing quality candidates for professional practice based on the competencies in Ed 607, Ed 608 and the review elements for a PEPP; and
- (2) A completed NHCTE approved matrix for the proposed PEPP for which the institution is seeking approval.; and
- (3) An explanation of the system through which the proposed PEPP shall evaluate progress toward preparing quality candidates for professional practice based on the competencies in Ed 609, Ed 610, Ed 612 or Ed 614 and the review elements for a PEPP.
- (d) The institution, through the program approval coordinator, may request that any proposed review team member identified in (b)(3) and (b)(4) not serve as a reviewer, on the basis of one or both of the following concerns:
  - (1) Conflict of interest; or
  - (2) Capacity to complete the work.
  - (e) The department shall be responsible for final decisions regarding the review team membership.
  - (f) NHCTE shall consider the recommendations under option 2 as follows:
    - (1) In the case of (b)(86)a. above:
      - a. Prior to the first available regularly scheduled NHCTE meeting, an NHCTE member who has been selected to serve as reactor shall become familiar with the PEPP description and closely review the final review team report; and
      - b. At least 2 weeks before the first available regularly scheduled NHCTE meeting, the department shall invite the review team chair, the program approval coordinator, and additional representatives designated by the applicant institution's principal administrator to attend the meeting; and
    - (2) In the case of (b)( $\underline{86}$ )b. above, a one day visit shall be scheduled at the earliest convenience of the review team and the institution.

## Ed 602.08 Option 3.

- (a) Option 3 shall be the review of a proposed additional PEPP, not currently approved, that is to be offered at an institution that currently has one or more other state board approved PEPP(s) which results in one of the following:
  - (1) Approval for up to and not to exceed 3 years;
  - (2) Conditional approval for up to and not to exceed 3 years with the following conditions:
    - a. Submission to and approval by NHCTE of a progress report made on program approval standards not previously met; and

- b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval.
- (b) Timelines and the review process of a proposed PEPP under option 3 shall be:
  - (1) The institution shall submit a NHCTE approved form for a program proposal to the department and the NHCTE;
  - (2) The <u>development of a self-assessment report completed by the PEPP, for which the</u> department shall offer technical assistance and provide the institution coordinator with a copy of the relevant standards and guidance for the development of a PEPP self assessment report;
  - (3) The NHCTE shall select from its members one chair for the review team, and the department shall identify a qualified reviewer.
  - (4) The department shall notify the program approval coordinator of the applicant PEPP of the members of the review team within 2 weeks of such appointment, and The institution shall have 2 weeks after receipt of this notification to concur or suggest additional and/or alternative review team members;
  - (5) No later than 2 months after concurrence on the review team, the institution, the department, and the review chair(s) shall establish a MOU documenting the time line and required elements of the review;
  - (64) When the institution notifies the department that all required materials are compiled and ready, the department shall provide the reviewer with training, guidance and tools, including an electronic review team template, for reviewing and evaluating evidence;
  - (75) Based on the timeline established in the MOUWithin at least 2 weeks of this notification, the program approval coordinator shall provide the reviewer and chair with the following:
    - a. Guidance for electronic access to the institution's self-assessment report; and
    - b. Completed PEPP matrix;
  - (<u>86</u>) <u>Based on the timeline established in the MOUWithin at least 2 weeks</u>, the team shall report to NHCTE with:
    - a. An initial recommendation; or
    - b. A request for a one-day on-site visit; and
  - (97) If the institution fails to meet defined timelines, the institution's review visit may be deferred and the institution shall request an extension of time pursuant to Ed 602.12.

- (c) The self-assessment report required in (b)(2) shall include but not be limited to the following:
  - (1) A description of the ways in which the institution addresses the program review standards Ed 603-Ed 606, including but not limited to:
    - a. A description of the process through which the institution will gather, evaluate, and use data for quality candidate assessment and continuous program improvement;
    - b. An explanation of the system through which the proposed PEPP shall evaluate progress toward preparing quality candidates for professional practice based on the competencies in Ed 607, Ed 608, and review the elements for a PEPP;
  - (2) A completed NHCTE approved matrix for the proposed PEPP for which the institution is seeking approval; and
  - (2) An explanation of the system through which the proposed PEPP shall evaluate progress toward preparing quality candidates for professional practice based on the competencies in Ed 609, Ed 610, Ed 612 or Ed 614 and the review elements for a PEPP; and
  - (3) A copy of the previous PEPP reaccreditation final review team visit report and any additional progress reports submitted to the department that defined progress toward meeting unmet standards as well as steps the institution has taken to move toward implementation of the standards.
- (d) The institution, through the program approval coordinator, may request that any proposed review team member identified in (b)(3) and (b)(4) not serve as a reviewer, on the basis of one or both of the following concerns:
  - (1) Conflict of interest; or
  - (2) Capacity to complete the work.
  - (e) The department shall be responsible for final decisions regarding the review team membership.
  - (f) NHCTE shall consider the recommendations under option 3 as follows:
    - (1) In the case of (b)(86)a. above:
      - a. Prior to the first available regularly scheduled NHCTE meeting, 2 NHCTE members who have been selected to serve as reactors shall become familiar with the PEPP description and closely review the final review team report; and
      - b. Within 2 weeks before the first available regularly scheduled NHCTE meeting, the department shall invite the review team, the program approval coordinator, and additional representatives designated by the applicant institution's principal administrator to attend the meeting; and

(2) In the case of (b)(86)b. above, a one day visit shall be scheduled at the earliest convenience of the review team and the institution.

#### Ed 602.09 Option 4.

- (a) Option 4 shall be the review of institutions that have received national accreditation for individual PEPPs which results in the approval, for up to and not to exceed the national accreditation expiration date by more than 3 months.
- (b) Timelines for the Rreview Pprocess of PEPP(s) with full approval for national accreditation shall be:
  - (1) No later than 18 months prior to expiration of the national accreditation of the PEPP(s), the department shall:
    - <u>a.</u> <u>nN</u>otify the institutional coordinator and the principal administrator of the PEPP(s) that the program(s) are due for re-approval; <u>and</u>. <u>The department shall</u>
    - <u>b.</u> <u>pP</u>rovide the institutional coordinator with information regarding the required fee; and
  - (2) At least 17 months prior to the date PEPP approval expires and no later than 12 months prior to a review, the institutional coordinator shall provide the department with the application fee and verification of national accreditation.
- (c) PEPP(s) not approved for national accreditation shall use the process for PEPP approval under Option 1, 2 or 3.

#### Ed 602.10 Review Report and Approval Recommendations.

(a) The review process team members' draft reports and approval recommendations under option 1-4 shall include the following:

#### (1) Each reviewer shall:

- (1)a. Conduct aA review of the PEPP's assessment system and evidence that demonstrates how their candidates meet the requirements of Ed 607.03, Ed 607.04610 and descriptive in Ed 608612 or Ed 614;
- (2) b. Consultation with review team chair(s) if the evidence provided is not conclusive or is open to interpretations; and
- (3) c. Write A completed reviewer worksheet and a draft report submitted to the team chair(s), which includes:
  - a. A summary of findings, and review of the PEPP's:

- 1. Candidate assessment system;
- 2. Program assessment system;
- 3. Clinical partnerships and practice; and
- 4. How specific licensure rules are being met; and areas of concern:
- b. A recommendation regarding the approval category for each PEPP the team member is responsible for reviewing, which should be one of the following:
  - 1. Approval for up to but not to exceed 7 years (Option 1);
  - 2. Approval for up to but not to exceed 3 years (Options 2 or 3);
  - 3. Conditional approval for up to and not to exceed 3 years; or
  - 4. Non-approval.
- d. Submit to the team chair(s) a completed reviewer matrix and a draft report which includes a recommendation regarding the approval category for each PEPP the team member is responsible for reviewing; and
- e. Submit documentation supporting the recommendation;
- (<u>b</u>2) The review team chair(s) shall review the institution self-assessment report, <u>reviewer individual program</u>, the team member matrices and summary reports, and reviewer worksheets in order to write a comprehensive review report thatto:
  - (1)a.—Assesses the processes that are used to monitor the extent to which the assessment systems demonstrate compliance with Ed 607609 and Ed 611; and
  - (2)b. Identifiesy any patterns, trends, strengths, or deficiencies in the items listed in (3)a. above which suggest a need for program improvement in the program components that help the institution candidates meet Ed 610 relevant sections of Ed 603-Ed 607.;
- (c3) Only evidence submitted by the PEPP during the review period or visit shall be considered by the review team during the approval process.; and
- (d4) Each chair and team member shall submit to the department a complete, signed approval recommendation form for each PEPP reviewed.
  - (eb) The draft comprehensive review team report shall be prepared, reviewed and revised as follows:

- (1) Within 3 weeks following the review, the chair(s) of the review team and the department shall review, compile and edit team member summaries, and the chair shallwill either:
  - a. Indicate concurrence with the observations and recommendations; or
  - b. Suggest modifications in writing;
- (2) Within 5 weeks following the review the department shall send a draft <u>comprehensive</u> review team report to the institution for an assessment on accuracy of content;
- (3) The institution shall return the <u>team\_draft comprehensive review</u> report to the chair(s) within 2 weeks of receipt; and
- (4) Within 2 weeks after the institution has reviewed the report, the chair(s) and the department shall review the institution's assessment on accuracy of content, then complete the team comprehensive review report for submission to the NHCTE.
- (<u>fe</u>) NHCTE shall consider the final <u>comprehensive</u> review <del>team</del> report and approval recommendations as follows:
  - (1) Once the NHCTE completes the review, the final <u>comprehensive</u> review <del>team</del> report with team recommendations shall be considered at the first available regularly scheduled NHCTE meeting;
  - (2) The process for consideration of the report shall be as follows:
    - a. Prior to the first available regularly scheduled NHCTE meeting, 2 NHCTE members who have been selected to serve as reactors shall become familiar with the PEPP description and review the final <u>comprehensive</u> review-team report; and
    - b. Within 2 weeks before the first available regularly scheduled NHCTE meeting, the department shall invite the following to attend the meeting:
      - 1. The review team chair(s);
      - 2. The program approval coordinator; and
      - 3. Additional representatives designated by the applicant institution's principal administrator;
  - (3) At the NHCTE meeting, the following steps shall be followed:
    - a. Review team chair(s) shall compile and summarize the final <u>comprehensive</u> review team report, including approval recommendation(s) for each PEPP reviewed and the rationale for approval recommendation(s);
    - b. Following the review team chairs' presentation, only the reactors shall <u>give their feedback and</u> ask <u>elarifying</u> questions of the institutional representatives and team chairs; and

- c. After the question\_-and\_-answer session described in b. above, any member of the NHCTE may ask elarifying questions;
- (4) Following the question\_-and\_-answer session described in (3) above, the NHCTE shall vote on its recommendation(s) regarding program approval to the state board;
- (5) The department shall share with the institution the next steps in the process; and
- (6) The NHCTE shall submit its recommendations through the department to the state board. The NHCTE may accept the <u>comprehensive</u> review team's report or propose approval recommendations different from those made by the review team. Such recommendations shall be accompanied by a written explanation to be submitted to the state board.
- Ed 602.11 <u>Department Responsibility</u>. If the NHCTE is unable to perform the functions described above, the commissioner or designee shall:
  - (a) Establish the review dates;
  - (b) Appoint 2 chairs of the review team;
- (c) Notify the program approval coordinator of the on-site review dates and the names and addresses of the team chairs:
  - (d) Provide technical assistance to the PEPP regarding the review process;
  - (e) Coordinate review logistics;
  - (f) Coordinate the review;
  - (g) Complete the comprehensive reviewfinal team report;
  - (h) Perform all functions relating to the review; and
  - (i) Make a recommendation to the state board regarding approval.

# Ed 602.12 <u>Time and Expiration Date Extension Request</u>.

- (a) At least 6 weeks prior to the visit, the director or designee shall determine whether the institution has provided sufficient evidence for the review to proceed as scheduled as follows:
  - (1) If yes, the process will continue; and
  - (2) If no, the institution shall request an approval expiration date extension.
- (b) If the institution fails to request an extension prior to expiration of approval, the institution's PEPP(s) whose approval has expired shall become unapproved.

- (c) If an institution anticipates that it will need an extension of time to prepare for an anticipated review date for a program eligible for reapproval, the institutional coordinator may request an extension in accordance with (d) or (f) below.
- (d) If the NHCTE has agreed to conduct the review for reapproval of a PEPP, a request for an extension shall be received at least 2 weeks before a regularly scheduled meeting of the NHCTE and at least 3 weeks before a regularly scheduled state board meeting and anticipated review date.
  - (e) The NHCTE and director or designee shall comply with the following procedures:
    - (1) The department shall provide a copy of the request to the NHCTE, at least one week prior to its regularly scheduled meeting;
    - (2) At the meeting, any member of the NHCTE may ask representatives of the department or institution clarifying questions;
    - (3) Following the question and answer session described in (e)(2) above, the NHCTE shall vote on its recommendation regarding the extension; and
    - (4) The NHCTE shall submit its recommendation through the department to the state board.
- (f) If the NHCTE has not <u>scheduled</u> agreed to conduct the review for reapproval of a PEPP, a request for an extension shall comply with the following procedures:
  - (1) The request for extension shall be received at least one week prior to the next regularly scheduled state board meeting and at least one week prior to the scheduled review date; and
  - (2) The department shall make a recommendation to the state board at the state board meeting regarding the request for extension.
- (g) The state board shall consider the request for extension and shall grant the request if the state board determines that, without the extension, a review team visit would be premature because one or more of the following conditions exist:
  - (1) The institution has experienced sSignificant changes in the oversight and coordination of PEPP(s) at the institution or in personnel involved in the PEPP(s) including, but not limited to, cuts in personnel or the existence of vacant positions;
  - (2) Financial conditions at the institution to prepare for the review team visit;
  - (3) <u>During the PEPP's approval period</u>, there have been <u>sS</u>tate or federal requirements imposed on the institution <u>during the PEPP's approval period</u> that have resulted in the institution's inability to prepare on time for the review team visit; or
  - (4) The institution has experienced aAn unexpected and unpreventable situation that has resulted in an inability to prepare on time for the review team visit.

- (h) The department shall communicate all state board extension request decisions in writing to the principal administrator, the institutional coordinator, and the program approval coordinator.
- (i) If the recommendation by the division director to the state board is substantively different from the recommendation by the NHCTE regarding a request for extension, the department shall notify, in writing, the NHCTE and the institution.
- (j) When the state board approves an extension, the state board shall set a new expiration date for the program approval. The program approval shall not expire before the date of the state board meeting when the state board takes action on the final review team report.

# Adopt Ed 602.13 to read as follows:

#### Ed 602.13 Interim Review of Approved Programs

- (a) All approved programs shall retain their approval status until expiration of the approval, except when there is a concern about its continued compliance with the program standards as outlined in Ed 603 Ed 608.
- (b) In cases where there is concern about compliance, the department may consult with the NHCTE to determine if an action plan or interim review is needed.
  - (c) The interim review will lead to one of the following:
    - (1) Full approval continued through the remainder of the approval term;
    - (2) Conditional approval for up to but not to exceed 3 years; or
    - (3) Non-approval.

# Readopt with amendment and renumber Ed 602.13, eff 3-22-13 (Document #10295), as Ed 602.14 to read as follows:

#### Ed 602.143 Progress Reports.

- (a) Each PEPP that receives approval with conditions shall develop a progress report. The department shall provide guidance and a template for completing a progress report. This report shall be submitted to the department within 6 months of a state board approval decision. It shall be reviewed by the NHCTE for information purposes only.
- (w) Each PEPP that receives conditional approval shall develop a progress report. The NHCTE shall specify, in the approval motion, specific contents and timelines for the progress report, and the report shall be submitted to the department within 6 months of a state board approval.
- (c) The department shall provide guidance and a template for completing a progress report which shall contain at least the following:

- (1) Concerns mentioned in the conditional approval motion;
- (2) Subsequent actions to address these concerns; and
- (3) Updated and completed matrix for cited PEPP(s);
- (d) Upon submission of the progress report to the NHCTE, the appropriate team member from the most recent review will be contacted to review the progress report.
- (e) The department, in consultation with the original review team chair(s), may designate a substitute if the:
  - (1) Institution raises the issue of unfairness; or
  - (2) Original reviewer is unable or unwilling to respond to the progress report;
- (f) At the first available regularly scheduled NHCTE meeting, both the progress report and the team member's subsequent review will be considered.
  - (g) The NHCTE will then vote to:
    - (1) Accept the progress report but continue the conditional approval with specific concerns that will be addressed in a future progress report as recommended in team members' review of the initial progress report; or
    - (2) Accept the progress report and recommend, through the department to the state board, a motion for full approval.

#### Adopt Ed 602.15 to read as follows:

Ed 602.15 Annual Reports. An approved PEPP, during each year of its term of approval, shall submit to the department and NHCTE an annual report.

# Readopt with amendment and renumber Ed 602.14, eff 3-22-13 (Document #10295) as Ed 602.16, to read as

#### 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 <u>licensurecertification</u> 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 <u>published mission or objectives of the institution or PEPPPEPP's face to-face delivery system to primarily on-line delivery;</u>
- (2) The addition of courses or programs that represent a significant departure in terms of either content or delivery from those that were offered when the PEPP was most recently approved; Changes beyond those indicated by the assessment system for continuous improvement; or
- (3) A change from contracting with other providers for direct instructional services, included any teach-out agreements; or
- $(\underline{43})$  Elimination of a PEPP.
- (d) If the department and NHCTE determine that the changes do not affect the terms or conditions of the original approval of the program, the PEPP shall retain approval through the existing expiration date.
- (ed) 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.

# Readopt with amendment and renumber Ed 602.15, eff 3-22-13 (Document #10295), as Ed 602.17 to read as follows:

## Ed 602.175 Action by State Board; Appeal.

- (a) At least 2 weeks in advance of the state board meeting, the department shall send written notice of this meeting to:
  - (1) The institution coordinator;
  - (2) The program approval coordinator; and
  - (3) The institution's principal administrator or designee.
- (b) The state board shall review the recommendations and the <u>comprehensive</u> review team report and determine, the official program approval status.
- (c) The state board shall vote for approval in accordance with the categories and approval periods in Ed 602.06, Ed 602.07, Ed 602.08, and Ed 602.09 or for non-approval, and request for extension in Ed 602.12(f) as follows:

- (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 37 years with the following:
  - a. Submission to and approval by NHCTE of a progress report made on program approval standards not previously met; and
  - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.
- (d) All interested parties shall be notified of the board's final decision in writing and provided with a copy of the decision by mail within 10 days after the date such decision is made, including:
  - (1) The principal administrator;
  - (2) The institutional coordinator; and
  - (3) The program approval coordinator.
  - (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.

Readopt with amendment and renumber Ed 602.16, eff 3-22-13 (Document #10295), as Ed 602.18 to read as follows:

Ed 602.186 Maintaining Records.

- (a) The department shall keep on file for at least 10 years:
  - (1) aA PEPP's self-assessment;
  - (2) \*The comprehensive final review team report;

- (3) ; £The review team report with recommendations of the NHCTE;
- (4) pProgram improvement plans, and;
- (5) aA record of the actions of the state board.
- (b) A PEPP preparing educators shall keep records regarding candidates and program approval for at least 10 years.

# Readopt with amendment and renumber Ed 602.17, eff 3-22-13 (Document #10295), as Ed 602.19 to read as follows:

# Ed 602.197 System of Notification.

- (a) The department shall implement an on-going system of notification to each institution with at least one PEPP regarding changes in administrative rules related to program approval.
- (b) Notification and implementation guidance shall be sent to both the institution's designated contact person and the certification officer.

# Appendix I

Rule	Specific Statute Rule Implements
Ed 601.01	RSA 186:11, X(c)
Ed 602	RSA 186:11, X(r)



Frank Edelblut Commissioner Christine M. Brennan Deputy Commissioner

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# EXECUTIVE SUMMARY Initial Proposal: Ed 607 and Ed 608 Program Content and Area Specialty Standards for PEPPs Expire Date: March 22, 2023

Submitted to the State Board of Education, January 12, 2023:

#### A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment and renumber Ed 607 and Ed 608, relative to the responsibilities and requirements of the institutions of higher education which administer Professional Education Preparation Programs (PEPPs).

#### B. RATIONALE FOR ACTION

Ed 607-Ed 614 has several reserved sections, as well as many sections that are repetitious, that can be truncated by citing the standards from the Ed 500s. This will eliminate the potential for rules expiring, or inconsistency in the Ed rules overall.

#### C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held, with the earliest potential date being March 9, 2023.

## D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 607 and Ed 608.

#### PART Ed 607 INSTITUTION OF HIGHER EDUCATION (IHE) RESPONSIBILITY

## Readopt with amendment Ed 607.01, eff 3-22-13 (Document #10295), to read as follows:

Ed 607.01 Institutional Accreditation and Degree Granting Requirement. Each institution that:

- (a) <u>Each institution that Pprepares educators shall be in good standing with the United States</u> Department of Education recognized regional <u>or national</u> accrediting agency; and
- (b) Each institution that Ooffers degrees to a candidate enrolled in a PEPP shall be in good standing with the New Hampshire higher education commission.

# Readopt with amendment and renumber Ed 609.01, eff 3-22-13 (Document #10295), as Ed 607.02 to read as follows:

Ed 6079.021 General Education Content Requirements.

- (a) Each institution that provides a professional educator preparation program PEPP shall ensure that each candidate has completed a program of general studies as part of a bachelor's degree.
  - (b) The general education program shall include these core competencies outlined in Ed 505.02.

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(1) Content competencies in the following areas necessary for college and workforce success:
     a. Language arts;
     b. Reasoning;
     c. Information literacy;
     d. Mathematics;
     e. Sciences;
     f. Social sciences; and
     g. The arts;
(2) Creative competencies in the following areas:
     a. Creative expression;
     b. Critical thinking;
     c. Innovative and collaborative problem-solving; and
     d. Resourcefulness;
(3) Communication competencies in the following areas:
     a. Languages;
     b. Digital media;
     c. Networking; and
     d. Content creation technologies; and
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(4) Cultural competencies in the following areas:

a. Cultural understanding;

b. Taking responsibility for self and others;

c. Adaptability and resilience;

d. Ability to engage in productive teamwork; and

e. Social and civic engagement.

#### PART Ed 610 PROFESSIONAL EDUCATION

Readopt with amendment and renumber Ed 610.01, eff 6-15-19 (Document #12813), as Ed 607.03 to read as follows:

Ed 60710.0301 Code of Conduct Requirements. Each professional educator preparation program shall require each student of the program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05.

Readopt with amendment and renumber Part Ed 611, eff 3-22-13 (Document #10295), as Part Ed 608, to read as follows:

PART Ed 6<u>08</u>+1 GENERAL STANDARDS RELATING TO PROGRAMS AND AREAS OF CONCENTRATION

Ed 60811.01 Area of Concentration.

- (a) As part of the assessment system requirements in Ed 606, that uses multiple assessment and data each institution with one or more PEPPs shall have an on-going system of assessment for each area of concentration that uses multiple assessments and data to inform the following:
  - (1) Construction of an organized study of content knowledge that is specifically designed to meet individual candidate needs;
  - (2) Advisory process of candidates in the selection of courses to align with a nationally approved content knowledge test;
  - (3) Development of content area competencies delineated in the relevant sections of Ed 608.02-Ed 608.0412 and the appropriate Common Core; and
  - (4) Empowerment of candidates to engage students in a culture of learning.
- (b) Each candidate enrolled in a PEPP at the baccalaureate level shall earn a degree from a regionally accredited institution as indicated in Ed 607.01.

PART Ed 612 STANDARDS FOR SPECIFIC PREPARATION PROGRAMS (UNDERGRADUATE)

**Adopt Ed 608.02 – Ed 608.04 To read as follows:** 

Ed 608	.02 Teachers. Each teacher preparation program shall provide the following, through a
combination of	academic and supervised clinical experiences:
(a) The	e skills, competencies and knowledge outlined in Ed 505.03(a); and
	e skills, competencies, and knowledge required for the individual's endorsement as outlined
in the relevant s	section within Ed 507.
educational spe	.03 Educational Specialists and Instructional Specialists. Each preparation program for cialists or instructional specialists shall provide the following, through a combination of apervised practical experiences:
(a) The	skills, competencies, and knowledge as outlined in Ed 505.03; and
	skills, competencies, and knowledge required for the individual's endorsement as outlined ection within Ed 508.
administration 1	8.04 Educational Leadership and Administration. Each educational leadership and preparation program shall provide the following, through a combination of academic and tical experiences:
(a) The	e skills, competencies, and knowledge as outlined in Ed 505.03; and
	e skills, competencies and knowledge required for the individual's endorsement as outlined section within Ed 506.



Frank Edelblut
Commissioner

Christine M. Brennan Deputy Commissioner

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#### **EXECUTIVE SUMMARY**

# Initial Proposal, Manifest Educational Hardship Expire Date: N/A

Submitted to the State Board of Education, January 12, 2023:

#### A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment and renumber Ed 320 to Ed 307, relative to manifest educational hardship.

## B. RATIONALE FOR ACTION

Changes made in the 2021 legislative session changed the language in RSA 193:3 to include "approved private school," so the language in the rule has been updated to reflect this. Additionally, this chapter is being renumbered to Ed 307, so that Ed 321 can be used for upcoming changes to facilities rules and keep the chapters sequential.

#### C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on March 9, 2023.

## D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 307.01.

Readopt with amendment Part Ed 320, eff 3-23-18 (Document #12498), and renumber as Ed 307 to read as follows:

PART Ed 30720 MANIFEST EDUCATIONAL HARDSHIP

Ed 30720.01 Change of School Assignment.

- (a) An "approved private school" means "approved as a school tuition program," as defined in RSA 193:3, VII.
- (ba) Any person having custody of a child may apply to the school board of residence to change the child's school assignment if the person having custody thinks that the child's attendance at the assigned school will result in a manifest educational hardship to the child.
  - (cb) A person having custody of said child may apply for a change of school assignment to:
    - (1) Attend another public school, or public academy, or an approved private school in the same district; or
    - (2) Attend a public school, or public academy, or an approved private school in another district
- (de) To establish a manifest educational hardship, as set forth in (f)(1)-(3), the person having custody shall demonstrate that attendance at the assigned school will have a detrimental effect on the child's education. The person having custody may also demonstrate that another public school, or public academy, or approved private school, either within the district or in another district, can reasonably meet the child's educational needs.
- (ed) Each school board shall establish a written policy, which authorizes the school board to act, with the recommendation of the superintendent, on an application to change a child's school assignment to another public school, or public academy, or an approved private school within the district or to request a change of assignment to a public school, or public academy, or an approved private school in another district when a manifest educational hardship has been demonstrated.
- (<u>fe</u>) Upon receipt of a request from a person having custody for a change of a child's school assignment based on a claim of a manifest educational hardship, the school board shall order a hearing, pursuant to their local rules, within 30 days.
- (gf) The local school board shall issue a finding of manifest educational hardship if it determines that there is clear and convincing evidence that:
  - (1) A compelling amount of a child's academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;
  - (2) The attendance at the assigned school will impair the educational progress of the child; and
  - (3) Another public school, or public academy, or an approved private school either within the district or in another district, can reasonably meet the child's educational needs.

- (hg) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a public school, or public academy, or an approved private school in the district or in another district, which can reasonably meet the child's educational needs.
- (ih) If a person having custody is aggrieved by the decision of the school board, he or she may appeal to the state board in accordance with the provisions of Ed 200.

# Appendix I

Rule	Statute
Ed 320	
	RSA 193:3



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## **EXECUTIVE SUMMARY**

Initial Proposal: Ed 310 Developmentally Appropriate Daily Physical Activity Program
Expire Date: June 15, 2023

Submitted to the State Board of Education, January 12, 2023:

#### A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 310, relative to requirements for a developmentally appropriate daily physical activity program.

#### B. RATIONALE FOR ACTION

These rules are mandated by statute and expire in June of this year. Minor formatting and wording changes were made, and the removal of some narrative text in Ed 310.01 that does not give any guidance regarding rulemaking.

#### C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on March 9, 2023.

#### D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 310.

Readopt with amendments Part Ed 310, eff 6-15-13 (Document #10361-B), as cited and to read as follows:

#### PART Ed 310 DEVELOPMENTALLY APPROPRIATE DAILY PHYSICAL ACTIVITY PROGRAM

Ed 310.01 <u>Purpose</u>. The purpose of this rule is to <u>offer a model physical activity policy to school boards which</u> promotes increased physical activity for all students K-12. and to offer a model physical activity policy to school boards. Physically active students come to school more ready to learn and are more likely to achieve their academic potential. Emphasis on physical activity in school children can help build lifetime health, mental health, and social well being, and prevent adverse health consequences that include childhood obesity, cardiovascular disease, stroke, osteoporosis, and Type 2 Diabetes.

Ed 310.02 <u>Definitions</u>. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 310:

- (a) "Chronic inactivity" means an ongoing sedentary lifestyle:-
- (b) "Developmentally appropriate daily physical activity" means physical activity that is suitable for the cognitive age and individual characteristics of students;
- (c) "Exercise" means bodily exertion to develop or maintain physical fitness in the form of strength, flexibility, and aerobic capacity:
- (d) "Health risks" means factors that increase a person's chance of suffering illness, injury, or premature death; and-
  - (e) "Other related health problems" means:
    - (1) Physical illnesses;
    - (2) Psychological illnesses; and
    - (3) Injuries.

#### Ed 310.03 Developmentally Appropriate Daily Physical Activity Policy.

- (a) Each local school board shall adopt a written policy relative to developmentally appropriate physical activities and exercise.
  - (b) Each local school board shall:
    - (1) <u>FR</u>ecommend that all the public schools in the school district implement the policy; and The policy shall be
    - (2) Ensure the policy is communicated to students, staff, and parents.

(b) The policy shall recommend that all students in elementary school through high school participate in developmentally appropriate physical activity and exercise for a minimum of 30 to 60 minutes each day as a way to minimize the health risks created by chronic inactivity and other related health problems.

#### Ed 310.04 Components of Developmentally Appropriate Daily Physical Activity Policy.

- (a) The developmentally appropriate daily physical activity policy adopted by each local school board\_shall <u>include the minimum recommended practices</u> recommend practices, which at a minimum:
  - (1) Encourage parents and guardians to support their children's participation in enjoyable physical activities, and recognize that parents and guardians act as role models for active lifestyles;
  - (2) Support special programs such as:

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a. -sStudent and staff walking programs;
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b. Family fitness events; and

c. eEvents that emphasize life-long physical activity;

- (3) Encourage the integration of health and physical activity across the school curriculum;
- (4) Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- (5) Support committing adequate resources that include:

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a. pProgram funding;
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b. pPersonnel;

c. sSafe equipment; and

d. **fF**acilities;

(6) Encourage professional development opportunities for all school staff that shall:will

a. aAssist them to effectively promote enjoyable and lifelong physical activity among youth; and that will

<u>b.</u> <u>aA</u>ssist <u>them insehool staff to</u> recogniz<u>inge</u> their influence as role models for active lifestyles;

- (7) Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- (8) Encourage physical activity recess periods; and
- (9) Support a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.
- (b) The developmentally appropriate daily physical activity policy in Ed 310.04(a) shall be in addition to, and shall not be a replacement for the physical education program requirement in Ed 306.

# Appendix I

Rule	Specific Statute the Rule Implements
Ed 310.01	RSA 189:11-a, V
Ed 310.02-Ed 310.04	RSA 189:11-a, VI



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#### **EXECUTIVE SUMMARY**

# Final Proposal: Repeal Ed 508.05 Speech Language Specialist endorsement

Submitted to the State Board of Education, January 12, 2023:

#### A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the final proposal to repeal Ed 508.05 Speech Language Specialist.

#### B. RATIONALE FOR ACTION

This rule is no longer applicable, as RSA 21-N:9, II(s) was amended in the 2022 Legislative session to remove "Speech Language Specialist" from the list of educational personnel requiring licensing as determined by the state board upon the recommendation of the professional standards board.

## C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to be submitted for review to the Joint Legislative Committee for Administrative Rules (JLCAR).

#### D. POSSIBLE MOTION

I move that the State Board of Education approve the final proposal to repeal Ed 508.05.

# Repeal Ed 508.05, eff 10-5-20 (Document #13102), and hold said section in reserve as follows:

Ed 508.05 RESERVED. School Speech Language Specialist.
(a) To be licensed as a speech-language specialist, a candidate shall meet the following entry level requirements:
(1) The general education requirements specified in Ed 505.02, if applicable;
(2) The professional education requirements specified in Ed 505.03, if applicable; and
(3) Hold a master's degree in speech language pathology or communication sciences and disorders and meet the speech language specialist competencies.
(b) A candidate for licensure as a speech language specialist shall have skills, competencies, and knowledge in the following areas:
(1) In the area of core competencies in communication:
a. A knowledge of professional conduct including how to understand and respect student and family confidentiality;
b. A knowledge of basic communication science, which for this field shall include:
1. Normal language acquisition and implications for multi-cultural application;
2. Phonetics and phonology;
3. Speech and hearing science;
4. Basic audiology;
5. Anatomy and physiology of the speech and hearing mechanism;
6. Neurology of speech and language; and
7. Swallowing;
e. A knowledge of assessment and intervention techniques related to a broad range of disabilities students might exhibit, any one or combination of which might affect their academic performance and thus place them at risk in terms of their receiving a free and appropriate public education in the least restrictive environment, including the following:
1. Fluency disorders such as stuttering;
2. Organic pathologies such as cerebral palsy and traumatic brain injury;
3. Articulation and phonological disorders;
4. Language disorders, including expressive, receptive, and social pragmatic language disorders;

5. Phonological awareness in relation to literacy disorders;
6. Auditory perception, including central auditory processing disorders;
7. Voice and resonance disorders;
8. Augmentative and alternative communication (AAC) modalities such as sign language and speech generating devices; and
9. Autism spectrum disorders;
d. The ability to evaluate existing research, conduct and interpret applied research, and utilize evidence-based practices in assessment and intervention;
e. The ability to administer and interpret the results of a variety of formal and informal screening tools and diagnostic instruments in the areas of:
1. Phonology and articulation; including motor speech disorders;
2. Early childhood and school age language;
3. Oral language as it relates to expressive and receptive language;
4. Dysphagia;
5. Fluency;
6. Hearing and auditory processing disorders;
7. Voice and resonance; and
8. Augmentative and alternative communication (AAC);
f. A knowledge of diagnostics and evaluation to identify the presence of a communication disorder and identify an educational disability in the area of speech, language, or hearing impairment which shall include the ability to:
1. Collect quantitative and qualitative data to assist in identifying:
(i) Student learning strengths and needs;
(ii) Learning styles; and
(iii) Interpersonal skills; and
2. Demonstrate the ability to synthesize data and to develop individualized education programs and methods of assessing progress as described in Ed 1109 and 34 CFR 300.320; and

- g. A knowledge of and skills necessary to implement various evidence based models of service delivery such as individual and group; direct, collaborative and consultative relative to specific communication disorders listed in Ed 508.05(b)(1)c. which shall include the ability to:
- 1. Coordinate the provision of services with other school personnel who provide non-speech and language services to students;
- 2. Apply evidence based practices in developing and integrating therapeutic goals within the classroom, eurriculum or both:
- 3. Demonstrate the ability to evaluate the attainment of treatment goals in relation to the curriculum using:
- (i) Qualitative methods, including but not limited to educator reports, student reports, and observations; and
- (ii) Quantitative methods, including but not limited to the use of standardized tests; and
- 4. Modify individual student programs based on on-going assessment; and
- (2) Concerning school-based delivery systems:
- a. A knowledge of educational systems including school operations and administrative organizations;
- b. A knowledge of general and special education laws, including but not limited to federal statutes and regulations, state statutes and rules, and related case law;
- e. The ability to participate in the development of individualized education programs and accommodation plans as outlined in Section 504 of the Rehabilitation Act of 1973;
- d. The ability to analyze, evaluate, and employ curriculum and classroom based teaching techniques and materials to support speech and language development;
- e. The ability to understand the relationship between communication, language, and reading and writing in classroom-based instruction;
- f. The ability to develop, evaluate, and modify curriculum and monitor student progress in academic areas as related to speech, language, and communication;
- g. A knowledge of school, community, state and federal resources to support students and their families in the school setting;
- h. A knowledge of methods and activities for integrating life skills into specific subject areas and related services to promote independent living, social and interpersonal skills;
- j. The ability to supervise paraeducators, tutors, or speech language assistants in targeting and generalizing speech and language goals; and

k. The ability to utilize augmentative and alternative communication systems and technology to foster the participation, interaction, and inclusion of children for whom speech is not their primary mode of communication.

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(d) Any person who is licensed in the state of New Hampshire as a speech language pathologist by the governing board of speech language pathologists shall be considered to have met the requirements of Ed 508.05.

# Appendix I

Rule	Specific Statute Rule Implements
Ed 508.05 (repealed)	RSA 189:14-e, as repealed by 2022, 21:3

# New Hampshire State Board of Education Minutes of the December 8, 2022, Meeting

### **AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education convened at 10:10 a.m. Drew Cline presided as Chair.

Members present: Kate Cassady, Ryan Terrell, Phil Nazzaro, Ann Lane, Drew Cline (chair), Sally Griffin, and Richard Sala. Also in attendance was Commissioner Frank Edelblut and Deputy Commissioner Christine Brennan.

# AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

## AGENDA ITEM III. PUBLIC COMMENT

Jacqueline Coe, Superintendent of SAU 24, shared in the fall of 2019, business leaders, board members, parents, and teachers all came together to discuss what students need to be prepared for the future. 250 people actively engaged in the process to create the priorities for the work. Respectful collaboration, knowledgeable problem solving, and effective communication were the three competencies that made up the Portrait of a Learner. The work was continued through the pandemic to create Portrait of an SAU 24 Board Member. They have also created Portrait of an SAU 24 Leader, which is used in evaluations.

<u>Janet Ward</u>, League of Women Voters of New Hampshire, stated that certification is needed to ensure qualified individuals are providing services in

schools. She asked how processes and procedures can replace certification standards to ensure professionalism in schools.

Lois Costa, Superintendent of Hampton Schools, noted that the Hampton District has 2 programs that were reviewed by the State Department and received program approval. One is a partner program with the New England Center for Children at Center School, which includes learners aged 3-7. The other program is at the middle school, which is an experiential learning program for students in grades 6-8. The programs allow students to stay in neighborhood schools while receiving specialized support given their extensive needs. They recently partnered with the American Legion Post 35 on the recent Veteran's Day celebration. They continue to work on curriculum aimed to close achievement gaps. She stated they want to ensure the Ed 306 standards include the voices of teachers, administrators, and staff as the Department seeks to revise the standards. She asked the State to continue to focus on the social/emotional well-being of students.

<u>Dan Black</u>, Interim Superintendent of Londonderry, shared 85-90% of high school graduates are accepted into college. This year they have 6 National Merit Scholars and 3 National Semi-Finalists. 560 students are taking dual enrollment classes with Manchester Community College, NHTI, and SNU. The band went to the Beijing Olympics. They have strong sports programs. They used COVID funds to build a summer math academy for K-8 students.

Meredith Nadeau, Superintendent of SAU 21, shared Dover High School qualified to play on season 41 of Granite State Challenge. Berrington Middle School is focused on the social/emotional learning theme of self-management. SAU 21 hosted a mental health discussion panel. She commented on the Ed 306 rules. They are important to students, educators, administrators, and parents. There is a growing sense that the full document is being withheld to avoid examination and criticism.

<u>Sarah Robinson</u>, Granite State Progress, stated that a letter was provided asking for a halt of the current process by which the 306 rules are being rewritten. Ms. Robinson asked the DOE to begin anew with a stronger commitment to engaging all stakeholders, including public school parents and students, to establish an inclusive and transparent public process before drafting any revisions to the current administrative rules. Additional comments were provided via email.

<u>Claudia Istel</u>, retired public high school teacher, stated in October she asked about the process for revising the 306 education regulations regarding minimum education standards and was told she could find the information on the DOE website. The Chapter 300 regulations were not easy to find, and she found nothing about the revision process. The links for JLCAR led to an error. She was not able to find information regarding the process, which leads to a lack of transparency.

Bruce Beasley, Superintendent of Gilmanton Schools, shared the districts belief that the foundation for social/emotional learning comes from the daily interactions between staff and students. He introduced Gilmanton Greeters, Julie Couch, Erin Patta, and Loraine Gearhart. They are outside the K-8 school opening car doors, greeting kids, talking with parents, or meeting the bus students.

Ronna HasBrouck, Superintendent of SAU 58, shared they focus on creating a culture of learning. The lumberjack families are an advisory model of adults in the community in school with children to take on problem solving to address real life challenges in the community. They use the idea of bucket fillers. They have a teacher residency program to provide housing, stipends, and special education needs for students. Ann Lane asked about qualifications for the residency program. Ronna HasBrouck responded it is through the Town of Littleton and offered to send more information.

# AGENDA ITEM IV. HEARINGS

A. <u>Student/Contoocook Valley Regional School Board – SB-FY-22-06-019</u> (nonpublic session)

MOTION: Phil Nazzaro made the motion, seconded by Ryan Terrell, that

the State Board of Education enter nonpublic session under

RSA 91-A:3, II(c) at 12:24 p.m.

VOTE: The motion was approved by roll call vote by State Board of

Education members Kate Cassady, Ryan Terrell, Phil

Nazzaro, Ann Lane, Drew Cline (chair), and Richard Sala.

Sally Griffin recused herself from this hearing as well as SB-

FY-23-09-003.

MOTION: Ann Lane made the motion, seconded by Richard Sala that

the State Board of Education adopt the hearing officer's report

and recommendation.

VOTE: The motion was approved by roll call vote by State Board of

Education members Kate Cassady, Ryan Terrell, Phil

Nazzaro, Ann Lane, Drew Cline (chair), and Richard Sala.

B. <u>Student/Contoocook Valley Regional School Board – SB-FY-23-09-003</u> (nonpublic session)

The board remained in nonpublic session as this hearing involved the same parties as in SB-FY-22-06-019.

MOTION: Richard Sala made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt the hearing officer's

report and recommendation on the motion to dismiss.

VOTE: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Ryan Terrell, Phil Nazzaro, Ann Lane, Drew Cline (chair), and Richard Sala with Sally Griffin remaining recused.

MOTION: Phil Nazzaro made the motion, seconded by Richard Sala that the State Board of Education return to public session, which reconvened at 1:43 p.m.

VOTE: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Ryan Terrell, Phil Nazzaro, Ann Lane, Drew Cline (chair), and Richard Sala.

MOTION: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education seal the minutes of both nonpublic sessions indefinitely.

VOTE: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Ryan Terrell, Phil Nazzaro, Ann Lane, Drew Cline (chair), and Richard Sala.

# C. Student/Raymond School Board – SB-FY-23-07-000

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt the hearing officer's report and recommendation.

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

# **AGENDA ITEM V. PUBLIC HEARINGS**

Public hearings opened at 11:00 a.m. and closed at 12:06 p.m.

# A. Repeal Initial Proposal – Speech Language Specialist (Ed 508.05)

Victoria Chesterley, Legislative Chair of the New Hampshire Speech Language Hearing Association, stated when licensure came in, a master's degree was required to be licensed by Allied Health. There were still people with bachelor's degrees which was the minimum qualification at the time. Most Speech Language Specialists (SLSs) who were not already licensed obtained their

licenses. There are 6 left whose master's degrees did not fall exactly in the wording allowed in the bill. The Department of Education (NHED) is working hard to ensure those people can continue to practice. They all have 25-40 years of experience. They all have master's degrees, but the wording does not line up with the bill. The New Hampshire Speech Language Hearing Association is in favor of Allied Health being the sole oversight agency for speech language providers. She hopes the 6 providers can stay employed and eventually be allowed to be licensed.

# B. Initial Proposal – Administrator Endorsements (Ed 506)

Brian Cisneros, Business Administrator SAU 61, stated he has been with SAU 61 for 3 years and spent 20 years in private industry prior. He spent 20 years in the finance industry, has an MBA in finance, and it took a year and half to get credentialed and licensed through the NHED. He oversees many departments. He does not think taking away credentialing is a good idea because the position requires management of millions of taxpayer dollars. He does not think someone without credentialing should be allowed to manage that much money. He asked the Board not to remove the endorsement.

Michelle Clark, Business Administrator SAU 66, stated she has been in Hopkinton for 19 years. Prior to that she was working as a finance director of the town and prior to that she was a municipal auditor. When she moved from the town side to the school side, she did not think certification was necessary, but had to do it for the job. She realized she was wrong. She now feels it is vital for a business administrator in any school district to have the proper training and skills required by credentialing. They are responsible for millions of dollars. There is currently a certification program that provides a mentor and online classes. She asked the Board to reconsider removing the endorsement.

Lisa Witte, Superintendent of Schools in Monadnock Regional School District, stated this is her 28<sup>th</sup> year in public education and 20<sup>th</sup> as an administrator.

She has worked with many new administrators over the years and feels having a sound process in place for decision making is a critical element in building trust. In October 2021, the Professional Standards Board (PSB) voted unanimously to recommend the adoption of the revised administrative rules pertaining to school administrators. Their work on the rules spanned many months and is chronicled in agendas and minutes posted on their website. The PSB process is transparent. The revised administrative rules appeared in the November 10, 2021, State Board of Education agenda. The proposal was tabled until October 13, 2022. The document removed from the table in October and placed on the December agenda is not the same document tabled in 2021. She asked about the process leading to the new proposal and who was involved in the decisions for making those changes.

Mark MacLean, Superintendent of Merrimack Valley, and Andover School Boards stated education leadership is important. When facing shortages, it is important to be thoughtful when revising standards. Effective district and school leadership translates into enhanced student achievement. Practices learned through formal education programs and earned through experience should be the foundation for the Ed 506 standards. There are studies and meta-analyses that talk about the correlation, practices, mindsets, and effects of school leaders on student achievement. They are proven to work. He hopes the standards are not lowered, but are strategically set to attract talented, openminded, and committed people to the profession.

Michael Bessette, Assistant Superintendent of Kearsarge Regional School District, stated he has served Kearsarge since 2016. Prior to that, he served the community of Hopkinton for 16 years as an elementary principal, 4 years as an assistant principal, and a middle school science teacher in New York. He is concerned about the proposed substantive reductions and qualifications for licensure in Ed 506. He has served as both a teacher and administrator in the public-school setting. The current qualifications are diverse, robust, and nuanced,

they sometimes pale in comparison with the realities of learning experiences required to lead effectively. His professional opinion is the qualifying competencies for licensure for leaders assessed by Ed 506 must target the acquisition of fundamental leadership knowledge and skill. In review of the proposed changes, he sees the expressed efforts to ease the burden of districts to locate and hire qualified candidates for administrative roles during times of critical shortages. However, he believes hiring underqualified individuals is detrimental to public education in New Hampshire communities by placing employees in positions they are not equipped to handle effectively. He requested the Board reconsider proposed changes.

Michael Campo, Plodzik & Sanderson, P.A., auditors of local governments, stated his firm completes over 200 government audits annually. From an audit standpoint, they find adequate training is necessary. They go into districts that were previously part of an SAU and broke apart to save money. They did not have a BA and the records are difficult to audit resulting in higher auditing bills falling back on the taxpayers. The certificate program offers industry specific training, a network of other individuals who have been through the process, and resources to help individuals be successful.

Bernard lans (sp?), retired SAU 46 Business Administrator, stated he is retired and believes it is important to have certified and approved personnel in the management jobs in the school district. The board and public need to be able to depend on management of budgets. He recommends keeping certifications for various leadership.

Winfried Feneberg, Superintendent SAU 65, stated the proposed reduction in minimum academic and experiential preparation for superintendents is not appropriate. If accepted, a superintendent with a bachelor's degree and 30 graduate credits without a completed master's or PhD would supervise staff members whose licensing requirements exceed those of their educational leader.

He is concerned of the removal of Sections 2, 5, and 6 of the current Ed 506.01 D as well as the substantial modification of Section 1. He requested reconsideration of the definition of special education administrator. The proposed definition limits access to the administrative certificate for anyone who is not responsible for the oversight of the entire special education staff and program. This would limit the ability to hire a special education administrator with the required administrative and specialized credential because there can only be one for the entire staff when they may require more than one.

Chris Martin, Superintendent SAU 87, stated she was born and raised in Manchester by parents who never graduated from high school. She has a doctorate. She feels her hardest earned certification was to be a certified teacher in New Hampshire. She went on to be a curriculum director for arts, professional development director, building level principal, assistant superintendent, and currently superintendent. She does not believe certification should be easy.

David Luneau, State Representative for Merrimack County District 9, stated when taxpayers lose faith in the school business administrator, the district is done. It is important for budget committee members to trust the business administrator when handling millions of dollars.

Brendan Minnihan, Interim Superintendent in Fall Mountain, stated he served on the PSB previously. PSB members take their tasks very seriously. He is concerned that the PSB recommendations seem to have been disregarded. He also previously served on the body that reviewed the minimum standards and the process was rigorous.

Kimberly Rizzo Saunders, Superintendent for ConVal, stated during her first year as superintendent the business administrator suffered a health crisis. She has had the experience of trying to find somebody to fill the position at the last minute. She decided to go with a temp agency and picked up the slack herself. A

retired CFO was put in the position via a temp agency. She believes it was a waste of money because they did not understand what it meant to be a school business administrator. She implored the Board to consider the importance of a BA certification.

Nathan Lunney, Newfields, stated he has been a school business administrator for over 20 years. He was first issued a statement of eligibility and then certification. He currently serves as the president of the New Hampshire Association of School Business Officials. The position is responsible across the districts for oversight of budget, finance, facilities management, building security and safety, elements of human resources. He feels it is counterintuitive to eliminate the standards for the role for employees who manage billions of dollars a year statewide. He stated there are nearly 100 business administrators who participate actively in meetings. New Hampshire School Administrators Association has worked with the members of the education department over the last several years in establishing a series of online courses that provide for a sense of comfort that there is competency.

Lisa Ambrosio, School Business Administrator Bedford, stated she has a corporate background. When she came to school business, she went to school to get certified. She went back for an advanced graduate degree. She is also certified to be a superintendent. She views herself as a leader in the business. The superintendents she supports appreciate the knowledge and foundation she has been given. She brings transparency to board members and taxpayers. She believes the position needs to be held to a high standard. Ryan Terrell asked what causes a licensed business administrator to be unsuccessful. Lisa Ambrosio responded she does not know what causes others to be unsuccessful. For her, the certification and compliance requirements have helped her to be successful in her district. Ryan Terrell asked about transition plans when moving to another district. Lisa Ambrosio responded she would look at the default budget and how it was developed.

C. <u>Initial Proposal – Criminal History Records Check for First-Time New Hampshire Applicants and Professional Educatory Preparation Program (PEPP)</u>

Candidates (Ed 504.12, Ed 505.07, Ed 505.08, Ed 512.01, and Ed 604.09)

There was no public testimony.

# AGENDA ITEM VI. PRESENTATIONS/REPORTS

# A. Canterbury Withdrawal Feasibility Initial Study Report

Randi Johnson, Chair of the withdrawal study committee for the Town of Canterbury requested an extension of one year. The committee realized they needed professional guidance. They would like to retain a seasoned consultant and guidance from an attorney. This requires funds that the school district does not provide. The initial warrant article for the request to initiate the process did not include funds so another article will need to be done for the town to provide funds.

Phil Nazzaro stated the RSA stated the committee has 180 days to file an initial report. Ms. Johnson responded the RSA states if additional information is needed, they can request an extension. If the town does not provide funds, the committee will dissolve and put forward their current findings. However, they do not feel their findings are complete.

Sally Griffin asked why they did not start the process over rather than request an extension. Ms. Johnson responded they have put in a lot of work and do not want to start over. Phil Nazzaro stated the Board does not have authority to grant a year extension. The RSA only allows an extension of 180 days. Chair Cline stated RSA 195:25(5) allows for 180-day extension. There was discussion regarding whether the Board can grant multiple extensions. The Board will come with a decision at the January 12 meeting.

MOTION: Phil Nazzaro made the motion, seconded by Ann Lane, that

the State Board of Education table the discussion.

VOTE: The motion was approved by unanimous vote by the State

Board of Education.

B. Request for Appeal of Building Aid Ranking Decision for Thornton
Central School

Chair Cline asked if everything presented is appropriate for public session. Representatives responded they would not be going into the security report.

Dana Andrews, Assistant Superintendent in SAU 48, and Daniel Rossner, Business Administrator in SAU 48, were in attendance. Dana Andrews asked for reconsideration of the ranking received by Thornton Central School. One area requested for reconsideration is environmental. The building needs to be brought up to code, and an oil tank needs to be replaced. The environmental impact would improve by replacing the HVAC system. There are updates to school security noted in the report from Homeland Security.

Phil Nazzaro asked if the reconsideration request is based upon information in the original material or supplemental material based on the ranking received. Dana Andrews responded they were in the original submitted report.

Chair Cline stated the State Board does not create the rankings. They receive the ranked list as a whole and vote on it. However, the Board is the place to request an appeal.

Amy Clark, NHED Administrator for School Facilities, stated she reviewed the appeal report. The HVAC system meeting air quality standards cannot be

added to the environmental section because HVAC is already scored in the mechanical engineering and plumbing system. The removal of the oil tank would fall under environmental if it was leaking. The unsafe conditions mentioned from gym and cafeteria sharing spaces is a normal occurrence in New Hampshire. It does not represent unsafe conditions.

Phil Nazzaro asked if anything in the appeal was not discussed when the original committee met. Amy Clark stated there were some items in the security section that could be discussed in a closed session. The appeal references a report received by Homeland Security dated August 2022. The application was submitted in July 2022.

The next section was insufficient and unsuitable conditions on educational space. One item in the appeal was to add a STEM exploration room and expand the nurse's office. These were not mentioned on the condition evaluation form. The application under structural deficiency, they wrote none.

Ann Lane asked if the new information in the appeal would affect their ranking. Amy Clark responded it is hard to determine without more information, but she did not see any red flags.

Chair Cline stated the Board is not part of the ranking system and should not speculate how new information could affect a school's ranking. The Board's job is to evaluate if there was anything unfair in the treatment during the evaluation process.

MOTION: Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education deny the appeal for building aid ranking.

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

#### AGENDA ITEM VII. BUREAU OF EDUCATIONAL OPPORTUNITIES

#### A. Office of Charter Schools

1. Benjamin Franklin Chartered Public School – new application

Tal Bayer, NHED, Administrator, introduced Patty Humphrey, Michael Dupont, Marcy Ouellette, and Kaitlyn Blondell. Michael Dupont has 20 years of teaching experience. Marcy Ouellette has a background in educational administration as human resource administrator, director of career and technical education, and associate director of admissions. The school has a wholesome and holistic approach.

Michael Dupont shared Benjamin Franklin Chartered School's 4 pillars of curriculum. They are the American dream, campfire, open roads, and show time. The pursuit of happiness was chosen as a central theme because students are not happy. The mission of Benjamin Franklin will be to provide students with skills they need to find happiness. They will focus on how Benjamin Franklin lived his life using heads, hands, and hearts. Heads to understand the world around them. Hands for skillful and artistic expression. Hearts to love, honor, and appreciate.

Marcy Ouellette stated site proposal plans are being developed. They are recipients of New Hampshire Start Up Grant Funding. The NHED and other charter school staff have guided them through the process. She acknowledged Clayton Wood, Diane Ryder, and Jamie Claddish for support in promoting school choice, developing a Facebook page, and facilitation of a charter school survey.

Kaitlyn Blondell has a background as a CPA, controller, and business administrator.

Ryan Terrell asked how the school will raise money. Marcy Ouellette responded they already have a donor, which allowed them to purchase their school facility. They will be financially solvent by year 3 because of donations from that same benefactor and noted that the budget was created prior to being awarded the grant.

Kate Cassady asked who completed the application. Marcy Ouellette completed it. Kate Cassady asked about the chairman of the board. Patty Humphrey stated they have not officially appointed board members. Marcy Ouellette stated they want to do targeted recruiting to fill areas lacking on the Board and after relocation. They have 5 out of 7 members committed. They closed on the site on November 18.

Kate Cassady asked about the area supported by the school. Marcy Ouellette responded they are looking at a 15–20-mile radius based on feedback from survey respondents. The school system will provide transportation. They are leasing 3 vans to help coordinate transportation.

Kate Cassidy asked Marcy's background and title. Marcy Ouellette responded she will be the dean. She began in education in the community college system in New Hampshire. She has done work with Project Running Start creating dual opportunities for credits between high schools and colleges. She became an admissions counselor. She was the only New England recruiter for the automotive programs for the community college system. She was recruited by Daniel Webster to become the associate dean of admissions. Subsequently, she was recruited by the Nashua School District to be their business and community liaison. She managed a local budget as a Career and Technical Education director as well as a federal Perkins grant.

Kate Cassady asked Kaitlyn Blondell's background. Kaitlyn responded she is a CPA, specializing in providing county advisory services to charter schools and private schools in New Hampshire.

Kate Cassady asked about other staff positions. Marcy Ouellette responded the leadership team has been identified. They have a dean and 2 assistant dean positions. Michael Dupont will be the assistant dean of faculty and there is an assistant dean of students identified as well. Resumes have been received and interviewing will begin upon approval.

Ann Lane asked the age range of students whose families responded to the survey. Marcy Ouellette responded most of the interest began at the 5<sup>th</sup> grade level.

Kate Cassady asked about benefits for teachers. Marcy Ouellette stated they have an estimated \$500 per employee per month in hopes of offering medical and dental. Teacher salaries are low and may be increased with the receipt of the grant.

Rose Claddish, 11-year-old student, spoke on behalf of Benjamin Franklin Academy. She stated the reason she wants to attend is because she wants to experience a different style of education, the unique theater program, hands on learning, and outdoor learning opportunities.

MOTION: Ann Lane made the motion, seconded by Sally Griffin, that the State Board of Education approve the charter application for Benjamin Franklin Academy Chartered Public School.

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

## B. Learn Everywhere Program

1. Neil Stone's Karate Academy – renewal

Tim Carney, NHED, Administrator, requested the renewal of the application for the Learn Everywhere by Neil Stone's Karate Academy. Neil Stone was called away from the meeting. Chair Cline stated his previous presentation was memorable.

Ann Lane asked what they might do to get students enrolled in the Learn Everywhere program as there are not currently any students enrolled. Tim Carney responded he has been helping to put out additional resources for applicants. One high school is already accepting credits from the organization outside of the Learn Everywhere program.

MOTION: Ann Lane made the motion, seconded by Sally Griffin, that the State Board of Education approve the Neil Stone Karate Academy Learn Everywhere renewal application.

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

## C. Nonpublic School Approval Office

#### 1. Busche Academy Update

Tim Carney stated there have been parent complaints regarding Busche Academy. Andre Lilly, Head of School at Busche Academy, stated the school is a private coeducational boarding school in Chester, NH. He introduced Lei Wang, owner, and Ralph Notenboom, Director of Dining Services. There were parent concerns about the dining and food service.

Andre Lilly shared the school was approved prior to COVID, but the school did not enroll students full time until September 2021 with limited staff and a small cohort of kids. In 2022, the school grew from 40 students to 120 on campus and 60 in a hybrid program. The previous Director of Dining Services left, and the Associate Director was promoted. He may not have been prepared for the full responsibility. In September, there were growing pains in providing a premium service. The complaint was regarding an incident in September where the chef for dinner service had prepared a meal that was not fully edible. Everything is ordered from Performance Food Group precooked. Procedures were not followed in preparing the precooked meals and they were not properly thawed. The issue was investigated and addressed. That employee was let go and Ralph Notenboom was hired.

Ralph Notenboom stated the kitchen was in good condition when he accepted the position. He made a checklist to ensure all steps were met to properly cook food. He trained staff and changed the menu. They are no longer using precooked food. He has spent 25 years in professional kitchens.

Kate Cassady asked about the adjustment of working in a professional kitchen to working in a school kitchen. Ralph Notenboom stated he started in hotels and banquets. He also worked in a senior living center. He went to school for nutrition.

Ann Lane asked if any of the students were sick the day of the incident. Andre Lilly stated no students were sick.

Kate Cassady asked if there has been feedback from students. Ralph Notenboom responded he posts the menu weekly and receives feedback from students and parents. He has received positive feedback.

#### AGENDA ITEM VIII. LEGISLATIVE UPDATES

#### A. Initial Proposal – ESOL Teacher (Ed 507.17)

Chair Cline questioned the language in several sections. Phil Nazzaro stated if things are not measurable and clear, they should not be included. Chair Cline suggested flagging certain sections and asking for PSB input before making changes. Steve Appleby suggested tabling this item and he will get a PSB member to attend the January meeting to provide clarification.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell, that

the State Board of Education table initial proposal - ESOL

Teacher (Ed 507.17).

VOTE: The motion was approved by unanimous vote by the State

Board of Education.

#### B. Initial Proposal – ESOL Teacher Prep Program (Ed 612.06)

Steve Appleby, Director, Division of Educator Support & Higher Education, stated numerous Ed 600 rules will be coming before the Board in the coming months. The content specific rules are being examined to be collapsed and point to the corresponding 500 rule.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell, that

the State Board of Education approve the initial proposal for

Ed 612.06 ESOL Teacher Prep Program.

VOTE: The motion was approved by unanimous vote by the State

Board of Education.

C. <u>Initial Proposal – Professional Education Standards (Ed 610.02)</u>

Steve Appleby stated the professional education standards have been collapsed and point to the Ed 500s.

MOTION: Ann Lane made the motion, seconded by Sally Griffin, that the

State Board of Education approve the initial proposal for Ed

610.02 Professional Education Requirements.

VOTE: The motion was approved by unanimous vote by the State

Board of Education.

D. <u>Initial Proposal – Special Education (various sections) (Ed 1100)</u>

Julie Shea, NHED, Administrator Rules Coordinator, stated there was a statutory change that changed the definition of a child with a disability through the age of 22. Changes were made everywhere the age is mentioned in the rules.

Ann Lane pointed out wording that could exclude students with certain types of brain injuries. Richard Sala offered to investigate the language.

MOTION: Ann Lane made the motion, seconded by Sally Griffin, that the

State Board of Education approve the initial proposal to

readopt with amendments Section Ed 1100 Special

Education.

VOTE: The motion was approved by unanimous vote by the State

Board of Education.

# E. <u>Initial Proposal – Reading and Writing Teacher and Prep Program (Ed</u> 507.52 and Ed 612.02)

Steve Appleby stated it was discovered that several paragraphs in the endorsement expired, but the rest did not. A PSB committee is looking at the rule as the rest of it expires soon. The hope is to approve the fix, so part does not expire while PSB works through the entire rule. There should be a proposal for the entire rule late summer.

Chair Cline questioned wording in credentialing to be examined as the rule is updated. Steve Appleby will take the feedback to the PSB committee.

MOTION: Ann Lane made the motion, seconded by Sally Griffin, that the State Board of Education approve the initial proposal for Ed 507.52 and Ed 612.02 Reading and Writing Teacher and Prep Program.

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

#### F. Final Proposal – Innovation Schools (Ed 1500)

Nate Greene, NHED, Administrator stated the final proposal includes edits based on feedback from the Board at a previous meeting. They added a requirement for a presentation to the State Board. The possible events that could result in revocation of a plan were added into the rules based upon the statute.

Chair Cline noted language that allows for revocation if schools do not show academic improvement. He stated the goal of some schools is to provide a better

environment for students rather than academic gains. He suggested changing the language to only allow revocation in the event of a decline in student performance.

MOTION: Ann Lane made the motion, seconded by Kate Cassady, that

the State Board of Education approve the final proposal for Ed

1500 Innovation Schools as amended.

VOTE: The motion was approved without dissent by unanimous vote

by the State Board of Education.

### G. Rules Certification – Ed 507 (discussion only)

Julie Shea stated there was a discovery that text from Ed 507s was missing from the OLS website and was marked as reserved. The solution is OLS resend the text and DOE recertify the text to replace it on the website. Julie Shea recertified all the missing text so it can be added back to the site.

#### AGENDA ITEM IX. COMMISIONER'S UPDATE

Commissioner Frank Edelblut reported 2 youth senate program candidates were awarded with scholarships, Morgan Casey, and Madeline Waters. They wrote an essay about whether it is constitutional for the president to unilaterally permit student loan forgiveness. They receive 8-9 candidates each year. Another award is given to orphans of military families in the amount of \$2500.

Commissioner Edelblut gave an update on the 306 rules. Representatives from the NH School Board Association, NH School Administrators Association, NH Association of School Principals, Curriculum Instruction, and NH Learning Initiative are involved. Graduation expectations were developed and were sent to 45 teachers to evaluate and provide input. There should be an initial proposal on the February agenda followed by a public hearing for input. Chair Cline added a draft

document is not a public document and is not subject to public review. When it makes it through the process and is complete, it is right to know accessible.

The Governor Council is going to have a breakfast meeting at the Department in February or March.

## AGENDA ITEM X. OPEN BOARD DISCUSSIONS

There was no open board discussion.

## **AGENDA ITEM XI. TABLED ITEMS**

## A. Student/Raymond School Board – SB-FY-23-07-000

MOTION: Phil Nazzaro made the motion, seconded by Ann Lane, to

remove from the table.

VOTE: The motion was approved by unanimous vote by the State

Board of Education

## **AGENDA ITEM XII. CONSENT AGENDA**

#### A. Meeting Minutes of November 10, 2022

MOTION: Ann Lane made the motion, seconded by Kate Cassady, that

the State Board of Education accept the meeting minutes as

amended.

VOTE: The motion was approved by unanimous vote by the State

Board of Education with Sally Griffin and Ryan Terrell

abstaining.

# AGENDA ITEM XIII. NONPUBLIC SESSION

There was no nonpublic session.

## AGENDA ITEM XIV. ADJOURNMENT

MOTION: Ryan Terrell made the motion, seconded by Richard Sala,

that the State Board of Education adjourn at 4:00 p.m.

VOTE: The motion was approved by unanimous vote by the State

Board of Education.