



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

## Event Center

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

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



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

Thursday, February 15, 2024

### AGENDA

- I. **CALL TO ORDER ~ 10:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT:** *Public comment may be provided in-person at the physical location published in the meeting notice. Public comment is limited to 3 minutes per person. Clarifying questions may be asked, otherwise the Board does not provide feedback during the public comment period. Written public comment may also be sent to [Angela.Adams@doe.nh.gov](mailto:Angela.Adams@doe.nh.gov). To be included in the publicly posted materials for a meeting, written public comment must arrive no later than 4:00 p.m. the day after the meeting. All public comment is provided to members of the Board and posted monthly on the State Board of Education website within 5 days of the meeting of the State Board of Education.*
- IV. **SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT**
- V. **COUNCIL FOR TEACHER EDUCATION (CTE) ~ LAURA STONEKING, NHED, Administrator, Bureau of Educator Support and Higher Education**
  - A. **Southern New Hampshire University (SNHU)**
    1. Option 1 (re-approval) ~ Superintendent Professional Educator Preparation Program (PEPP)
    2. Option 4 (CAEP accreditation) ~ Nine (9) PEPPs
  - B. **Keene State College (KSC)**
    1. Option 3 (new PEPP)- Special Education Administrator)
    2. Substantive Change- elimination of 3 PEPPs (change in expiration)
  - C. **University of New Hampshire (UNH) ~ Substantive Change- elimination of ECE- MED (change in expiration)**
- VI. **PUBLIC HEARINGS** ~ *It is encouraged when providing in-person oral testimony to also provide a written copy of that testimony to more accurately be reflected in the official record.*

#### 12:00 PM ~ Legislative Rulemaking

- A. [Bureau of Credentials Fees](#)  (Ed 505.09)
- B. [Career & Technical Education \(CTE\) Teacher Credentials](#)  (Ed 507.02 & Ed 507.03)

#### 12:30 PM ~ Legislative Rulemaking

- C. [School Building Construction](#)  (Ed 321)

VII. **HEARINGS:** *Please note that the hearings will be conducted in nonpublic session per RSA 91-A:3, II(c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.*

A. Student/Gilford School District – SB-FY-24-09-003 (Nonpublic Session)

B. Student/Plainfield School District – SB-FY-24-11-012 (Nonpublic Session)

VIII. **BUREAU OF EDUCATIONAL OPPORTUNITIES**

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

1. Lionheart Classical Academy Chartered Public School ~ 1 year audit report

B. **Office of Learn Everywhere Programs** ~ TIM CARNEY, NHED, Administrator, Educational Pathways

1. Sylvan Learning Center ~ renewal application

2. Elements MMA ~ new application

IX. **RULEMAKING/LEGISLATIVE UPDATES** ~ JULIE SHEA, NHED, Administrative Rules Coordinator

A. Initial Proposal ~ Elementary School Teacher (Ed 507.11)

B. Initial Proposal ~ Minimum Standards for Public School Approval (Ed 306) **(REMOVE from TABLE)** *Please note that we anticipate scheduling a public hearing for Monday, April 8, 2024 at 1:00 PM to hear public testimony. Please click [here](#) for more information on educator listening sessions scheduled throughout the state.*

C. Expedited Revision to Forms ~ General Application Instructions – Forms DOE-BOC 1-18 (Ed 505.08)

D. Final Proposal ~ Learn Everywhere Program for High School Graduation Credit (Ed 1400)

X. **COMMISSIONER'S UPDATE**

XI. **OPEN BOARD DISCUSSIONS**

XII. **CONSENT AGENDA**

A. Meeting Minutes of January 11, 2024

B. Emergency Meeting Minutes of January 30, 2024

XIII. **TABLE ITEMS**

A. Initial Proposal ~ Minimum Standards Minimum Standards for Public School Approval (Ed 306)

B. Initial Proposal ~ Visual Arts Teacher (Ed 507.09)

XIV. **ADJOURNMENT** ~ **3:00 PM**



**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 February 15, 2024, meeting.*

**A. ACTION NEEDED**

**Southern New Hampshire University (SNHU)** is one of 11 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve **SNHU's** educator preparation program below.

NH Standard Ed 500	Educator Preparation Program Content Area	Recommendation		
		NEW Proposed Approval		
506.01; Including 505.03, 505.04	Superintendent	<b>CAGS, Licensure</b>	<b>Full Approval*</b>	<b>3/30/2031</b>
<p><b>*Approval with:</b></p> <p><input type="checkbox"/> <b>Progress Report-</b> (6 months from State Board of Education approval): tentative August 2024. This Progress Report will include the requirements from the Granite State Leadership Academy (GSLA) on the self-assessment matrix. The goal is to outline and include the specific skills and knowledge that GSLA is contributing to the ED 506.01 standards. The Progress Report will also clarify how the "completion status" from GSLA contributes to the completion status for CAGS and licensure recommendation.</p> <ul style="list-style-type: none"> <li>○ Specifically, include a crosswalk of Superintendent content requirements within the scope of the 3-year GSLA Fellowship. Documentation withing the Candidate Assessment System will provide verification of demonstration and knowledge acquisition.</li> <li>○ The Progress Report will be submitted to the NHED and the Chair of the review.</li> </ul> <p><input type="checkbox"/> <b>Annual Report-</b> SNHU will provide data from Gateways 2, 3, and 4 for the next 3 years (2025 - 2027). Specifically, SNHU will provide a reflection of the effectiveness of the Gateways in relation to meeting the standards of ED 506.01 and candidate progression in the program.</p>				

**B. RATIONALE FOR ACTION**

Under Option 1, additional term of approval [602.06(a)(1)], the CTE accepted the review team's report and the associated approval recommendations. Additionally, the CTE (Yes-12; No-0; Abstain-3) recommends to the State Board of Education full approval for Superintendent: CAGS, Licensure PEPP through March 30, 2031.

**C. EFFECTS OF THIS ACTION**

If approved, **SNHU** will continue to offer this educational pathway, confirming that candidates have met administrative requirements through completion of a particular educator preparation program and subsequently, be recommended as a program completer of a NH approved educator preparation program.

**D. HISTORICAL BACKGROUND**

- ❖ January 11, 2018: The Board granted initial program **approval** thru **1/30/2021** for Superintendent w/ a MoU to be completed by 4/30/2018, and the completion of two progress reports submitted no later than 9/30/2018\*\* and 9/30/2019\*\*;  
  - *\*\*Neither the Institution nor the Department were able to locate the two requested progress reports*
- ❖ March 12, 2020: The Board granted a change in the expiration dates by pushing back three program approval dates and also by pushing up nine program approval dates to one aligned expiration date of August 31, 2022. This applied to 12 PEPPs: ECE SpecEd (Undergrad and Graduate), **Superintendent (Grad)**, Secondary Math 7-12 (BA, Conv), ECE (BA, MEd Conv), El Ed (K-8) (K-6) (BA, MEd Conversion), ELA 5-12 (BA), SpecEd (BA, MEd Conv), Math 5-8 (BA , Conv), Mid Sci 5-8 (BS), SS 5-12 (BA, Conv), Principal (MEd, Post Bac, Conv), and Curr Admin (MEd, Post Bac, Conv).
- ❖ May 13, 2021: The Board approved the extension of (12) PEPPs from 8/31/2022, thru 03/30/2024.

*Pursuant to Ed 602.17(f), failure to comply with PEPP administrative rules and state laws shall be grounds for the state board to rescind its approval of the PEPPs and shall lead to (1) Conditional approval for one year; or (2) Elimination of Specific PEPP(s) with a teach-out plan.*

**E. POSSIBLE MOTION**

- The NH State Board of Education recommends **full approval** for Southern New Hampshire University’s for the Superintendent CAGS, and Licensure only pathway PEPPs through **March 30, 2031**, with the following recommendations:
  - It is recommended that SNHU draw on the systems currently in place (9 other PEPPs at initial and advanced level) at the undergraduate/graduate level in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.” [604.01 606.02; 603.0, 606.02; 603.01].
  - The review team also recommends the following to support the continued analysis of newer assessment systems recently developed:
    - **Progress Report** (6 months from Board approval): *tentative August 2024*.  
This Progress Report will include the requirements from the Granite State Leadership Academy (GSLA) on the self-assessment matrix.  
The goal is to outline and include the specific skills and knowledge that GSLA is contributing to the ED 506.01 standards. The Progress Report will also clarify how the “completion status” from GSLA contributes to the completion status for CAGS and licensure recommendation.  
The Progress Report will be submitted to the NHED and the Chair of the review.
    - **Annual Report** SNHU will provide data from Gateways 2, 3, and 4 for the next 3 years (2025 - 2027). Specifically, SNHU will provide a reflection of the effectiveness of the Gateways in relation to meeting the standards of ED 506.01 and candidate progression in the program.

□ Or: I move that the State Board of Education \_\_\_\_\_.

*(Indicate other motion)*

[602.06, 602.17]

*\*Per 602.17(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.*

*Action by the State Board: Appeal  
 \*Per 602.17(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 3 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.*



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

**OPTION 1: REVIEW  
COMPREHENSIVE REVIEW REPORT: DECEMBER 2023  
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**Southern New Hampshire University  
2500 North River Road  
Manchester, NH 03106  
[www.snhu.edu](http://www.snhu.edu)**

**Educator Preparation Program Review**

<b>Dr. Kathryn McCurdy</b>	<b>Chair</b>	<b>University of New Hampshire/ Council for Teacher Education Representative</b>
<b>Laura A. Stoneking</b>	<b>Administrator</b>	<b>NH Department of Education Bureau of Educator Preparation and Higher Education</b>
<b>Dr. Kristine Thibault</b>	<b>Observer, Contributor</b>	<b>New England College/ Council for Teacher Education Representative</b>

<b>NH Ed. Standard(s)</b>	<b>Educator Preparation Program Content Area</b>	<b>Degree/Format</b>	<b>Reviewer</b>
506.01; Including 505.03, 505.04	Superintendent	CAGS, Licensure	Dr. Michael Whaland SAU #13; Superintendent of Schools

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**A. Context:**


**University & Department History:**

**INTRODUCTION:**

Southern New Hampshire University (SNHU) is a private, non-profit institution that has long supported both aspiring and in-service educators and school leaders. Their extensive catalog of undergraduate, graduate, and post-graduate Education-focused degrees and continued education opportunities, provide various pathways for individuals to advance their professional practices and careers. These include both non-licensure and licensure programming that are delivered by either our campus-based University College or Global Campus.

SNHU’s **Certificate of Advanced Graduate Studies in District Leadership** program, aligned to the Superintendent licensure area within the New Hampshire Department of Education, resides under the university's Office of Academic Affairs. Programming and student support is administered by the office's Graduate Education Program's (GEP) division. GEP is led by an Associate Dean and Assistant Dean. Additional program oversight is provided by the Director of Advanced Licensure & Studies Programs. While the ongoing delivery of the program experience is overseen by GEP, this division works closely with various departments across SNHU to ensure all aspects of our programming and monitoring systems are successful. These departments include, the Office of Educator Preparation, Office of the University's Registrar, SNHU Admissions Office, Campus Academic Operations, and our communication teams. In addition to these departments that are internal to SNHU, the delivery of the program experiences is shared by our partner, the **New Hampshire School Administrator Association (NHSAA)**. This District Leadership program is exclusive to fellows within **NHSAA's Granite State Leadership Academy**. As part of the program experience (shared in greater detail within the *Program Details* module), candidates build upon the professional learning within the academy and NHSAA's professional development opportunities through the integration of SNHU coursework. This innovative program experience leverages the high-quality learning experiences delivered through both GSLA and SNHU to prepare aspiring superintendents for the field.

**MISSION, VISION, AND VALUES:**

 <p><b>University Mission</b></p>	<p><i>Southern New Hampshire University transforms the lives of learners.</i></p> <p><i>Our success is defined by our learners' success.</i></p> <p><i>By relentlessly challenging the status quo and providing the best support in higher education, Southern New Hampshire University expands access to education by creating high-quality, affordable, and innovative pathways to meet the unique needs of each and every learner.</i></p>
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The Superintendent programming is intentionally designed to meet SNHU’s university mission and delivered within an innovative model to support active school leaders through our partnership with NHSAA. In addition, GEP and NHSAA's missions are at the heart of the program experience.

SNHU's Graduate Education Programs	New Hampshire School Administrators Association
<i>Empowering individuals to transform learners and communities.</i>	<i>The mission of NHSAA is to be a credible and compelling voice of education leadership in creating an exemplary and comprehensive education for all public school students and providing high-quality services to its membership.</i>

These missions are the underpinning of the authentic experiences designed across both organization's professional learning. As candidates engage in their GSLA Fellowship and SNHU course requirements, both experiences embed ongoing opportunities to create meaningful improvements to education at a personal and local context level.<sup>1</sup>

<sup>1</sup> <https://learn.snhu.edu/d2l/le/content/1334756/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-24779503>  
**Southern New Hampshire University- 2023** Professional Educator Preparation Program Review Report – Option 1 Review  
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**NHED STATE BOARD of EDUCATION - SNHU Professional Educator Preparation Programs History:**

<i>Southern New Hampshire University</i>	
<b>2010</b>	In 2010, the Board granted provisional approval thru <b>8/31/2012</b> for the Curriculum Administrators PEPP
<b>Fall 2010</b>	SNHU proposed two new programs: Music and Middle Level Science 5-9; <b>-12/1/2010</b> site visit conducted
<b>3/23-24/2016</b>	<b>2016 Program Site Review</b>
<b>8/11/2010</b>	The Board granted approval for 5 SNHU PEPPs.
<b>2/9/2011</b>	The Board granted 3-year provisional approval of Mid Sci 5-9 thru <b>8/31/2014</b> with 2 progress reports required to CTE; and granted full 5-year approval of Comp Bus Ed thru <b>8/31/2015</b> ; <i>(This previously approved during the 8/11/2010 meeting but with the wrong dates.)</i> The Music program was tabled until further notice.
<b>3/9/2011</b>	The Board granted 1-year provisional approval of the Music program thru <b>8/31/2012</b> with one progress report required by 6-months.
<b>11/9/2011</b>	This item was withdrawn and will be presented at the December 14th Board meeting.
<b>12/14/2011</b>	The Board extended the Provisional approval of the Music Program thru <b>08/31/2014</b> ; and extended full approval for Ed 612.07 Special Education Programs thru <b>8/31/2015</b>
<b>4/18/2012</b>	The Board granted full approval for Curriculum Administrators thru <b>8/31/2015</b>
<b>8/14/2014</b>	The new Ed 600s were approved March 2013; a moratorium placed on program approval site visits for 2013-2014; ALL IHEs granted extensions; SNHU extended thru <b>August 31, 2016</b>
<b>5/3/2016</b>	SNHU letter the Board granted PEPP extensions thru <b>03/31/2017</b>
<b>1/12/2017</b>	The Board [602.02(g)(3)] supported the proposal to extend the approval status of all 14 IHE/PEPPs across the state.
<b>2/14/2017</b>	The Board granted new program approval for 3-years thru <b>3/31/2020</b> for Secondary Math; And, granted full 7-year approval thru <b>3/31/2024</b> for Mid-Level Math, Sec ELA, Curr Admin, Principal, and Ed Tech Integ Spec; And granted conditional approval for 3-years for Reading/Writing Specialist thru <b>3/31/2020</b> . SNHU to report on this PEPP in its annual report over the next 3-years addressing the areas requiring responsive actions in the 01/2017 report; And granted full 7-year approval thru <b>3/31/2024</b> for: Gen. SpecEd, Mid-Level Sci, Sec SS, ECE, and Music. SNHU will need to report on these in its annual reports addressing areas requiring action highlighted in the 01/2017 report.
<b>1/11/2018</b>	The Board granted initial program approval thru <b>1/30/2021</b> for <b>Superintendent</b> w/ a MoU to be completed by <b>4/30/2018</b> , and the completion of two progress reports submitted no later than 9/30/2018** and 9/30/2019**; The Board granted initial program approval thru <b>1/30/2021</b> for ECE SpecEd, with satisfactory completion of two progress reports submitted no later than 9/30/2018 and 2019 reporting on candidate performance assessed by multiple measures in the area of reading instruction.
<b>5/8/2019</b>	The Board granted a 10-month extension thru 1/31/2021 for their Sec Math PEPP to align with 2 other PEPPs that expire on 1/31/2021.
<b>2/13/2020</b>	The Board granted the substantive change of the approval of 5 secondary PEPPs from the bachelor's level to a Clinical master's level: ELA 5-12; Math 5-8 (MEd, conv), Math 7-12 (MEd, conv), Mid Sci 5-8 (MEd, conv), SS 5-12(MEd, conv)
<b>3/12/2020</b>	The Board granted a change in the expiration dates by pushing back three program approval dates and also by pushing up nine program approval dates to one aligned expiration date of <b>August 31, 2022</b> . This applies to 12 PEPPs: ECE SpecEd (Undergrad and Graduate), <b>Superintendent</b> (Grad), Secondary Math 7-12 (BA, Conv), ECE (BA, MEd Conv), EI Ed (K-8) (K-6) (BA, MEd Conversion), ELA 5-12 (BA), SpecEd (BA, MEd Conv), Math 5-8 (BA, Conv), Mid Sci 5-8 (BS), SS 5-12 (BA, Conv), Principal (MEd, Post Bac, Conv), and Curr Admin (MEd, Post Bac, Conv). The Board granted the elimination of Music, effective <b>expire on 5/31/2024</b> .
<b>05/14/2020</b>	The Board voted to honor SNHU's request to table their amendment to recent substantive change and that they be placed on the June agenda.
<b>06/11/2020</b>	The Board approved to remove SNHU's substantive change request from the table and the agenda.
<b>5/13/2021</b>	The Board granted the reinstatement of the previously removed undergraduate approval for the secondary PEPPs: ELA Teachers 5-12, Math Middle Level, Math Upper Level, Science 5-8, SS 5-12; Approved to extend (12) PEPPs from 8/31/2022, thru <b>03/30/2024</b> .
<b>May 2021 (CTE)</b>	The CTE reviewed the Substantive Change request regarding the closure of both the Principal and the Curriculum Administrator PEPPs; the CTE voted to accept and SNHU submitted teach-out plans for all enrolled candidates

*\*\*Neither the Institution nor the Department were able to locate the two requested progress reports.*



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

During **December 5-9, 2016**, SNHU's School of Education engaged in a site visit piloting the state's "draft" re-developed program approval process. During this site visit, the following programs were reviewed:

2016 Full Review -	2016 Partial Review -
-Reading and Writing Specialist K-12 -School Principal, and -Curriculum Administrator  <i>These programs were not reviewed during the March 2016 site visit.</i>	-Early Childhood Education PreK-3 -Music Education K-12 -Middle Level Mathematics 5-8 -Middle Level Science 5-9 -Secondary English Language Arts 5-12, and -Education Technology Information Specialist K-12  <i>The partial review of these programs focused on elements that were absent during the March 2016 site visit.</i>
Those elements included: (a) a program assessment system supporting continuous improvement; (b) data systems populated with evidence and data analytics to assess the clinical practice model, the candidate assessment system and the program assessment system.	

SNHU's work between the first review in March 2016, and a **six-month extension** leading to the second review in December 2016, marked tremendous progress and systems' evolution within the School of Education (SED). The openness and commitment to the feedback from the original review is evidenced in the work that has transpired and the outcome data provided during the second site visit. SNHU was commended for this work. SNHU's SED is transforming as a result of their deep commitment to high quality programming and willingness to listen, and more importantly to act upon feedback.

The more significant findings of the Winter 2016 visit focused on the need for the institution to align closely to the NH Ed 606.01 and Ed 606.02 Standards. While SNHU had a candidate assessment system, evidence demonstrating how that system operationalized within and across all certification programs was lacking. Further, confusion existed on the presence and use of a program assessment system to support continuous improvement. Evidence of such a system was insufficient.

Significant progress was made on the development, fine-tuning, and systematic use of data to assess the clinical practice model, the candidate assessment system and the program assessment system. This is evidenced across all the individual reviewer reports. As a result of the March 2016 visit, SNHU paid careful attention to the feedback of the original review team, engaged in several meetings with the NHED and review team co-chairs, and entered into a partnership with an outside consultant to assist them in addressing the findings rendered in March 2016. SNHU refined their existing candidate assessment system and ensured it was populated with data for the December review team to examine. Furthermore, SNHU assessed all of their internal processes for reviewing programming and making decisions. Through the self-assessment they have developed a comprehensive program assessment process that was currently populated with two years of data.

### KEY FINDINGS from the 2017 REVIEW (Reading and Writing Specialist; SUPERINTENDENT):

#### → Further Develop Data Systems for Program Quality and Clinical Practice

As a result of the review, it was recommended that SNHU expand the comprehensiveness of enrollment data and completion data for candidate and program assessment. As SNHU continued to enhance and build their systems, it was recommended they collect data across the Gateway System, to include application data, admission data, probationary admission data, withdrawals data and 'counsel-outs' data.

Furthermore, it was recommended that SNHU monitor the consistency to which they implemented systems and collected data with uniformity and continuity within and across programs, such as the monthly progress checks, electronic trail versus paper submissions. This was likely a function of their new and evolving systems. As SNHU progressed, they were to share conversations about how consistency would build greater reliability and validity in their data. This was observed in the faculty course evaluations and audit findings. Not all courses had faculty course

evaluations and audit findings submitted and analyzed, i.e., early childhood education. It was recommended that as the program and candidate assessment systems grow, to examine the intervals in which they analyze and aggregated data, i.e., 3–5-year windows, with a focus on the most recent three to five years in individual glimpses.

→ **Program Specific Feedback:**

Within the 2017 review, the following lists reporting requirements for specific programs:

<p>SNHU was required to report on developments in these programs through the state's annual reporting process. For specific reporting requirements please visit Section IV of this report.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General Special Education</li> <li><input type="checkbox"/> Middle Level Science</li> <li><input type="checkbox"/> Secondary Social Studies</li> <li><input type="checkbox"/> Early Childhood Education</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Reading and Writing Specialist</li> </ul>	<p>Specific reporting requirements were not required for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Middle Level Math</li> <li><input type="checkbox"/> Secondary English Language Arts</li> <li><input type="checkbox"/> Curriculum Administrator</li> <li><input type="checkbox"/> School Principal</li> <li><input type="checkbox"/> Educational Technology Integration Specialist</li> </ul>
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At the January 11, 2018, State Board of Education meeting, the Board approved by unanimous vote, with the Chairman abstaining granted:

→ **initial program approval** through 1/30/2021 for the **School Superintendent** with...

- a Memorandum of Understanding to be completed by April 30, 2018; and
- the completion of two progress reports submitted no later than-
  - September 30, 2018, and
  - September 30, 2019

...detailing progress on the institution’s Memorandum of Understanding (MOU) with the New Hampshire School Administrators Association (NHSAA) detailing responsibilities and benchmarks for the program’s candidate and program assessment systems.

The Superintendent PEPP was a newly proposed PEPP at SNHU in 2017. After being originally reviewed and granted initial approval (through 1/30/2021), with two subsequent progress reports, the Superintendent program has not been completely reviewed since December 2017.

### C. Introduction and Overview of Spring 2023 Review and November 2023 Visit:

A Memorandum of Understanding (MOU) was developed between the Council for Teacher Education (CTE) Review Chairs, the NHED and Southern New Hampshire University and was finalized on May 10, 2023. This MOU identified the purpose, important dates, logistics, specifications and the PEPPs included in the review. (See Appendix B)

The original MOU was amended as a result of SNHU's decision to close out the Principal and Curriculum Administrator PEPPs. As a result, the MOU-Addendum, finalized on July 18, 2023, highlighted changes around previously established dates, modality and a transition to a singular Review Chair. (See Appendix C)

On September 12, 2023, from 3:30-5:30 pm, the review chair, Dr. Kathryn McCurdy, and the NHED conducted a reviewer training session for the program review process, the content review and focus, and the institution's system for candidate assessment, program assessment, and clinical partnerships and practice. Reviewers received an electronic link and password to the SNHU Self-Assessment materials, Program Review Master Document, and the SNHU BrightSpace™ Learning Management System to enable each to conduct the review of individual content programs in preparation for the on-site visit.

#### SNHU: NH Department of Education recommendations for licensure as a program completer - ***SUPERINTENDENT***

Academic Year	SNHU Completers/ Recommendations	Total NH Completers
2019-2020	7	16
2020-2021	10	21
2021-2022	10	20
2022-2023	12	17
2023-present	5	6
<b>SNHU total</b>	<b>44</b>	<b>80</b>
<i>*NHED- Educator Information System (EIS) - 2023-2024 Total SNHU PEPP completers currently employed in NH as a Superintendent</i>		<b>3</b>
<i>*EIS Total NH Educators that HOLD valid Superintendent License:</i>		<b>382</b>

## D. Key Findings:

### 1. SUMMARY:

Below are key elements as a result of this review:

- i. Clinical Practice [604.01]
- ii. Clinical Partnership [604.02]
- iii. Clinical Educators and Supervisors [604.03; 604.04]

Southern New Hampshire University has a clearly articulated Clinical Practice model. This model includes careful and systematic ways to select and verify credentials of Cooperating Practitioners, selection of Supervisors, and intentional design of clinical experiences aligned to standards. The Clinical Practice model is aligned to the Candidate Assessment system through the implementation of Gateways to ensure that candidates are appropriately ready to move from initial coursework to Culminating Clinical Experiences. Requirements of the Culminating Clinical Experience are documented and systematically verified through the Office of Educator Preparation.

SNHU works in partnership with Granite State Leadership Academy (GSLA) and the New Hampshire School Administrators Association. The GSLA provides candidates with continued mentorship beyond completion of the SNHU program.

- iv. Curriculum, Learning Facilitation, and Resources [605]
- v. Assessment Systems- Candidate Assessment [606.01]
- vi. Assessment Systems- Program Assessment [606.02; 606.03]

SNHU has implemented a candidate assessment system consisting of multiple Gateways that candidates progress through during the duration of the program. These gateways consist of multiple measures with expectation that are clearly articulated to candidates, faculty, SNHU personnel, Cooperating Practitioners, and Supervisors. They included various methodologies such as admission criteria, candidate work samples and reflection, and articulated written performance criteria. Prior to full admission into the program, Southern NH University has a thorough admissions process that confirms the viability of the candidate with respect to required prior experience, necessary credentials, and accomplishments such as minimum GPA and scores on evaluations.

SNHU has developed a thorough Program Assessment System. While candidates proceed through the program, there is continuous and systematic data collection to monitor the performance of the candidates. This is a data driven system that yields the ability to gather data for federal and state reporting and continuous improvement for the program itself.

- vii. Individual Programs [608]
  - a. See Section IV: Program Reports.

The Review Chairs and NHED Bureau Administrator rate the professional educator preparation programs as:

**3- Effective:** Teacher Preparation programs performing at the *Effective Level* consistently do the following:

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

## 2. **COMMENDATIONS:**

- ❖ Restructuring of the leadership and curriculum has significantly increased SNHU’s ability to ensure admission and successful completion of the standards for Superintendent licensure.
- ❖ Interviewees repeatedly praised the cohort nature of the program as contributing to their continued professional learning and support.
- ❖ Multiple pieces of evidence demonstrate strong coherence and continuity across dimensions of theory and practice.
- ❖ Systems are in place for constant data collection and feedback for continuous program reflection and improvement. These systems include the perspective of multiple stakeholders including the Curriculum Assessment Team, an Advisory Board, and the Office of Graduate Educator Programs.
- ❖ Candidates have early, ongoing, and structured clinical experiences from Year 1 in the program.

## 3. **RECOMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S):**

- i. Clinical Practice [604.01]
- ii. Clinical Partnership [604.02]
- iii. Assessment Systems- Candidate Assessment [606.01]
- iv. Assessment Systems- Program Assessment [606.02]
- v. Individual Programs
  - a. See Section V: Specific Licensure Programs

The review team recommends **FULL APPROVAL** for the Superintendent program (CAGS, Licensure) through **03/30/2031**.

- It is also recommended that SNHU draw on the systems currently in place (9 initial and advanced licensure PEPPs) at the undergraduate/graduate level in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.” [604.01 606.02; 603.0, 606.02; 603.01].

The review team also recommends the following to support the continued analysis of newer assessment systems recently developed:

- **Progress Report** (6 months from State Board of Education approval): tentative August 2024. This Progress Report will include the requirements from the Granite State Leadership Academy (GSLA) on the self-assessment matrix. The goal is to outline and include the specific skills and knowledge that GSLA is contributing to the ED 506.01 standards. The Progress Report will also clarify how the “completion status” from GSLA contributes to the completion status for CAGS and licensure recommendation. The Progress Report will be submitted to the NHED and the Chair of the review.
  - Specifically, include a crosswalk of Superintendent content requirements within the scope of the 3-year GSLA Fellowship. Documentation withing the Candidate Assessment System will provide verification of demonstration and knowledge acquisition.  
(See page 18: *Specific Licensure Programs for additional information.*)
- **Annual Report** SNHU will provide data from Gateways 2, 3, and 4 for the next 3 years (2025 - 2027). Specifically, SNHU will provide a reflection of the effectiveness of the Gateways in relation to meeting the standards of ED 506.01 and candidate progression in the program.

## 4. **TERMS OF CONDITIONAL APPROVAL AND PROGRESS REPORT TO ADDRESS UNMET STANDARD(S):**

Not applicable.

**1. SUMMARY OF FINDINGS:**

Below are key elements as a result of this review:

**A. CLINICAL PRACTICE [604.01]**

- Through the SNHU and Granite State Leadership Academy (GSLA) partnership, candidates participate in 3 years of clinical experience. [ED 604.01.a]
- Participation in Year 1 (Early Clinical Experience) in the GSLA requires that candidates draw on their clinical experiences to design a Problem of Practice. These Problems of Practice require that candidates can identify issues within a context, employ data-based decision making, and create action plans that are specific to that clinical context. This requires strong understanding of the clinical context, work in collaboration with other senior leaders, and design a solution that addresses the needs of all individuals. [ED 604.01.a]
- To complement the GSLA's Problem of Practice in Year 1, candidates are enrolled in SNHU coursework. Not all members of the GSLA enroll in SNHU coursework. This coursework, which occurs during Year 1, requires that candidates work with Superintendents to observe, evaluate, and enact specific knowledge and skills that are necessary for the work of Superintendents. [ED 604.01.b.1 - 2]
- The coursework topics (required during the early stages of the program) and assignments are aligned with the knowledge and skills required for the Superintendent endorsement area. These assignments include articulating and evaluating leadership techniques and strategies for leading district level teams. Other assignments include an analysis of recruitment and retainment strategies. Specific attention is given to the perspectives and needs of all individuals in these particular strategies. [ED 604.01.b.1 - 2]
- The Leadership Activity Log Template is aligned to the ED 506.01 standards. As part of a candidate's Culminating Clinical Experience, the student must demonstrate clinical experience across all dimensions of the 506.01 standards. The areas include Achievement and Success (of Students and Personnel), District Management, and Community and Communication. Candidates are required to provide a description of the clinical activity as well as have verification from the Cooperating Practitioner. [ED 604.01.b.1 - 2]
- Clinical Experiences are designed to increase in responsibility of the candidate and the complexity of understanding the role and work of Superintendents. Early coursework requires both observation and analysis of the many roles of Superintendents. In later years and more advanced coursework, candidates are required to enact the skills and knowledge of Superintendents. [ED 604.01.3.a - d]
- The Problem of Practice assignment as part of the GSLA requires that students have a strong enough understanding of a district level issue or question in order to design an inquiry into that issue. The Problem of Practice also positions candidates to extend their knowledge of a particular issue, under the guidance of a practicing superintendent. [ED 604.01.3.a - d]
- As part of the course CAGS 732 candidates are asked to evaluate their progress in Clinical Experiences using the Culminating Clinical Field Experiences Rubric. Candidates have the opportunity to add more experiences to their plan in consultation with their Clinical Practitioner and Supervisor. This is to ensure that all parts of Ed 604.01.3 are met. [ED 604.01.3.a - d]
- SNHU aligns the Culminating Clinical Experience with Year 3 of the Granite State Leadership Academy timeline. During this time, candidates participate in a 20 week Culminating Clinical Experience by enrolling in CAGS 731 and 732: District Leadership in the Field I and II. [ED 604.01.3.a - d]
- During the courses CAGS 731 and 732: District Leadership in the Field I and II, candidates work extensively with their Clinical Practitioner and Clinical Supervisors. The candidate receives continuous feedback from both their Clinical Practitioner and Clinical Supervisor, and there are 2 formal evaluation points. Candidates are assessed in their Culminating Clinical Placement across the dimensions of meeting ED 506.01 standards with respect to enacting the leadership, meeting ED 506.01 standards with respect to knowledge, and evaluating the candidate's ability to use evidence-based decision making. [ED 604.01.3.a - d]

## B. CLINICAL PARTNERSHIPS [604.02]

- SNHU has a partnership with the Granite State Leadership Academy. The institution and Academy share a common goal of supporting qualified and effective Superintendents for SNHU candidates to collaborate with. The collaboration with the Granite State Leadership Academy provides opportunities for professional development that are highly relevant to the leadership requirements of Superintendents. [ED 604.02.a]
- The collaboration with GSLA includes connections with P12 partnership schools. While candidates can offer nominations for specific Cooperating Practitioners and schools in which to complete clinical experiences, GSLA also has a pool of practitioners who are highly qualified from which candidates can meet to select a good mentoring fit. While this also speaks to the Cooperating Practitioner selection process, the collaboration between SNHU and GSLA work to provide mutual benefits for candidates and schools. [ED 604.02.a]
- The Office of Educator Preparation and the Licensure Officer verify that a Cooperating Practitioner meets the requirements to serve in the role. [ED 604.02.b]

## C. CLINICAL EDUCATORS [604.03]

- In collaboration with GSLA, SNHU provides a list of qualified and verified cooperating practitioners. Candidates also have the opportunity to nominate their own Cooperating Practitioners who meet the qualifications for the Cooperating Practitioners. In the case of candidates nominating their own Cooperating Practitioner, the practitioner's credentials are verified by the Office of Educator Preparation and Licensure Officer. [ED 604.03.a - d] [ED 604.04.d]
- All Cooperating Practitioners must complete the Training Modules which outlines specific responsibilities of the Cooperating Practitioner including explicit list of the skills and knowledge of the position, curricular information about the program, and roles of the Cooperating Practitioner with respect to providing appropriate clinical experiences, observations, and feedback. [ED 604.04.a - b]
- Candidates also have a handbook that is shared with their Cooperating Practitioner outlining assessment Gateways and contact information for SNHU's personnel. [ED 604.04.b]

## D. CLINICAL SUPERVISION [604.04]

- Candidates must pass Gateway 3 prior to having the ability to begin Culminating Clinical Experience. This includes a 3.0 GPA, a 3.0 score on the GSLA Reflection Rubric, and a 3.0 score on the Leadership Commitments Rubric (tied to the Professional Administrator Standards). This Gateway is significant because it signals that a candidate has met the requirements for a Culminating Clinical Experience, and this is a baseline for the candidate's work with their Cooperating Practitioner and Supervisor.
- Clinical Supervisors have long connections with SNHU, ensuring they are familiar with the program as well as the personnel of the program. Supervisor(s) are part of conversations with SNHU personnel around the expectations of the Culminating Clinical experience to ensure thorough and intentional implementation, are aware of changes in standards, are aware of changes in SNHU processes, and are part of a feedback loop including the candidate, institution, and Cooperating Practitioner. [ED 604.04.d]
- The current Clinical Supervisor is a practicing Superintendent, holding a current Superintendent's license and employed in the position. [ED 604.04.d]
- A collaborative model for designing clinical experiences is used where the candidate, Clinical Practitioner, and Clinical Supervisor discuss strengths of the candidate and further clinical experiences that would address the standards. This process includes an evaluation of the candidate's abilities, skills, and knowledge with respect to the standards. [ED 604.04.b]
- A formal evaluation of the candidate occurs at the end of CAGS 731: District Leadership in the Field I where candidates are assessed on rubrics and allowed to continue with the second semester of the Culminating Experience. [ED 604.04.c; ED 604.04.d.4]
- Candidates document all clinical experiences (including dates, responsibilities, and a reflection). These experiences are verified by the Clinical Practitioner and Supervisor. [ED 604.04.c]

**E. CRIMINAL HISTORY RECORDS CHECK CREDENTIAL [604.04]**

- Gateway 1 requires applicants to acknowledge the Criminal History Records Check requirement.
- Gateway 2 requires clearance on the Criminal History Records Check.

**2. COMMENDATIONS:** Not applicable.

**3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S):** [Ed 604]

- See Recommendations in Section I – Executive Summary.

**4. EVIDENCE EXAMINED INCLUDES:**

- Culminating Clinical experience (District Field Experience I and II) Handbook.
- Interviews with candidates and graduates.
- Interviews with Cooperating Practitioners and Supervisors.
- Presentation and interviews with the Licensure Office and Director of Graduate Programs.
- Self-Assessment and Candidate Assessment rubrics associated with District Field Experience I and II courses.
- Interview with NHSAA (Jerry Frew).



**1. SUMMARY OF FINDINGS:**

Below are key elements as a result of this review:

**A. CURRICULUM [603.01; 607.02]**

- Candidates are verified to have the appropriate degree prior to the beginning of the CAGS program through SNHU. This is accomplished at Gateway 1 and verified by the Office of Educator Preparation and the Director of Graduate Studies.
- The curriculum of the CAGS program leading to Superintendent licensure is aligned to the Ed 506.01, Ed 607.02, Ed 607.04, Ed 608.01, and Ed 608.02 - Ed 608.04 standards as demonstrated in a thorough and updated matrix. SNHU updated the self-assessment matrix to reflect the newly adopted (summer 2023) standards for superintendents.
- Candidates are provided with varied and multiple opportunities to learn the skills and knowledge of Superintendent responsibilities. This is accomplished through coursework, participation in the Granite State Leadership Academy, and a yearlong practicum. The experiences are aligned and integrated in order to create a coherent experience.
- Curriculum is reviewed annually by the Curriculum Assessment Team in order to ensure alignment with standards, current best practices, and drawing on the latest research - theory knowledge. There is an established protocol in place for the Curriculum Assessment Team to analyze each syllabus, discuss current theory, discuss clinical best practices, and engaged in conversation with SNHU personnel and faculty to recommend revisions.

**B. RESOURCES and FUNDING [605.01; 605.02; 605.03; 605.04]**

- Southern New Hampshire University has invested resources to ensure candidates are able to meet the requirements. This has included a reorganization of the Graduate Studies Office to hire a director and appoint a dean for additional leadership and implementation of the program. There is institutional support for the superintendent program through all levels of SNHU leadership.
- SNHU also has in place systems for hiring faculty, meeting technology needs, data analysis, and personnel support for candidates from Gateways 1 of admission through Gateway 4 of completion.
- SNHU has a strong faculty and support staff in order for candidates to meet all the requirements of the standards. Candidates have strong communication with the Graduate Education Programs and Office of Educator Preparation regarding their progress. Faculty and adjuncts are supported by constant communication with regards to updates in syllabi as well as the ways in which coursework is connected to clinical experiences and the GSLA workshops. SNHU provides training to Cooperating Practitioners and Supervisors through modules about the goals and expectations of the culminating clinical experiences. SNHU has ensured throughout the entire program a coherent movement within the curriculum largely based on the connection and communication to faculty and personnel who are working with candidates.
- SNHU has a demonstrated record of commitment to accreditation at the regional and the national levels.
- SNHU has outstanding facilities to support candidates. This includes a clear and well supported learning management system, use of virtual learning platforms, access to physical and digital libraries, and IT support of all systems.

**C. CODE of CONDUCT [607.03]**

- Southern New Hampshire University has put into place multiple benchmarks for candidates to be evaluated on Leadership Commitments. This evaluation occurs through self-reflection and as part of their work in GSLA. The Leadership Commitments address the ethical skills, knowledge, and responsibilities of the Superintendency.

**D. AREA of CONCENTRATION [608.01]**

- SNHU utilizes a cohort model as part of the superintendency program. Part of this model includes systematic movement throughout curriculum, coursework, and clinical experiences. The coursework is sequenced to build upon each previous course. The courses also draw on the experiences and workshops of the Granite State Leadership Academy, demonstrating alignment across theory and practice as well.
- Candidates must pass through 4 Gateways, and at each point this represents an assessment of the candidate's progress in the program. Candidates are expected to maintain a 3.0 GPA in order to progress to the next Gateway and more advanced coursework.
- Candidates are expected to reflect on their Leadership Commitments which includes explicit attention to developing a strong culture of learning for students as well as understanding and designing professional development opportunities for teachers and school administrators.

**E. TEACHERS; EDUCATIONAL/INSTRUCTIONAL SPECIALIST; ADMINISTRATORS [608.02-.04]**

- Southern New Hampshire University uses a combination of workshops as part of Granite State Leadership Academy, coursework taught by SNHU faculty, and early and varied supervised clinical experiences.
- The objectives of the coursework are aligned to the Ed 505.03 standards. The rubric of the culminating clinical experience is aligned to the skills, competencies, and knowledge of the superintendent endorsement area. Candidates are explicitly assessed on competencies of the standards, and additional clinical experiences are designed (in collaboration among the Cooperating Practitioner, Supervisor, and Candidate) to strengthen individual candidate's needs.

**2. COMMENDATIONS:**

Not applicable.

**3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S): [Ed 604]**

Not applicable.

**4. EVIDENCE EXAMINED INCLUDES:**

- o Interviews with Candidates and Graduates.
- o Interviews with Faculty and SNHU personnel.
- o Interviews with Cooperating Practitioners and Supervisors.
- o Syllabi, handbooks, website, and assessment rubrics

1. SUMMARY OF FINDINGS:

Below are key elements as a result of this review:

A. CANDIDATE ASSESSMENT SYSTEM [606.01]

Candidate Assessment is monitored through different Gateways within the program, where evidence is collected and evaluated for competency. The following Gateways with definitions were found.

- a. **Admissions:** Superintendent PEPP candidates must be a school administrator for three years, with the understanding that they will complete their program and will have the required five years’ experience as an educational administrator for Superintendent licensure. This also ensures that they have the prior knowledge for the program curriculum. Background check, transcripts and other admissions materials are examined.
- b. **Initial Course Work:** Course work is completed in Years 1 and 2 of the program. Certain data points are required for candidates to continue through the Gateway Process. Students need to maintain a 3.0 during the program. This aligns with SNHU Scholastic Standing Policy for Graduate and Doctoral Programs. Critical Task assignments that align with the ED 506’s are outlined within the program.
- c. **Admissions into Culminating Clinical Experience:** GPA and Course Critical Tasks are continually monitored for student eligibility to the next Gateway. The data points within this third Gateway are specific to GSLA Year 2 requirements and evidence within CAGS 699: Challenges and Complexities in District Leadership. A Leadership Commitment Evaluation is submitted with a letter to confirm the successful completion of Year 2 requirements.
- d. **Program Completion and Recommendation:** The Culminating Clinical Experience along with a final Leadership Commitments Evaluation is the final decision point within a candidate’s program. Candidates are required to submit a log that monitors the activity of the candidate through their Clinical Experience. The Clinical Experience lasts for 20 weeks and is supervised and assessed through Cooperating Practitioners and Field Experience Supervisors. The candidate is also assessed through their completion of the 506 Standards. A candidate needs to have an overall GPA of 3.0 at the time of submission. The successful candidate is confirmed with the SNHU’s Office of Educator Preparation, and the candidate is recommended for licensure with the NH Department of Education.



**Candidate Assessment System**  
Program Gateways

Gateway 1 Admissions	Gateway 2 Initial Coursework	Gateway 3 Admissions into Culminating Clinical Experience	Gateway 4 Program Completion & Recommendation
<ul style="list-style-type: none"> <li>• Conferred Undergraduate Degree</li> <li>• Conferred Graduate Degree w/ GPA of 2.75 or higher</li> <li>• 3 years of professional experience as an educational administrator</li> <li>• Holds an approved NH Dept. of Education education administrator license.</li> <li>• Accepting into the GSLA fellowship.</li> <li>• Acknowledges the required Criminal Background Check</li> </ul>	<ul style="list-style-type: none"> <li>• GPA of 3.0 or higher</li> <li>• Overall 3.0 or higher evaluation scores on Critical Tasks in CAGS 656, CAGS 698, and CAGS 670.</li> <li>• Minimum score of 3.0 or above in each indicator within the Leadership Commitments evaluation</li> <li>• Overall score of 3.0 or higher on the GSLA Year 1 Reflection</li> <li>• Completion of all GSLA Year 1 requirements</li> <li>• Criminal Background Check clearance by the NHED</li> </ul>	<ul style="list-style-type: none"> <li>• GPA of 3.0 or higher</li> <li>• Overall 3.0 or higher evaluation scores on Critical Tasks in CAGS 699</li> <li>• Minimum score of 3.0 or above in each indicator within the Leadership Commitments evaluation</li> <li>• Overall score of 3.0 or higher on the GSLA Year 2 Reflection</li> <li>• Completion of all GSLA Year 2 requirements</li> </ul>	<ul style="list-style-type: none"> <li>• GPA of 3.0 or higher</li> <li>• Overall 3.0 or higher evaluation scores on Critical Tasks in CAGS 731 &amp; 732</li> <li>• Overall score of 3.0 or higher on the submission of the Culminating Clinical Experience Log</li> <li>• Minimum score of 3.0 or above on each indicator within the Culminating Clinical Experience Rubrics</li> <li>• Minimum score of 3.0 or above in each indicator within the Leadership Commitments evaluation</li> <li>• CAGS conferred by the Office of the Registrar.</li> </ul>



B. CANDIDATE ADVISING [603.02]

- Cooperating Practitioners complete training modules that outline their roles and responsibilities as mentors. The modules also outline the key experiences that are necessary during the culminating clinical experience.
- Cooperating Practitioners, Supervisors, and candidates meet during the culminating clinical experience at multiple points. These meetings serve to plan additional clinical experiences to meet expected skills and knowledge of the superintendency.
- The Director of Graduate Studies is a point person for Cooperating Practitioners, Supervisors, and Candidates throughout the program.

## C. PROGRAM ASSESSMENT SYSTEM [606.02]

The Program Assessment System is cycled through three different phases. The following tools are described and used through different points in the program...

**#1 Implement and Assess Phase:** There are SNHU created tools and assessments that are implemented throughout the program to provide data for candidate performance. They are used at different points during the programs.

- i. **Key Assessment Rubrics:** These key assessments are used as tools for evaluating candidates and program quality. Each key assessment is aligned with the ED 506's NH State Standards. The assignments used provide proper evaluation of a candidate's understanding and responsibilities as a Superintendent.
- ii. **Leadership Commitments Rubric:** This evaluation provides data that can inform decisions to help develop the program with specific values concerning leadership.
- iii. **Exit Survey:** This is used to gather feedback from candidates about their perception of the program, how prepared they feel that are and provides data around the effectiveness of the program.
- iv. **Completer Survey:** This is used for candidates that have completed the Superintendent program. It is designed for alumni who are actively in a Superintendent position.
- v. **Course Evaluations:** Evaluations are provided by the candidate to evaluate the effectiveness in course delivery and content.
- vi. **Cooperating Practitioner Feedback Survey:** Candidates are asked to provide feedback related to their Cooperating Practitioner. This enables a refinery of the training and resources provided for Cooperating Practitioners.

**#2 Collect and Report:** Different tools are used for the collection, storage and generation of data reports to the program assessment tools. With the collection of data from the above sources, the Data Review Tool was adopted for the CAEP accreditation work and has been integrated in the review process. Under the guidance of the Associate Dean of Graduate Education programs, ensuring plans and data review is conducted with different stakeholders at different points in the year. Stakeholders include:

- i. **GSLA Administration:** As co-administrators, on-going collaboration is conducted for continuous improvement of the program.
- ii. **Advisory Board:** This board was created per the CAEP accreditation and consists of current and retired Superintendents. The Advisory Board meets bi-annually to provide input and feedback for the Superintendent program.
- iii. **Curriculum Team:** This team consists of members that are adjunct faculty and alumni within the Superintendent field. Curriculum reviews are scheduled throughout the years to continuous collaboration around the effectiveness of the Critical Tasks and evaluation tools.

**#3 Analysis and Respond:** With the assemblance of the Stakeholders and SNHU team, there are several cycles of data meetings that are conducted throughout the year. At these data meetings, all stakeholders come to the table to discuss, analyze and plan next steps according to the data provided.

Program Assessment System



## The Institution's Program Assessment System-

### **1. SUMMARY OF FINDINGS:**

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

- Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs;
- Demonstrate a process to make judgments based on the data collected;
- Use the process for continuous program improvement to ensure the quality of individual candidate preparation;
- Include data from reports that indicate the number and percentage of program graduates still working in the profession;
- Include information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation; and
- Include an analysis of state and national data relative to oversupply and critical shortage areas to ensure that programs are aligned with supply and demand.
- Provide evidence of assessing the competencies in the licensure area(s).
- Ensure that a PEPP assesses how candidates are advised and counseled throughout the program.
- Include an advisory process.
- Utilize data regarding learning indicators of pk-12 students served by the PEPP's program completers, including but not limited to data provided to the institution by the department, for purposes of program assessment and continuous program improvement.

### **2. COMMENDATIONS:**

Not applicable.

### **3. RECOMMENDATIONS THAT ADDRESS UNMET STANDARD(S): [Ed 606.02]**

Not applicable.

## **D. VERIFICATION OF A CANDIDATE'S COMPLETION OF A PEPP [606.03]**

- The Office of Educator Preparation, Licensure Officer, and Director of Graduate Studies collaborate to verify a candidate's completion of program. This includes ensuring that candidates move throughout the Gateways and meet the requirements of each Gateway. This includes ensuring appropriate prior degrees, attained licensures, employment experience, and clearance on a Criminal History Records Check.
- Candidate completion of the Culminating Clinical Experience is documented through a reflective self-assessment as well as an evaluation by the Cooperating Practitioner and Supervisor.
- Culmination of the CAGS program is also complemented by successful completion of the Granite State Leadership Academy. Candidates receive a verification of completion from GSLA that is documented with SNHU.

### **2. COMMENDATIONS:**

Not applicable.

### **3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S): [ED 604]**

- See Executive Summary Recommendations.

### **4. EVIDENCE EXAMINED INCLUDES:**

- Interviews with candidates, graduates, Cooperating Practitioners, Supervisors, faculty, SNHU personnel
- Interviews with NHSAA (Jerry Frew)
- Document review of syllabi, handbooks of clinical experiences

**SUPERINTENDENT  
CAGS, Licensure  
Ed 506.01**

**Reviewer: Dr. Michael Whaland, Superintendent of Schools-SAU #13  
REVIEW RATING: 3- Effective Level**

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**1. SUMMARY OF FINDINGS:**

The Certificate of Advanced Graduate Studies in District Leadership licensure program blends professional learning through 36 credit post master's course work in conjunction with The New Hampshire School Administrators Association's (NHSAA) Granite State Leadership Academy (GSLA) Fellowship requirements. The program's blended design is aligned to the state standards [Ed 506.01] Requirements and Certification for Educational Leadership and Administration as referenced in the Superintendent Self-Assessment Matrices. The scope and sequence of the program spans a three-year period supported through a cohort model. Through this framework candidates have the opportunity to share learning experiences and build a supportive peer network.

The program's culminating capstone experience, aligned with [Ed 506.01], offers a unique and invaluable opportunity for educators to apply their acquired skills and knowledge within the educational setting of the superintendent. This pivotal component of the program serves as a bridge between theory and practice, enabling participants to not only grasp educational concepts but also to demonstrate their practical utility within the roles and duties of superintendents. Furthermore, the capstone experience also encourages collaborative learning and networking, fostering valuable relationships and partnerships within the educational community. It provides a platform for open dialogue and knowledge-sharing among educators, administrators, and other stakeholders. This interaction promotes a holistic understanding of the educational landscape and the diverse perspectives that are crucial for the development of all superintendent candidates.

Throughout the program candidates are supported across four gateways via the Office of Educator Preparation to ensure students have the resources and support to successfully complete the requirements of GSLA Fellowship, coursework and portfolios.

**2. COMMENDATIONS:**

- ❖ SNHU's program design provides candidates with the opportunity to demonstrate their learning through both theoretical and practical learning. The supervising and cooperating practitioners are able to support candidates through finding opportunities to practice skills and offer reflection to grow as an educational leader.
- ❖ SNHU's courses are designed utilizing the Understanding by Design as referenced in the Curriculum Planning Template. This framework offers planning and structure to best support fidelity in curriculum, instruction, and assessment.

**3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S):**

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

- To ensure proper development and to best scaffold the learning of candidates it will be crucial to formally align the NHSAA GSLA Fellowship to the scope and sequence of the SNHU coursework. In addition, aligning or/ cross walking the GSLA's seven Educational Leadership Functions to SNHU's six Leadership Commitments would ensure a clearer picture of how the two collaborative entities work together to support learning. It is to be noted that this process is happening informally through the current supervising and cooperating practitioners as well as the adjunct faculty who are involved in NHSAA.

**ii. Annual Report to Address the Following the Recommendations:**

- Address assessment system deployment within the courses [606.01; 606.02]

**4. PROGRAM PERFORMANCE RATING:**

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

**5. EVIDENCE SUPPORTING THE REVIEWER'S ANALYSIS INCLUDES:**

- Document reviews via BrightSpace™
- Course Syllabi
- SNHU Executive Leadership Presentation
- Interviews-  
(NHSAA, SNHU Directors, Candidates, Alumni, Supervising and Cooperating Practitioners, Curriculum and Assessment Team, Advisory Board and SNHU Program Support Administrators)
- GSLA Website

## Section VI:

## 2023 Recommendations for Program Approval

A. The review team recommends the following program(s) for **FULL APPROVAL** through **March 30, 2031**.

Ed 500	PROGRAM	DEGREE	Approval Recommendation	Proposed Expiry
506.01	Superintendent	CAGS, Licensure	<b>Full Approval*</b>	<b>3/30/2031</b>
<p><b>*Approval with:</b></p> <p><input type="checkbox"/> <b>Progress Report-</b> (6 months from State Board of Education approval): tentative August 2024. This Progress Report will include the requirements from the Granite State Leadership Academy (GSLA) on the self-assessment matrix. The goal is to outline and include the specific skills and knowledge that GSLA is contributing to the ED 506.01 standards. The Progress Report will also clarify how the “completion status” from GSLA contributes to the completion status for CAGS and licensure recommendation.</p> <ul style="list-style-type: none"> <li>○ Specifically, include a crosswalk of Superintendent content requirements within the scope of the 3-year GSLA Fellowship. Documentation withing the Candidate Assessment System will provide verification of demonstration and knowledge acquisition.</li> <li>○ The Progress Report will be submitted to the NHED and the Chair of the review.</li> </ul> <p><input type="checkbox"/> <b>Annual Report-</b> SNHU will provide data from Gateways 2, 3, and 4 for the next 3 years (2025 - 2027). Specifically, SNHU will provide a reflection of the effectiveness of the Gateways in relation to meeting the standards of ED 506.01 and candidate progression in the program.</p>				

B. **Council for Teacher Education Reactors: [602.10]**

*“Reactor” means a member of the NHCTE who analyzes and provides clarifying questions on the final review team report for recommendations under 602.04(b) and gives their feedback.*

- Dr. Laura Wasielewski- Saint Anselm College
- Brian Walker- Plymouth State University

C. **Possible Motion to CTE:**

- The CTE makes a motion to recommend to the State Board of Education full approval for the Superintendent CAGS, and Licensure only pathway PEPPs through March 30, 2031, with the following recommendations:
  - It is recommended that SNHU draw on the systems currently in place (9 other PEPPs at initial and advanced level) at the undergraduate/graduate level in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.” [604.01 606.02; 603.0, 606.02; 603.01].
  - The review team also recommends the following to support the continued analysis of newer assessment systems recently developed:
    - **Progress Report** (6 months from State Board of Education approval): *tentative August 2024*. This Progress Report will include the requirements from the Granite State Leadership Academy (GSLA) on the self-assessment matrix. The goal is to outline and include the specific skills and knowledge that GSLA is contributing to the ED 506.01 standards. The Progress Report will also clarify how the “completion status” from GSLA contributes to the completion status for CAGS and licensure recommendation. The Progress Report will be submitted to the NHED and the Chair of the review.
    - **Annual Report** SNHU will provide data from Gateways 2, 3, and 4 for the next 3 years (2025 - 2027). Specifically, SNHU will provide a reflection of the effectiveness of the Gateways in relation to meeting the standards of ED 506.01 and candidate progression in the program.



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

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

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

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

# Appendix B: Memorandum of Understanding (MOU) May 2023

Memorandum of Understanding  
Southern New Hampshire University  
NH Council for Teacher Education  
& The New Hampshire Department of Education

Memorandum of Understanding  
Southern New Hampshire University  
NH Council for Teacher Education  
& The New Hampshire Department of Education

**I. PURPOSE OF THE MEMORANDUM:**  
This memorandum will specify expectations for the institutional program approval process for the Southern New Hampshire University's (SNHU) professional educator preparation programs. This review will be conducted under the guidelines of Ed 602.06.

- i) Potential reviewer lodging accommodations for **Wednesday, November 1, 2023, thru Friday, November 3, 2023**
- D The exit meeting will be held before departure on about the end of the final review day. The chairs and NHED will provide a general overview of the review and highlight any concerns (broad non-binding findings); final recommendations will be in the team report once completed.
- E **No later than 11/9/2023:** On-site review reports due to Chairs (Ed 602.10)
- F **By 11/27/2023:** The Program Review Chair(s) will forward the draft report to the NHED (Ed. 602.10 (b)(1))
- G **By 12/8/2023:** The NHED will send the final draft review to SNHU for an assessment on accuracy and content (Ed. 602.10 (b)(2))
- H **No later than Friday, December 22, 2023,** the institution will return the team report to the chairs and NHED within two weeks of receipt (Ed. 602.10 (b)(3)).
- I **Thursday, January 18, 2024:** Final Report reviewed by Council for Teacher Education for recommendations (tentative)
- J **Thursday, February 8, 2024:** Program Review to NH State Board of Education (tentative)

Recent program approval history includes:  
➤ 3/23-24/2016 2016 full PEPP Site Review;  
➤ 1/11/2018 new PEPP approval thru 1/30/2021 for Superintendent; MOU and two progress reports required  
➤ 3/12/2020 The Board granted a change in the expiration dates to one aligned expiration date of 8/31/2022  
➤ 5/13/2021 Approved to extend (12) PEPPs from 8/31/2022, through 8/30/2024

This full on-site program review will be conducted through administrative rules of Ed 602.06, Option 1:  
Option 1 shall be the review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s) which results in one of the following:  
(1) Approval for up to and not to exceed 7 years;  
(2) Conditional approval for up to and not to exceed 7 years with the following:  
a. Submission and approval by NHCETE 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.

SNHU's remaining PEPPs (initial licensure) are currently being evaluated through Option 4, CAEP National Accreditation and a final decision from CAEP is expected on/about October 2023. SNHU submitted a Substantive Change (4/17/2023), for the elimination of both the Principal and the Curriculum Administrator PEPPs. A teach out plan is forthcoming from the institution.

**III. PROGRAMS TO BE REVIEWED:**  
SOUTHERN NEW HAMPSHIRE UNIVERSITY will utilize the existing [Ed 600] standards regarding the educator preparation program administrative rules, and the corresponding [Ed 500] content/licensure standards) for the review of the preparation program(s).

SNHU will provide a description of the assessment system (both candidate and program) used to provide evidence and data to inform continuous improvement for the following content areas:  
➤ 506.01/614.05 Superintendent CAGS, Licensure

\*Updated new administrative rules for Superintendent will be finalized @ April 2023 NH State Board of Education meeting. SNHU anticipates utilizing these matrices for the review.

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

**II. IMPORTANT DATES:**

- A **Tuesday, September 5, 2023, 3:30-5:30 pm.**
    - a. Reviewer training
    - b. Availability of electronic materials from the IHE
    - c. SNHU to provide the review team (Co-Chairs, NH Department of Education (NHED), and reviewers, etc.) with a tentative outline of the on-site visit schedule
      - (1) Appointments with individuals or groups to be interviewed
      - (2) Classes and field-placement sites to be visited (if requested)
      - (3) Work time for the team
      - (4) Specified time for team members to discuss issues and questions with co-chairs
      - (5) Closing meeting time with the institution, and
      - (6) Information on lodging, parking, directions to the institution, and meals
  - d. Reviewer training at 25 Hall Street, Concord, NH 3:30-5:30pm:
    - i) Reviewer training will be comprised of:
      - (1) Orientation by the NHED on the program review process;
      - (2) Guidance for electronic access to the IHE's self-assessment report(s)
      - (3) Orientation by SNHU on the institution's systems for candidate assessment, program assessment, and clinical partnerships and practice;
      - (4) Orientation on how the institution intends to meet the content standards for each program.
      - (5) Completed self-assessment matrices;
      - (6) SNHU to provide review team (Chair, NHED, Reviewer(s), etc.) with a tentative outline of the site review visit schedule including but not limited to:
        - (a) Day 1- current students; alumni; school partnerships; supervising practitioners; cooperating practitioners
        - (b) Day 2- follow up for additional evidence needed; exit meeting.
- B **By May 18, 2023:** the CTE selects 'reactors' (2)
- C **Thursday, November 2, 2023 - Friday, November 3, 2023:**
  - i) On-Site Program Review Visit at SNHU in Manchester, NH

The review and subsequent report will prioritize the programs' and institution's demonstration of:  
a. To what degree will the program prepare candidates for state licensure in the content and pedagogy standards? [Ed 500?]  
i. What evidence exists demonstrating candidate preparation?  
b. To what degree will the program demonstrate institutional and programmatic alignment to the state's candidate and program assessment standards?  
i. What evidence exists demonstrating program and institutional alignment?  
c. To what degree does the program demonstrate institutional and programmatic alignment to clinical partnership and practice standards?

- IV. SPECIFICATIONS:**
- A. The REVIEW TEAM will be comprised of:
  - a. two representatives appointed as the Co-Chairs from the NH Council for Teacher Education
  - b. a NHED representative, and
  - c. reviewer(s) for the proposed programs.
  - d. Additionally, a CTE representative will be joining as an observer.
- B. Where appropriate, one reviewer may review more than one program. The NHED is responsible for identifying appropriate reviewers [Ed. 602.06] and shall be responsible for final decisions regarding the review team membership.  
*\*Note: Unforeseen circumstances may warrant substitutions for a review team member.*
- C. The NHED will provide to SNHU a copy of:
  - a. Program Approval Report Format
  - b. Link to Program Self-Assessment and Program Reviewer-Assessment Matrices
  - c. Any updated Matrices are provided directly to the IHE representative.
  - d. NHED Reviewer Training Material (for new program reviewers) (now in CANVAS platform)
- D. SNHU will provide ALL required documentation (digital format) in advance of the review, but no later than the reviewer training date, including, but not limited to:
  - a. A copy of the previous PEPP final review team visits and corresponding report(s) and any additional progress reports

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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.

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.

- b. Admissions criteria and processes for applicable programs
    - i. B.A.S.A. Criminal History Records Check; transcript review; etc...
  - c. Complete syllabi for all applicable courses
  - d. Curriculum Vitae of faculty members involved in programs.
  - e. Plan of Study (for each PEPP; and at each level offered)
  - f. Link to College Catalogue (or pdf version)
  - g. Educator Preparation Handbook and Guidelines
  - h. Admissions criteria and processes for applicable programs
  - i. Program Assessment Description(s).
  - j. Clinical Partnerships and Clinical Experience frameworks
    - i. both early and culminating field experiences
  - k. Standards for Specific Preparation Programs [612]; corresponding 500] and the review elements for each PEPP (Matrices).
  - l. A description of the process by which the institution and PEPP gathers, evaluates and uses data for:
    - i. quality candidate assessment and continuous program improvement [606];
  - m. An explanation of the system through which each PEPP evaluates progress toward preparing quality candidates for professional practice based on the competencies in
    - i. Content
    - ii. Professional Education [609].
    - iii. Professional Education Requirements, including Code of Conduct [610], and
  - n. Hard copies will be available upon request.
- D. SNHU will create an interview schedule with appropriate on-campus personnel responsible for proposing and implementing this new program. At minimum, details of the review visit include:
- a. Representatives of SNHU will orient the team to the building(s) and to the overall institution's approach and philosophy.
  - b. Interviews with faculty, candidates, cooperating practitioners, clinical supervisors and administrators.
    - i. Current and prior candidates for interviews are selected at random (to the best extent possible).
  - c. Review Team will have allotted meeting time to organize work plans and schedules.
  - d. To allow time for the reviewer(s) to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit with faculty, candidates, cooperating practitioners, clinical supervisors, administrators and program graduates.
  - e. The Review Team will have working lunches to discuss information gathered; develop questions for SNHU for ongoing discussion, etc.
  - f. Information on lodging, parking, directions to the institution, and meals with a tentative outline of the site review visit schedule including but not limited to:  
(Co-Chairs, CTE Observer, NH Department of Education (NHED), Reviewer(s), etc.)
  - g. Campus tour will be provided to view resources (including, but not limited to) as related to each program.
    - i. Classrooms
    - ii. Library
    - iii. Media
    - iv. Technology
    - v. Additional/New Facility
  - h. Additional evidence to be scheduled if requested by either a Reviewer and/or the Co-Chairs
  - i. Classes and field-placement sites to be visited (if requested). Course/class observations shall be requested at least one week in advance if possible (as a courtesy to notify the class Professor)
  - j. The exit meeting will be held before departure. The chair and NHED will provide a general overview of the visit and highlight any concerns (broad non-binding findings); all final recommendations will be in the team report once completed.

- b. Admissions criteria and processes for applicable programs
    - i. B.A.S.A. Criminal History Records Check; transcript review; etc....
  - c. Complete syllabi for all applicable courses
  - d. Curriculum Vitae of faculty members involved in programs.
  - e. Plan of Study (for each PEPP; and at each level offered)
  - f. Link to College Catalogue (or pdf version)
  - g. Educator Preparation Handbook and Guidelines
  - h. Admissions criteria and processes for applicable programs
  - i. Program Assessment Description(s).
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  - k. Standards for Specific Preparation Programs [612]; corresponding 500] and the review elements for each PEPP (Matrices).
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    - i. quality candidate assessment and continuous program improvement [606];
  - m. An explanation of the system through which each PEPP evaluates progress toward preparing quality candidates for professional practice based on the competencies in
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    - ii. Professional Education [609].
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  - b. Interviews with faculty, candidates, cooperating practitioners, clinical supervisors and administrators.
    - i. Current and prior candidates for interviews are selected at random (to the best extent possible).
  - c. Review Team will have allotted meeting time to organize work plans and schedules.
  - d. To allow time for the reviewer(s) to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit with faculty, candidates, cooperating practitioners, clinical supervisors, administrators and program graduates.
  - e. The Review Team will have working lunches to discuss information gathered; develop questions for SNHU for ongoing discussion, etc.
  - f. Information on lodging, parking, directions to the institution, and meals with a tentative outline of the site review visit schedule including but not limited to:  
(Co-Chairs, CTE Observer, NH Department of Education (NHED), Reviewer(s), etc.)
  - g. Campus tour will be provided to view resources (including, but not limited to) as related to each program.
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    - ii. Library
    - iii. Media
    - iv. Technology
    - v. Additional/New Facility
  - h. Additional evidence to be scheduled if requested by either a Reviewer and/or the Co-Chairs
  - i. Classes and field-placement sites to be visited (if requested). Course/class observations shall be requested at least one week in advance if possible (as a courtesy to notify the class Professor)
  - j. The exit meeting will be held before departure. The chair and NHED will provide a general overview of the visit and highlight any concerns (broad non-binding findings); all final recommendations will be in the team report once completed.

Memorandum of Understanding  
 Southern New Hampshire University,  
 NH Council for Teacher Education &  
 The New Hampshire Department of Education  
**ADDENDUM**

**I. PURPOSE OF THE MOU- ADDENDUM:**

This addendum to the memorandum of understanding (MOU) specifies expectations for the institutional program review and approval process for **Southern New Hampshire University’s (SNHU)** professional educator preparation programs. Due to current circumstances around dates, modality and transition to a singular review Chair, adjustments were warranted. Pursuant to the original signed MOU (05/10/2023), the parties agree to the modifications of the MOU contained herein. All other information remains in effect.

**II. IMPORTANT DATES- REVISED:**

- A. **Tuesday, September 12, 2023- 3:30-5:00pm**
- B. Reviewer team training will occur **via videoconference**.
- C. SNHU to provide review team (Chair, NHED, Reviewer, etc.) with a tentative outline of the site review visit schedule including but not limited to:
  - i. Day 1- current students; alumni; school partnerships; supervising practitioners; cooperating practitioners; etc.
  - ii. Day 2- follow up for additional evidence if needed;
    - **exit meeting if not completed on/about end of day 1.**

**III. PROGRAMS TO BE REVIEWED:**

- 506.01 Superintendent CAGS, Licensure
  - 505.03 Professional Education Requirements for Endorsements in Ed 506 and 507
  - 505.04 Professional Education Requirements for Educational Administrators

**IV. SPECIFICATIONS:**

The **REVIEW TEAM** will be comprised of:

- a. **one representative appointed as the Review Chair** from the NH Council for Teacher Education
- b. a NHED representative,
- c. **reviewer for the content area PEPP, and**
- d. a CTE representative will be joining as an observer (in training).

Memorandum of Understanding  
 Southern New Hampshire University,  
 NH Council for Teacher Education &  
 The New Hampshire Department of Education  
**ADDENDUM**

...continued on Page 2

POINTS OF CONTACT	
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Representative of Southern New Hampshire University Professional Educator Preparation Program	Representative of Southern New Hampshire University Professional Educator Preparation Program
<b>SNHU: Caitlin Jillean</b> Assistant Director of Accreditation and Assessment SOUTHERN NEW HAMPSHIRE UNIVERSITY 2500 North River Road Manchester, NH 03106 <a href="mailto:c.jillean@snhu.edu">c.jillean@snhu.edu</a>	<b>SNHU: Cara Prewitt</b> Interim Vice President Academic Affairs SOUTHERN NEW HAMPSHIRE UNIVERSITY 2500 North River Road Manchester, NH 03106 603.759.4184 (C) <a href="mailto:cprewitt@snhu.edu">cprewitt@snhu.edu</a>
Representative of Southern New Hampshire University Professional Educator Preparation Program	Representative of Southern New Hampshire University Professional Educator Preparation Program
<b>REVIEW CHAIR: Dr. Kathryn McGuire</b> Clinical Assistant Professor University of New Hampshire Durham, NH 03824 603.889.2891 (C) <a href="mailto:kmcguire@unh.edu">kmcguire@unh.edu</a>	<b>NHED + TE Observer: Dr. Kristina Thibault</b> Director of Teacher Licensure Associate Professor of Education New England College 98 Bridge Street Ferrisburgh, NH 03183 603.438.2215 - CE2 208 (O) <a href="mailto:kthibault@newengland.edu">kthibault@newengland.edu</a>
Representative of Council for Teacher Education Professional Educator Preparation Program	Representative of Council for Teacher Education Professional Educator Preparation Program
	<b>NHED: Laura A. O'Shea</b> Administrator Bureau of Educator Preparation and Higher Education NH Department of Education 101 Pleasant Street Concord, NH 03301 603.271.4106 (O) 603.373.6078 (C) <a href="mailto:Laura.A.Oshea@doe.nh.gov">Laura.A.Oshea@doe.nh.gov</a>
	Representative of NH Department of Education Administrator Bureau of Educator Preparation & Higher Education

# Appendix D: Site Visit Agenda

November 2-3, 2023

Thursday, November 2, 2023		NH ED State Reapproval Site Visit	
Agenda			
Time	Activity	Participants	Location/ Zoom Link
8:30 AM	NH ED Review Team Arrival Tour of Belknap	NHED Review Team- Laura Stoneking, NH ED Administrator Michael Whaland, Superintendent, SAU 13, Program Reviewer Kathryn McCurdy, NH ED Review Chair Kristine Thibault, NH ED CTE Observer	Belknap Hall Side Entrance
9:00 AM-9:30 AM	Welcome Meeting	NH ED Review Team Paul LeBlanc, President, SNHU Donald Brezinski, Executive Vice President Campus, SNHU Cara Procek, Vice President Academic Affairs, SNHU Audrey Rogers, Associate Dean, GEP, SNHU Christopher Schmid, Director of Adv. Licensure and Studies Programs, SNHU Shawna D'Amour, Director of Education Licensure, SNHU	Belknap Hall 117
9:30 AM – 10:15 AM	Program Overview	NHED Review Team Audrey Rogers, Associate Dean, GEP, SNHU <del>Mark MacLean, NHSAA Executive Director, GSLA (regrets)</del> Jerry Frew, NHSAA Associate Executive Director, GSLA	Belknap Hall 117
10:15 AM – 10:45 AM	Program Assessment Systems	NH ED Review Team Audrey Rogers, Associate Dean, GEP, SNHU Christopher Schmid, Director of Adv. Licensure and Studies Programs, SNHU	Belknap Hall 117
10:45 AM – 11:15 AM	Break – Coffee Review Team meets with NHSAA	NH ED Review Team Steve Appleby, Director Educator Support and Higher Education, NHED <del>Mark MacLean, NHSAA Executive Director, GSLA (regrets)</del> Jerry Frew, NHSAA Associate Executive Director, GSLA	Belknap Hall 114
11:15 AM – 12:15 PM	Candidate Assessment Systems	NH ED Review Team Steve Appleby, Director Educator Support and Higher Education, NHED Christopher Schmid, Director of Adv. Licensure and Studies Programs, SNHU Shawna D'Amour, Director of Education Licensure, SNHU	Belknap Hall 110
12:15 PM – 1:15 PM	Lunch	NH ED Review Team and SNHU Teams Steve Appleby, Director Educator Support and Higher Education, NHED	Belknap Hall 114
1:15 PM – 1:45 PM	Current Candidates (1:15- 1:30pm) Alumni (1:30-1:45pm)	NH ED Review Team <del>Julie Couch, Current Candidate – Cohort 5 (regrets)</del> Nicole Tomascelli, Current Candidate – Cohort 6/7 Chris Tebo, Alumni Marcy Kelley, Alumni Heather Cummings, Alumni	<a href="https://us02web.zoom.us/j/81576549288?pwd=Q1IEQko0UklwQjI1WVVBMFpwMlBoUT09">https://us02web.zoom.us/j/81576549288?pwd=Q1IEQko0UklwQjI1WVVBMFpwMlBoUT09</a>
1:45 PM – 2:15 PM	Faculty	NH ED Review Team Franklyn Bass, Adjunct, Graduate Education Programs, SNHU	<a href="https://us02web.zoom.us/j/84098277556?pwd=SVZkZTRHZVZHd01yTHNBfJRTkgrdz09">https://us02web.zoom.us/j/84098277556?pwd=SVZkZTRHZVZHd01yTHNBfJRTkgrdz09</a>
2:15 PM – 2:45 PM	Supervising and Cooperating Practitioners	NH ED Review Team Steve Zadavec, Field Experience Supervisor* Dean Cascadden, Cooperating Practitioner <del>Jim Morse, Cooperating Practitioner (regrets)</del>	<a href="https://us02web.zoom.us/j/86542809800?pwd=dXJvdWlB1A1OU9iYVZ5MUFDV3pldz09">https://us02web.zoom.us/j/86542809800?pwd=dXJvdWlB1A1OU9iYVZ5MUFDV3pldz09</a>
2:45 PM – 3:00 PM	Break/Flex Time	NH ED Review Team and SNHU Teams	Belknap Hall 114
3:00 PM – 3:30 PM	Curriculum Assessment Team	NH ED Review Team Chris Motika, Assistant Superintendent, SAU 40* Lois Costa, Superintendent, SAU 90*	<a href="https://us02web.zoom.us/j/87006091546?pwd=SytZS1AzeGtsUVBiY01MOVRWNjd1QT09">https://us02web.zoom.us/j/87006091546?pwd=SytZS1AzeGtsUVBiY01MOVRWNjd1QT09</a>
3:30 PM – 4:00 PM	Advisory Board	NH ED Review Team Sydney Leggett, Superintendent, SAU 75 Randy Wormald, Superintendent, SAU 46 Chris Andriski, Assistant Superintendent, SAU 16	<a href="https://us02web.zoom.us/j/87920602903?pwd=cWRhRTlCcFhDUk5ieFhPZGhV3BVZz09">https://us02web.zoom.us/j/87920602903?pwd=cWRhRTlCcFhDUk5ieFhPZGhV3BVZz09</a>
4:00 PM – 4:30 PM	Program Administrators and Student Support	NH ED Review Team Christopher Schmid, Director of Adv. Licensure and Studies Programs, SNHU Sarah Witherell, Director Graduate Education Operations, SNHU Jessica Brennan, Assistant Dean, Graduate Education Programs, SNHU	Belknap Hall 117
4:30 PM – 6:00 PM	Working Time	NH ED Review Team	Belknap Hall 012
6:30 PM	Dinner	NH ED Review Team	Belknap Hall 012

**Friday November 3, 2023**

<b>Time</b>	<b>Activity</b>	<b>Participants</b>	<b>Location/ Zoom Link</b>
8:00 AM – 8:30 AM	Review Team Arrival - Coffee and Breakfast	NH ED Review Team	Belknap Hall Side Entrance
8:30 AM – 11:00 AM	NH ED Reviewer Work Time	NH ED Review Team	Belknap Hall 012
11:00 AM – 12:00 PM	Exit Meeting	NH ED Review Team Cara Procek, Vice President Academic Affairs, SNHU Audrey Rogers, Associate Dean, GEP, SNHU Christopher Schmid, Director of Adv. Licensure and Studies Programs, SNHU Shawna D'Amour, Director of Education Licensure, SNHU Caitlin Jillson, Associate Director Accreditation and Assessment, SNHU	Belknap Hall 117
12:00 PM – 1:00 PM	Lunch	NH ED Review Team and SNHU Teams	Belknap Hall 114

Please note names with an \* serve in multiple roles related to the program.

- o Steve Zadavec, Field Experience Supervisor\*
  - Adjunct Faculty
  - Curriculum Assessment Team
  - Field Experience Supervisor
- o Lois Costa, Superintendent, SAU 90\*
  - Advisory Board
  - Cooperating Practitioner
  - Curriculum Assessment Team
- o Chris Motika, Assistant Superintendent, SAU 40\*
  - Alumni
  - Curriculum Assessment Team

## Southern New Hampshire University and New Hampshire School Administrators Association

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### AGREEMENT BETWEEN SOUTHERN NEW HAMPSHIRE UNIVERSITY AND NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION (NHSAA)

Southern New Hampshire University, with its address at 2500 North River Road, Manchester, NH 03106 (the "University") and the New Hampshire School Administrators Association with its address at 46 Donovan Street, Concord NH 03301 (the "Partner" or "NHSAA" and together the "Parties") enter into this agreement (the "Agreement") on (the "Effective Date").

#### 1. BACKGROUND AND DESCRIPTION

Southern New Hampshire University is a fully-accredited, non-profit, private university. The New Hampshire School Administrators Association is a non-profit, tax-exempt corporation dedicated to providing the best possible public education for the children of New Hampshire. NHSAA's membership includes superintendents of schools, assistant superintendents, school business officials, special education directors, curriculum coordinators and other system administrators.

The intent of this Agreement is for the University and the Partner to reach an agreement to collaborate to create a program to provide training and a pathway to licensure as a superintendent in New Hampshire and to provide an option to achieve a Certificate of Advanced Graduate Studies (the "Program") for cohorts of students (the "Students"). This Agreement will identify each Party's obligations under this Agreement.

#### 2. RESPONSIBILITIES OF PARTNER

2.1 NHSAA shall provide coursework/training as a part of the Program through the professional development sessions offered yearly by the organization ("Partner Program Content"). The Partner Program Content will take place in year 1 and 2 for each cohort. The Partner will also provide an additional 4 to 5 days of professional development specifically for the cohort members in each of the first 2 years.

2.2 Partner shall abide by all SNHU policies and procedures related to the development, marketing, and administration of all Program training and coursework.

2.3 Partner shall cooperate with University in the accurate maintenance of records and will allow the University to audit such records related to the delivery of this Program.

2.4 Partner will immediately report any complaints of discrimination, sexual misconduct or other student related complaints to the University within 24 hours of receipt of such information.

2.5 Partner shall be responsible for providing reasonable accommodations to Students in the Program courses and trainings that the Partner administers through the Partner Program Content, as described in Section 2.1, who qualify under the American with Disabilities Act and Section 504 of the Rehabilitation Act. The Partner will appropriately indemnify the University for its full assumption of this responsibility.

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3.4 The University shall also offer two (2) courses worth twelve (12) credits each to Students in the Program. These courses shall be as follows:

- 3.4.1 CAGS 698 Transformative District Leadership. This course aligns to Year 1 of the Partner Program Content described in 2.1. In addition, Students complete field-based curriculum coursework delivered by The University.
- 3.4.2 CAGS 699 Challenges & Complexities in District Leadership. This course aligns to Year 2 of the Partner Program Content described in 2.1. In addition, Students complete field-based curriculum coursework delivered by The University.

3.5 The University shall be the home institution for Students and the certificate-conferring institution for certificates earned by eligible Students. The transcript and any certificate awarded to a Student shall be a Southern New Hampshire University certificate.

3.6 The University shall be responsible for ensuring that the Students successfully complete all Gateway requirements within the Program.

Programmatic and Student data related to the Program will be collected, shared, and reviewed in collaboration with the Partner for continuous improvement purposes.

#### 4. FINANCIAL REQUIREMENTS

4.1 The University shall be responsible for collecting funds from Students, based on the Program option the Student chooses, as outlined below.

- 4.1.1 Students shall pay \$325 per credit for courses provided by the University, for a total of \$11,700.00. The Student shall pay these funds directly to the University.

Students shall pay the Partner directly for experiences aligned to the Partner Program Content.

4.2 The Parties agree that Students are not eligible for financial aid for this Program.

5. **STUDENT DATA.** Partner acknowledges that it will receive student records from the University and the University acknowledges that it will receive student records from Partner under the terms and conditions of this Agreement. As such, the Partner is designated by University as a "school official" and the University is designated by Partner as a "school official" under the Family Educational Rights and Privacy Act. All student-related records of the University and Partner and personally identifiable information contained in such records (collectively, "Student Records") shall be maintained by Partner and the University in accordance with the requirements of the Family Educational Rights

2.6 Partner represents and warrants that Partner owns the Partner Program Content and has the right to use Partner Program Content as described in this Agreement.

2.7 Partner shall collect, share, and review in collaboration with the University programmatic and Student data related to the Partner Program Content for continuous improvement purposes.

2.8 The Partner shall work in collaboration with the University to provide a qualified mentor, per State of New Hampshire Administrative Rules, for each Student for the CAGS 731 and 732 courses described in Section 3.3 of this Agreement. The University's Office of Educator Preparation shall provide final verification of a mentor's credentials. The Parties shall together conduct a Mentor Training Program to ensure that the mentors selected are of the highest quality, meet the needs of the Program, and are a good match for the assigned Student.

2.9 The Partner shall provide verification to the University of each Student's completion status at the end of Year 1 and Year 2 of the Partner Program Content, as described in 2.1

2.10 The Partner shall provide a representative(s) to serve on the Advisory Board aligned to the Program.

#### 3. RESPONSIBILITIES OF UNIVERSITY

3.1 The University will provide Students access to the Program upon admission to SNHU. Only students in the NHSAA GSLA will be allowed to apply and be admitted to the Program through the admission process.

3.2 The University shall maintain ultimate control over the curriculum, course offerings, admissions, faculty, faculty credentials, and academic policies related to its programs, including this Program. The University's academic policies shall apply to all Students enrolled under this Program and this Agreement. The University retains the right to adjudicate and remove Students from the Program in accordance with applicable SNHU policies.

3.3 The University shall offer four (4) courses worth three (3) credits each to Students in the Program. These four (4) courses shall be as follows:

- 3.3.1 CAGS 656 Reflective Leadership Skills. This shall be offered in the first year of each Student's experience in the Program.
- 3.3.2 CAGS 670 Creativity and Innovation. This course is a hybrid course which shall take place during the student's second academic year.
- 3.3.3 CAGS 731 District Leadership in the Field I. This course is the first of two courses that align to the Culminating Field Experience of the program. This course shall include a mentorship component, which shall be subject to the requirements of Section 2.7 of this Agreement.
- 3.3.4 CAGS 732 District Leadership in the Field II. This course is the second of two courses aligned to the Culminating Field Experience of the program. The course continues the mentorship components and concludes with a collaborative evaluation of the Student by their mentor and SNHU Field Experience Supervisor.

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and Privacy Act, 20 USC 1232g, and its implementing regulations, 34 CFR pt. 99, as each may be amended from time to time (collectively "FERPA") and other applicable laws and accreditation standards pertinent to Student Records. Without limiting the foregoing, Partner and the University each agree that: (I) each is subject to the requirements of 34 CFR § 99.33(a) governing the use and redisclosure of Student Records; (II) each shall not maintain, use, disclose, or allow access to Student Records except as permitted by this Agreement or as otherwise authorized by the party providing the Student Records in question; and (III) to the extent that one Party discloses Student Records to the other Party, the receiving Party's personnel shall use and shall have access to the information only for the purposes for which disclosure is made. Further, each Party agrees that to the extent the receiving Party rediscloses any Student Records to a subcontractor or other party (which it shall do only if permitted by law and this Agreement), it shall require such subcontractor or third party to comply with the receiving Party's obligations under this Section.

6. **INDEPENDENT CONTRACTOR.** Partner agrees that its relationship to the University is that of an independent contractor and that this Agreement shall not be deemed or construed so as to create a joint venture, partnership, agency or employer-employee relationship with the University. All employees of Partner shall be employees of Partner and not of the University. All employees of the University shall be employees of the University and not of Partner. A Party shall have no right or authority to assume or undertake any obligation of any kind, express or implied on behalf of the other Party or to bind the other Party in any way.

7. **NO COMPENSATION OR THIRD PARTY SERVICES.** Partner acknowledges and agrees that it is familiar with laws and regulations regarding the incentive compensation of persons engaged in student recruiting activities by or on behalf of postsecondary educational institutions, including without limitation those set forth in the Higher Education Act at 20 U.S.C. Section 1094(a)(20) and subsequent codes, and in regulations promulgated by the U.S. Department of Education at 34 C.F.R. Section 668.14(b)(22), and any successor code or regulation. Partner will compensate its employees, subcontractors, agents, and third party vendors who provide any services in connection with this Agreement in compliance with such incentive compensation laws. Under no circumstances may employees of the University or of Partner receive prohibited compensation payments based on the success of securing enrollments or financial aid awards. Such payments would include any gifts, bonuses, award, and salary adjustments, including any payments or things of value based in any part, directly or indirectly, on the success of securing enrollments or financial aid. It is understood and agreed that this Agreement does not purport to render Partner a Third Party Servicer as that term is defined at 34 CFR 668.25. Partner will not be reported or characterized as such, and Partner shall not undertake any work pursuant to this Agreement inconsistent with this provision.

8. **USE OF NAME AND CO-BRANDING.** Whenever the Program, the University certifies, or this Agreement are referenced, the University and Partner brand name must be appropriately identified in conjunction with the reference to the University certificate, the Program, and/or this Agreement.

Notwithstanding the foregoing, each Party reserves the right to control the use of its name or other identifying characteristics in every respect, including usage of its logos and trademarks. Each Party agrees not to use the other Party's name or any other identifying characteristics in connection with any public-facing advertising or promotion related or pertaining to the work performed under this Agreement without the prior express written permission of the named Party. Each Party shall retain all rights to its name and other identifying characteristics and any materials devised using one

Party's name shall be licensed for use by the other Party for the term of this Agreement. All marketing materials must be reviewed and pre-approved by both parties.

Use of the University logos and marks shall be further governed by Appendix A.

9. **MISREPRESENTATIONS.** Partner acknowledges and agrees that no misrepresentation shall be made to a Student, prospective student, any member of the public, any accrediting agency, any state agency or the U.S. Department of Education concerning the University's programs, the cost of its educational programs, the availability of financial assistance, the employability of graduates, the transferability of credits, or its relationship with the U.S. Department of Education. Partner acknowledges and agrees that neither it nor any of its employees, officers, directors or agents shall make any misrepresentation or false, misleading or erroneous statement about any aspect of the University or its educational programs. Partner agrees that the University shall preapprove all program information, promotional and marketing information, financial aid information, or other information provided to others which purports to represent information about the University programs or any of its related services including financial aid administration, transferability of credits, costs, employment of graduates, or its relationship with the U.S. Department of Education.
10. **TERM.** The term of this Agreement shall commence as of the Effective Date. This Agreement will remain in effect for a period of three (3) years with the option to extend this Agreement for subsequent three (3) year terms upon agreement of both Parties. Notwithstanding the foregoing, this Agreement is subject to early termination in accordance with the termination provisions of this Agreement. The Parties shall review this Agreement and any exhibits or amendments on at least an annual basis to make any mutually-agreed upon updates, changes, or amendments.
11. **TERMINATION.**

11.1 **Termination Without Cause.** This Agreement may be terminated without cause by University or Partner by giving written notice to the other Party at least one hundred eighty (180) calendar days prior to the effective date of termination stated in the notice.

11.2 **Termination For Cause.** If either Party breaches any material term or condition stated herein or fails to perform or fulfill any material obligation required by this Agreement, the non-breaching Party may terminate this Agreement by giving written notice to the breaching Party stating the circumstances of the breach before the effective date of termination stated in the notice. Notwithstanding the foregoing, the notice of termination shall state a reasonable period during which the alleged breach may be cured by the breaching Party, which cure shall be subject to approval by the non-breaching Party. Furthermore, this Agreement shall terminate, without notice, (i) upon the institution by or against either party of insolvency, receivership or bankruptcy proceedings or any other proceedings for the settlement of either Party's debts, (ii) upon either Party making an assignment for the benefit of creditors, or (iii) upon either Party's dissolution or ceasing to do business.

11.3 Should termination occur under this Section 11, Students already enrolled in the Program under the terms of this Agreement shall be permitted to complete the Program as if the Agreement

this Section and that the Parties shall be entitled to equitable relief, including but not limited to injunction and specific performance, as a remedy for any such breach.

13. **INTELLECTUAL PROPERTY.** The ownership of intellectual property which exists prior to the commencement of this Agreement shall not be altered or transferred or assigned by virtue of its use for the purposes of this Agreement. Any intellectual property including (but not limited to) written materials, software, programs, learning curricula, rubrics, calendars or other inventions/creations that are developed by the University pursuant to or arising out of this Agreement shall be the property of the University to the fullest extent of the law. Any enhancements, additions, or developments added to University intellectual property shall be property of the University to the fullest extent of the law.
14. **PUBLICATION OF FIELD STUDIES OR RESEARCH.** If either Party desires to publish a work dealing with any aspect of performance under the Agreement, or of the results and accomplishments attained in such performance, the Party desiring to publish such work (the "Publishing Party") shall secure the other Party's (the "non-publishing Party") written approval, which shall be in the non-publishing Party's sole discretion, prior to publishing. Upon publication, the non-publishing Party shall have a royalty-free non-exclusive and irrevocable license to reproduce, publish or otherwise use and to authorize others to use the publication.
15. **INDEMNIFICATION.** University shall indemnify, defend and hold harmless Partner, its officers, directors, employees, agents and affiliates from and against any claims, losses, damages, liabilities or expenses (including, without limitation, reasonable attorneys' fees and expenses) resulting from or arising out of any negligence or willful misconduct by University. Partner shall indemnify, defend and hold harmless University, its officers, directors, employees, agents and affiliates from and against any claims, losses, damages, liabilities or expenses (including, without limitation, reasonable attorneys' fees and expenses) resulting from or arising out of any negligence or willful misconduct by Partner.
16. **PROHIBITION OF DISCRIMINATION.** University and Partner agree not to engage in unlawful discrimination against or harassment of any student, applicant for enrollment, employee, faculty member, or representative of either Party pursuant to this Agreement on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, genetic information, ancestry, marital status, age, sexual orientation, citizenship, status as a covered veteran, or any other legally-protected status within the limits imposed by applicable state and federal laws and University policies.
17. **INSURANCE.** Partner and University represent that each maintains and is covered by, and shall maintain and be covered by for the duration of this Agreement, insurance as required in Appendix B, which is attached hereto and incorporated herein by reference. Partner and University shall provide all necessary certificates of insurance, in accordance with Appendix B, to the other Party contemporaneously with the execution of this Agreement.
18. **MISCELLANEOUS.**

were still in effect. For the avoidance of doubt, SNHU and the Partner shall teach-out these Students as if the Agreement were still in effect.

## 12. CONFIDENTIALITY.

12.1 All confidential and/or proprietary information of any kind, in any form disclosed or learned by either Party in connection with this Agreement shall be deemed "Confidential Information." "Confidential Information" includes any and all business information relating to proprietary idea; original academic content, courses, existing and/or contemplated products; degrees, certificate and professional development tools; production, cost, profit and margin information as related to partnership development; finances and financial projections; customers, prospective or new student information, clients, marketing, and current or future business plans and models; and other information related to the business activities of the Disclosing Party, as defined below, regardless of any confidentiality designation or restrictive markings, and which the Receiving Party, as defined below, learns or receives from the Disclosing Party. The Confidential Information of each party (the "Disclosing Party") may not be used by the Party receiving the Confidential Information ("Receiving Party"), or any agent or representative of the Receiving Party, for any purposes except in connection with the provision of services under this Agreement, and may not be disclosed under any circumstances, in whole or in part, by the Receiving Party, or any agent or representative of the Receiving Party, to any third party, except (i) to third parties engaged in the provision of services hereunder, only on a need-to-know basis, who agree to maintain the confidentiality of the Confidential Information, and (ii) to the extent necessary to comply with law or the valid order of a court of competent jurisdiction. The Receiving Party agrees to notify the Disclosing Party in advance in the event Confidential Information must be disclosed pursuant to Section (i) or (ii) above, and agrees to cooperate with the Disclosing Party in seeking orders of protection or such other measures as may be reasonably necessary to protect the confidentiality of the Confidential Information.

12.2 Confidential Information shall not include any information to the extent it (i) is or becomes a part of the public domain through no act or omission on the part of the Receiving Party, (ii) is disclosed to third parties by the Disclosing Party without restriction on such third parties, (iii) is in the Receiving Party's possession, without actual or constructive knowledge of an obligation of confidentiality with respect thereto, at or prior to the time of disclosure under this Agreement, (iv) is disclosed to the Receiving Party by a third party having no obligation of confidentiality with respect thereto, (v) is independently developed by the Receiving Party without reference to the Disclosing Party's Confidential Information, or (vi) is released from confidential treatment by written consent of the Disclosing Party.

12.3 The obligations and restrictions with respect to any Confidential Information shall continue to bind the Parties, even following termination of the Parties' business relationship or the expiration or termination of this or any other agreement between the Parties.

12.4 In no way abrogating any other remedy at law or equity or provision hereof, the Parties each

18.1 **Prohibition Against Assignment.** Neither Partner nor University shall assign or subcontract their rights, duties, or obligations under this Agreement, either in whole or in part, without the prior written consent of the other.

18.2 **Severability.** If any provision of this Agreement is held to be illegal, invalid, or unenforceable under present or future laws effective during the term hereof, such provision shall be fully severable. This Agreement shall be construed and enforced as if such illegal, invalid, or unenforceable provision had never been a part of the Agreement, and the remaining provisions shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this Agreement.

18.3 **No Third Party Beneficiaries.** This Agreement is intended by the Parties to benefit them only and is not intended or designed to or entered for the purpose of creating any benefit or right for any person or entity of any kind, including Students who are not a Party to this Agreement.

18.4 **Waiver.** Waiver by either Party of any breach of any provision of this Agreement or warranty of representation herein set forth shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right hereunder shall not operate as a waiver of such right. All rights and remedies provided for herein are cumulative.

18.5 **Interpretation.** Both Parties shall be treated as having drafted this Agreement and neither Party shall be considered the drafter for purposes of any rules of construction or interpretation of this Agreement.

18.6 **Governing Law.** This Agreement shall be subject to and governed by the laws of the State of New Hampshire, without regard to the conflict of laws principles. The Parties agree that any dispute, claim, and/or action arising out of or relating in any way to this Agreement or the relationship between the Parties must and shall be brought exclusively in a state or federal court located in the State of New Hampshire. Except, notwithstanding the foregoing, any claim for monetary damages shall be resolved exclusively in an arbitration conducted within the State of New Hampshire pursuant to AAA rules before a single arbitrator. If, after notice, the parties are unable to mutually agree to an arbitrator, the dispute shall be submitted to AAA for management and arbitration of the dispute with each party paying one half of the arbitration costs. Each party shall be responsible for its own legal costs. The parties, thus, hereby waive their rights to a trial by jury.

18.7 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns.

18.8 **Headings.** The section headings as used herein are for convenience of reference only and in no way define, limit, or describe the scope of content of any provision herein.

18.9 **Notices.** All notices, requests, demands, or other communications hereunder must be in writing and must be given and shall be deemed to have been given upon receipt if delivered by a

national overnight courier service, on the date of delivery if delivered in person, or three (3) days after mailing if sent by certified or registered mail with first-class postage prepaid, as follows:

To the University:

Southern New Hampshire University  
Attn: Office of the General Counsel  
2500 North River Road, Manchester, NH 03106  
Email: y.clark@snhu.edu, Telephone: 603-644-9623, Fax: 603-665-7151

With a copy to:

Southern New Hampshire University  
Attn: Associate Dean, Graduate Education Programs  
2500 North River Road  
Manchester, NH 03106

To Partner:

Executive Director, NHSAA 46 Donovan  
Street  
Concord NH 03301


IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as of the date first written above.

SOUTHERN NEW HAMPSHIRE UNIVERSITY NHSAA

Devised by:  
  
Signature

Kim Bogle-Johnville  
Senior VP & University Chief Academic Officer

8/8/2023  
Date

Devised by:  
  
Signature

Mark MacLean  
Executive Director, NHSAA

8/7/2023  
Date

18.10 Entire Agreement; Modifications; Amendments. This Agreement, along with its Appendices and Exhibits, contains all the terms and conditions agreed upon by the Parties regarding the subject matter of this Agreement and supersedes any prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may be amended or modified at any time by mutual written consent of the authorized representatives of both Parties. The University and Partner agree to amend this Agreement to the extent amendment is required by an applicable regulatory authority or due to a change in applicable laws, regulations, or programmatic requirements, and the amendment does not materially affect the provisions of this Agreement. This Agreement may be signed in counterparts with the same effect as if the signatures to each counterpart were upon a single instrument, and all such counterparts together shall be deemed an original of this Agreement. For purposes of this Agreement, a facsimile copy of a Party's signature shall be sufficient to bind such Party.

(signature page follows)

APPENDIX B

Insurance Requirements

Each Party agrees to maintain insurance policies of the type and including coverage and limits provided hereinafter during the Term of the Agreement:

Commercial General Liability

Minimum Limit \$1,000,000 each occurrence and \$2,000,000 annual aggregate  
Including operations/products/completed operations liability, contractual liability, personal and advertising injury, and damage to rented premises liability

Workers' Compensation

NH Statutory Requirements  
Employers' Liability \$500,000/\$500,000/\$500,000

Business Automobile Liability

Minimum limit \$1,000,000  
For owned (if any), hired, and non-owned vehicles

Excess Liability

Minimum limit \$5,000,000

Professional Liability

Minimum limit \$2,000,000 if professional service provided

All insurance required hereunder shall have a rating of at least A-VIII in the latest edition of AM Best's Insurance Reports.

It is the intent of University and Partner that all such liability policies purchased by Partner shall be primary with regard to any liability insurance carried by University with respect to conduct for which Partner is liable and that all such liability policies purchased by University shall be

APPENDIX A  
Marks; Usage Guidelines

These trademark usage guidelines set forth the rules for using or referring to the trademarks and service marks owned by the University or Partner, respectively. The University's trademarks include, but are not limited to, the words "Southern New Hampshire University" and "SNHU"; the corresponding logos; and all current and future trademarks, service marks, designs, or logos used by the University. The Partner's trademarks include, but are not limited to, the words New Hampshire School Administrators Association, NHSAA, Granite State Leadership Academy, and GSLA; the corresponding logos; and all current and future trademarks, service marks, designs, or logos used by Partner.

A. Prohibited Uses of the Other Party's Marks:

- 3. Do Not Use Marks in False Or Misleading Advertising. A Party's advertising for products or services offered under the other Party's Marks must not be false or misleading in any way and must not be in violation of any applicable law, municipal ordinance, or administrative agency regulation of any country.
- b. Do Not Use Marks in Objectionable Material. A Party may not use the other Party's Marks on or in connection with any defamatory, scandalous, pornographic, or other objectionable materials of any sort.
- c. Do Not Use Marks To Disparage The Other Party. A Party may not use the other Party's Marks to disparage the other Party's products or services, or in a manner that may diminish or otherwise damage the reputation of the other Party or the other Party's goodwill in the Marks.

B. Permitted Uses of the Other Party's Marks:

A Party may use the other Party's Marks only in direct fulfillment of the Agreement to which this Appendix is appended and only as approved in advance by the other Party, subject to Sections 8 and 13 of this Agreement.

primary with regard to any liability insurance carried by Partner with respect to conduct for which University is liable.

All such insurance policies must be paid and in force.

The General, Excess, and Automobile liability policies of Partner shall be endorsed to include Southern New Hampshire University, its Trustees, Officers, servants, employees, agents and assigns as additional insured. The General, Excess, and Automobile liability policies of University shall be endorsed to include Partner, its Trustees, Officers, servants, employees, agents and assigns as additional insured.

Each policy shall contain an endorsement waiving all rights of subrogation against the other Party.

Each Party shall provide to the other a certificate of insurance contemporaneously with the execution of this Agreement setting forth the coverage as required above together with the insurance company's name, policy number and expiration dates of the insurance.

Each Party shall endeavor to provide at least thirty (30) days written notice to the other Party of any policy cancellation, non-renewal, or material alteration.

The above insurance requirements shall not be construed as limiting in any way the extent to which a Party may be held responsible for the payment of damages to the other or to any persons resulting from its operations or the activities of any person or persons for which it is liable.

Any subcontractors hired by a Party shall meet all of the requirements stated above, or as specifically agreed to by the other Party, with the first Party's policies providing excess coverage in the event of a claim.

Failure of a Party to provide the certificates referenced hereunder, or failure of the other Party to specifically request such certificates shall in no way limit or release the first Party of its obligations or liabilities under this Contract.



## Appendix D: Suggestions

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

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**Practice & Partnerships:**

Not applicable.

**Candidate Assessment:**

Not applicable.

**Program Assessment:**

Not applicable.

**Superintendent:**

Not applicable.



**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

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*Submitted to the State Board of Education for the February 15, 2024, meeting.*

**A. ACTION NEEDED**

**Southern New Hampshire University (SNHU)** is one of 11 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve SNHU's (9) educator preparation program below.

**B. RATIONALE FOR ACTION**

Under Option 4, national accreditation, the CTE accepted the review team's report and the associated approval recommendations. Additionally, the CTE (Yes-14; No-0; Abstain-1) recommends to the State Board of Education **full approval** for the below nine (9) PEPPs through **March 30, 2031**. [602.09]

**C. EFFECTS OF THIS ACTION**

If approved, **SNHU** will continue to offer this educational pathway, confirming that candidates have met administrative requirements through completion of a particular educator preparation program and subsequently, be recommended as a program completer of a NH approved educator preparation program.

**D. HISTORICAL BACKGROUND:**

- ❖ August 14, 2014: The new Ed 600s were approved March 2013; a moratorium placed on program approval site visits for 2013-2014; ALL IHEs granted extensions; SNHU **extended** thru **8/31/2016**
- ❖ May 3, 2016: SNHU letter the Board granted PEPP **extensions** thru **03/31/2017**
- ❖ February 14, 2017: The Board granted new program **approval** for 3-years thru **3/31/2020** for Secondary Math; And granted full 7-year **approval** thru **3/31/2024** for Mid-Level Math, Sec ELA, Curr Admin, Principal, and Ed Tech Integ Spec; And granted full 7-year **approval** thru **3/31/2024** for: Gen. SpecEd, Mid-Level Sci, Sec SS, ECE, and Music.  
SNHU will need to report on these in its annual reports addressing areas requiring action highlighted in the 01/2017 report.
- ❖ January 11, 2018: The Board granted **initial** program approval thru **1/30/2021** for ECE SpecEd, with satisfactory completion of two progress reports submitted no later than 9/30/2018 and 2019 reporting on candidate performance assessed by multiple measures in the area of reading instruction.
- ❖ May 8, 2019: The Board granted a 10-month **extension** thru **1/31/2021** for their Sec Math PEPP to align with 2 other PEPPs that expire on 1/31/2021.
- ❖ March 12, 2020: The Board granted a change in the expiration dates by **pushing back** three program approval dates and also by **pushing up** nine program approval dates to one aligned expiration date of **8/31/2022**. This applies to 12 PEPPs: ECE SpecEd (Undergrad and Graduate), Superintendent (Grad), Secondary Math 7-12 (BA, Conv), ECE (BA, MEd Conv), El Ed (K-8) (K-6) (BA, MEd Conversion), ELA 5-12 (BA), SpecEd (BA, MEd Conv), Math 5-8 (BA, Conv), Mid Sci 5-8 (BS), SS 5-12 (BA, Conv), Principal (MEd, Post Bac, Conv), and Curr Admin (MEd, Post Bac, Conv).
- ❖ May 13, 2021: The Board granted the **reinstatement** of the previously removed undergraduate approval for the secondary PEPPs: ELA Teachers 5-12, Math Middle Level, Math Upper Level, Science 5-8, SS 5-12; Approved to **extend** (12) PEPPs from 8/31/2022, thru **03/30/2024**.

**E. POSSIBLE MOTION**

As a result of the CAEP Accreditation review and outcome, it is recommended that Southern New Hampshire University be granted **FULL APPROVAL** through **03/30/2031**, for the below listed PEPPs: [602.09]

NH Ed. Standards	CONTENT AREA(S)	Format	Approval	Proposed Expiry
507.18	Early Childhood Education Teacher (birth-grade 3)	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>
507.41	Early Childhood Special Education Teacher (birth-grade 3)	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>
507.11	Elementary Education Teacher (k-6); (k-8)	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>
507.24	English Language Arts Teacher for Grades 5-12	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>
507.26 (507.25)	Mathematics Teacher- Middle Level (to Alg. 1/Integ. 1)	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>
507.27 (507.25)	Mathematics Teacher- Upper Level (Pre Alg. to AP Math)	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>
507.29 (507.30)	Science Teacher for Grades 5-8	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>
507.28	Social Studies Teacher for Grades 5-12	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>
507.40	Special Education Teacher (age 5-22)	BA, MEd, Licensure	<b>full</b>	<b>03/30/2031</b>

**OR**, I move that the State Board of Education \_\_\_\_\_.  
(Indicate some other recommendation)

Action by the State Board: Appeal

\*Per 602.09

(a) Option 4 shall be the review of institutions that have received national accreditation for individual PEPPs which results in approval, not to exceed the national accreditation expiration date by more than 3 months.

\*Per 602.17(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.



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

**OPTION 4: CAEP ACCREDITATION REVIEW  
EXECUTIVE SUMMARY REVIEW REPORT: 2023  
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**SOUTHERN NEW HAMPSHIRE UNIVERSITY  
2500 North River Road  
Manchester, NH 03106**

**[www.snhu.edu](http://www.snhu.edu)  
Educator Preparation Program Review**

<b>Dr. Kathryn McCurdy</b>	<b>Chair</b>	<b>University of New Hampshire/ Council for Teacher Education Representative</b>
<b>Laura A. Stoneking</b>	<b>Administrator</b>	<b>NH Department of Education Bureau of Educator Preparation and Higher Education</b>

<b>NH Ed. Standard(s)</b>	<b>Educator Preparation Program Content Area</b>	<b>Degree/Format</b>
507.18	Early Childhood Education Teacher (birth-grade 3)	BA, MEd, Licensure
507.41	Early Childhood Special Education Teacher (birth-grade 3)	BA, MEd, Licensure
507.11	Elementary Education Teacher (k-6); (k-8)	BA, MEd, Licensure
507.24	English Language Arts Teacher for Grades 5-12	BA, MEd, Licensure
507.26 (507.25)	Mathematics Teacher- Middle Level (to Alg. 1/Integ. 1)	BA, MEd, Licensure
507.27 (507.25)	Mathematics Teacher- Upper Level (Pre Alg. to AP Math)	BA, MEd, Licensure
507.29 (507.30)	Science Teacher for Grades 5-8	BA, MEd, Licensure
507.28	Social Studies Teacher for Grades 5-12	BA, MEd, Licensure
507.40	Special Education Teacher (age 5-22)	BA, MEd, Licensure

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**A. CONTEXT:****University & Department History:****INTRODUCTION:**

Southern New Hampshire University (SNHU) is a private, nonprofit institution located in Manchester, New Hampshire. SNHU was an early pioneer in online education, launching its first programs in 1995. It is one university with multiple delivery models. Both the online programs and the campus-based programs are overseen by the University President and Board of Trustees. Ninety percent of the students SNHU educates are served by Global Campus. Undergraduate initial licensure programs are housed in the School of Arts, Sciences and Education, while graduate initial licensure programs are housed under the Graduate Education Programs. All licensure programs, as well as the Office of Educator Preparation, report to the Vice President of Academic Affairs. All licensure-leading Education programs are offered in a face-to-face model through University College. This CAEP review focused on the initial programs only as the advanced programs are being revised to meet the 2022 standards. CAEP approved that the EPP submit only initial programs at this time.

SNHU's mission is to transform lives by providing quality, affordable educational experiences. This mission statement is supported by a conceptual framework consisting of three pillars: Theory into Practice; Reflective Practitioners; and Leadership and Professionalism. These pillars provide the foundation for the EPP's quality assurance system and clinical experiences. At the undergraduate level, the EPP offers programs leading to licensure in the following areas: Early Childhood Education, Early Childhood Special Education, Elementary Education, English Language Arts for Grades 5-12, Special Education Teacher (K-12), Mathematics Middle Level, Mathematics Upper Level, Science for Grades 5-8, and Social Studies for Grades 5-12. At the post-baccalaureate level, program offerings include dual licensure in Elementary Education with Special Education Teacher, Early Childhood Education with Early Childhood Special Education, English Language Arts for Grades 5-12, Mathematics Middle Level, Mathematics Upper Level, Science for Grades 5-8, and Social Studies for Grades 5-12. Programs were combined for data reported in the review due to low enrollment in several content areas. The SSR listed programs as located on campus for this review. The state representative confirmed this information.

**MISSION, VISION, AND VALUES:**

University Mission

*Southern New Hampshire University  
transforms the lives of learners.*

*Our success is defined by our learners' success.*

*By relentlessly challenging the status quo and providing the best support in higher education, Southern New Hampshire University expands access to education by creating high-quality, affordable, and innovative pathways to meet the unique needs of each and every learner.*

## B. PREVIOUS REVIEW(S): SUMMARY OF FINDINGS

## CAEP REVIEW ~ 2016:

In March 2016, Southern New Hampshire University (SNHU) hosted a site visit by the Council for the Accreditation of Educator Preparation (CAEP) to pursue national accreditation in the area of Elementary Education. The institution pursued such accreditation through the inquiry brief pathway. In the Fall of 2016, SNHU was granted TEAC national accreditation status from the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation for the next seven years for the Elementary Education program. (Refer to page 11 CAEP history as NCATE and TEAC were “combined” and created the new accreditation body- CAEP.)

## FIRST REVIEW ~ 2016:

The following programs were reviewed during SNHU's **March 2016** site visit:

Early Childhood Education PreK-3	Secondary Mathematics 9-12 (new program)	<i>In addition to the cited programs</i>
Elementary Education (k-8)	Mathematics for Grades 5-8	Reading Writing Specialist K-12
General Special Education K-12	Secondary English Language Arts for 5-12	School Principal, and
Music Education K-12	Education Technology Information Specialist K-12	Curriculum Administrator
Middle Level Science for Grades 5-9		

During the 2016 site visit, it was determined that Principal, Curriculum Administrator and Reading Writing Specialist, would not be reviewed and would be scheduled for a later date. This was a result of the significant revision two programs were undergoing and the institution's need to examine more closely the third program and its alignment to state standards.

As a result of the **March 2016** site visit, the NHDOE in collaboration with SNHU offered a six-month extension to the institution, extending the institution's approval to **March 1, 2017**.

This extension provided SNHU the time they needed to do the following:

- develop further the programs that were undergoing significant revision;
- enhance the design of their clinical practice model, the candidate assessment system and the program assessment system; and
- align the collection, collation and analysis of the program data with the evolving NHDOE Program Approval Review Format and focus.

With this extension, the program approval process continued with a strong partnership across the institution and the NHDOE. The Co-Chairs, NHDOE, and SNHU met routinely over the summer and fall months to plan and discuss the institution's follow-up visit, scheduled for December 5-9, 2016. While these meetings were underway with SNHU, the NHDOE had also initiated a process to examine and revise the program approval process for state accreditation. The revisions to the state's process were continuously woven into the planning meetings with SNHU.

As a result of this collaboration and integration, SNHU engaged in a "soft pilot" of the state's evolving program approval process on September 22, 2016, with just one program, General Special Education. This "soft pilot" allowed both the state and institution to further fine-tune their own internal processes and develop stronger supports for the Program Approval Team's review. This was a crucial step in designing and facilitating the institution's site visit in December.

SNHU's work between **March 2016**, the date of their first review and **December 2016**, the date of the second review marked tremendous progress and systems' evolution within the School of Education. The openness and commitment to the feedback from the original review is evidenced in the work that has transpired and the outcome data provided during the second site visit. SNHU is to be commended for this work. SNHU's SED is transforming as a result of their deep commitment to high quality programming and willingness to listen, and more importantly to act upon feedback.

SNHU's School of Education engaged in a site visit piloting the state's “draft” re-developed program approval process. During the **December 5-9, 2016**, site visit, the following programs were reviewed:

**Full Review** - Reading Writing Specialist K-12, School Principal, and Curriculum Administrator, these programs were not reviewed during the March 2016 site visit;

**Partial Review** - Early Childhood Education PreK-3, Music Education K-12, Middle Level Mathematics 5-8, Middle Level Science 5-9, Secondary English Language Arts 5-12, and Education Technology Information Specialist K-12.

The partial review focused on elements that were absent during the March 2016 site visit (see (a)-(c) directly above).

## SECOND REVIEW ~ 2016:

The first review resulted in a six-month extension of the institution's current approval. The more significant findings of the second review visit, in **December 2016**, focused on the need for the institution to align closely to the [606.01; 606.02] Standards. While SNHU had a candidate assessment system, evidence demonstrating how that system operationalized within and across all certification programs was lacking. Further confusion existed on the presence and use of a program assessment system to support continuous improvement. Evidence of such a system was insufficient.

Significant progress was made on the development, fine-tuning, and systematic use of data to assess the clinical practice model, the candidate assessment system and the program assessment system. This was evidenced across all the individual reviewer reports. As a result, SNHU paid careful attention to the feedback of the original review team, engaged in several meetings with the NHDOE and review team co-chairs, and entered into a partnership with an outside consultant to assist them in addressing the findings rendered in March 2016. SNHU refined their existing candidate assessment system and ensured it was populated with data for the December review team to examine.

Furthermore, SNHU assessed all their internal processes for reviewing programming and making decisions. Through this self-assessment they developed a comprehensive program assessment process that was populated with 2-years of data.

### KEY FINDINGS FROM THE 2016/2017 REVIEW:

#### Next Steps in Further Developing Data Systems for Program Quality and Clinical Practice

- Expand the comprehensiveness of enrollment data and completion data for candidate and program assessment. As SNHU continued to enhance and build the systems, SNHU needed to collect data across the Gateway System to include application data, admission data, probationary admission data, withdrawals data and counsel-outs data. In examining the music education program, this was applicable to providing a complete data picture which was essential in understanding and thinking about the viability of the program.
- Monitor the consistency to which SNHU implemented systems and collected data with uniformity and continuity within and across programs, such as the monthly progress checks, electronic trail versus paper submissions. This was likely a function of new and evolving systems. As SNHU progressed, share conversations about how consistency will build greater reliability and validity in the data. This was observed in the faculty course evaluations and audit findings. Not all courses had faculty course evaluations and audit findings submitted and analyzed, i.e., early childhood education.
- As the program and candidate assessment systems grow, think about the intervals in which you examine and aggregate data, i.e., 3–5-year windows, with a focus on the most recent three to five years in individual glimpses.

#### Program Specific Feedback Indicating a Need for Further Development and Follow Up in the Institution's Annual Report

- **Reading Writing Specialist** –  
Pursue tighter alignment with the assessment standards for reading and writing specialists.  
This is the skill set that differentiates a specialist from a teacher.
- **Early Childhood Education** –  
Provide updates of progress in strengthening the competence of candidates in PreK-3 evidence-based literacy instruction. Report how the institution is addressing this area of weakness in educator candidates and what evidence supports this evolution.
- **Music Ed** –  
If SNHU moved forward with the decision to phase out the program, it was essential to continue to support the infrastructure of the program for current students;  
The SED would need to submit a transition plan to the NHDOE for phasing out the program.  
If SNHU kept its Music Education program, the SED needed to submit a plan addressing resource deficiencies.

SNHU was required to report on developments in these programs through the state's annual reporting process. Specific reporting requirements were not required for:

- General Special Education
- Middle Level Science
- Secondary Social Studies
- Early Childhood Education
- Music
- Reading and Writing Specialist
- Middle Level Math
- Secondary English Language Arts
- Curriculum Administrator
- School Principal
- Educational Technology Integration Specialist



**B. Southern New Hampshire University (SNHU), Program Approval**

5/13/2021 The Board granted the reinstatement of the previously removed undergraduate approval for the secondary PEPPs: ELA Teachers 5-12, Math Middle Level, Math Upper Level, Science 5-8, SS 5-12; and approved to extend (12) PEPPs from 8/31/2022, thru 03/30/2024.

The Board granted a change in the expiration dates by pushing back three program approval dates and also by pushing up nine program approval dates to one aligned expiration date of August 31, 2022. This applied to the following twelve (12) programs:

Early Childhood Special Education 612.071 (Undergrad and Graduate)	Secondary Mathematics for Grades 7-12 612.18 (BA, Conversion)	Middle Level Science for Grades 5-8 612.22 (BS)
Early Childhood Education 612.03 (BA, MEd Conversion)	Mathematics for Grades 5-8 612.17 (BA, Conversion)	School Superintendent 614.05 (Graduate)
General Special Education 612.07 (BA, MEd Conversion)	English Language Arts for Grades 5-12 612.05 (BA)	School Principal 614.04 (MEd, Post Bac, Conversion), and
Elementary Education (k-8) (k-6) 612.04 (BA, MEd Conversion)	Social Studies for Grades 5-12 612.28 (BA, Conversion)	Curriculum Administrator 614.13 (MEd, Post Bac, Conversion)

These twelve (12) programs were **additionally extended from 8/31/2022 through 03/30/2024.**

In May 2023, SNHU submitted a Substantive Change Request regarding the closure of both the Principal and Curriculum Administrator PEPPs.

While previously reviewed and granted approval for three years, the Superintendent program had not been completely reviewed since **December 2017** with approval through 1/30/2021. This PEPP has recently completed a full-site, Option 1 review and is tentatively scheduled for official approval at the February 2024 State Board of Education meeting.

## CTE/SBE APPROVAL HISTORY:

### NHED STATE BOARD of EDUCATION - SNHU Professional Educator Preparation Programs History:



<i>Southern New Hampshire University</i>	
<b>2010</b>	In 2010, the Board granted provisional approval thru <b>8/31/2012</b> for the Curriculum Administrators PEPP
<b>Fall 2010</b>	SNHU proposed two new programs: Music and Middle Level Science 5-9; - <b>12/1/2010</b> site visit conducted
<b>3/23-24/2016</b>	<b>2016 Program Site Review</b>
<b>8/11/2010</b>	The Board granted approval for 5 SNHU PEPPs.
<b>2/9/2011 12/9/2011</b>	The Board granted 3-year provisional approval of Mid Sci 5-9 thru <b>8/31/2014</b> with 2 progress reports required to CTE; and granted full 5-year approval of Comp Bus Ed thru <b>8/31/2015</b> ; ( <i>This previously approved during the 8/11/2010 meeting but with the wrong dates.</i> ) The Music program was tabled until further notice.
<b>3/9/2011</b>	The Board granted 1-year provisional approval of the Music program thru <b>8/31/2012</b> with one progress report required by 6-months.
<b>11/9/2011</b>	This item was withdrawn and will be presented at the December 14th Board meeting.
<b>12/14/2011</b>	The Board extended the Provisional approval of the Music Program thru <b>08/31/2014</b> ; and extended full approval for Ed 612.07 Special Education Programs thru <b>8/31/2015</b>
<b>4/18/2012</b>	The Board granted full approval for Curriculum Administrators thru <b>8/31/2015</b>
<b>8/14/2014</b>	The new Ed 600s were approved March 2013; a moratorium placed on program approval site visits for 2013-2014; ALL IHEs granted extensions; SNHU extended thru <b>August 31, 2016</b>
<b>5/3/2016</b>	SNHU letter the Board granted PEPP extensions thru <b>03/31/2017</b>
<b>1/12/2017</b>	The Board [602.02(g)(3)] supported the proposal to extend the approval status of all 14 IHE/PEPPs across the state.
<b>2/14/2017</b>	The Board granted new program approval for 3-years thru <b>3/31/2020</b> for Secondary Math; And granted full 7-year approval thru <b>3/31/2024</b> for Mid-Level Math, Sec ELA, Curr Admin, Principal, and Ed Tech Integ Spec; And granted conditional approval for 3-years for Reading/Writing Specialist thru <b>3/31/2020</b> . SNHU to report on this PEPP in its annual report over the next 3-years addressing the areas requiring responsive actions in the 01/2017 report; And granted full 7-year approval thru <b>3/31/2024</b> for: Gen. SpecEd, Mid-Level Sci, Sec SS, ECE, and Music. SNHU will need to report on these in its annual reports addressing areas requiring action highlighted in the 01/2017 report.
<b>1/11/2018</b>	The Board granted initial program approval thru <b>1/30/2021</b> for <b>Superintendent</b> w/ a MoU to be completed by <b>4/30/2018</b> , and the completion of two progress report submitted no later than 9/30/2018 and 9/30/2019; The Board granted initial program approval thru <b>1/30/2021</b> for ECE SpecEd, with satisfactory completion of two progress reports submitted no later than 9/30/2018 and 2019 reporting on candidate performance assessed by multiple measures in the area of reading instruction.
<b>5/8/2019</b>	The Board granted a 10-month extension thru 1/31/2021 for their Sec Math PEPP to align with 2 other PEPPs that expire on 1/31/2021.
<b>2/13/2020</b>	The Board granted the substantive change of the approval of 5 secondary PEPPs from the bachelor's level to a Clinical master's level: ELA 5-12; Math 5-8 (MEd, conv), Math 7-12 (MEd, conv), Mid Sci 5-8 (MEd, conv), SS 5-12(MEd, conv)
<b>3/12/2020</b>	The Board granted a change in the expiration dates by pushing back three program approval dates and also by pushing up nine program approval dates to one aligned expiration date of <b>August 31, 2022</b> . This applies to 12 PEPPs: ECE SpecEd (Undergrad and Graduate), <b>Superintendent</b> (Grad), Secondary Math 7-12 (BA, Conv), ECE (BA, MEd Conv), EI Ed (K-8) (K-6) (BA, MEd Conversion), ELA 5-12 (BA), SpecEd (BA, MEd Conv), Math 5-8 (BA, Conv), Mid Sci 5-8 (BS), SS 5-12 (BA, Conv), Principal (MEd, Post Bac, Conv), and Curr Admin (MEd, Post Bac, Conv). The Board granted the elimination of Music, effective <b>expire on 5/31/2024</b> .
<b>05/14/2020</b>	The Board voted to honor SNHU's request to table their amendment to recent substantive change and that they be placed on the June agenda.
<b>06/11/2020</b>	The Board approved to remove SNHU's substantive change request from the table and the agenda.
<b>5/13/2021</b>	The Board granted the reinstatement of the previously removed undergraduate approval for the secondary PEPPs: ELA Teachers 5-12, Math Middle Level, Math Upper Level, Science 5-8, SS 5-12; Approved to extend (12) PEPPs from 8/31/2022, thru <b>03/30/2024</b> .
<b>May 2021</b>	The CTE reviewed the Substantive Change request regarding the closure of both the Principal and the Curriculum Administrator PEPPs; the CTE voted to accept and SNHU submitted teach-out plans for all enrolled candidates

## C. INTRODUCTION AND OVERVIEW OF 2023 REVIEW AND VISIT:

The NH Department of Education, Bureau of Educator Preparation and Higher Education received the completed ‘On-Site Professional Educator Preparation Program Review Request’ application on September 7, 2022. The application submitted the request and intent of Southern New Hampshire University desire for nine (9) program reviews and re-approval through Option 4, approval seeking National Accreditation.

The 2023 review of nine (9) PEPPs at Southern New Hampshire University was conducted under the administrative rules of Ed 602.09 **Option 4**:

- (a) **Option 4** shall be the review of institutions that has sought national accreditation for one or more of their PEPPs. [602.04 (4)]
- (b) NHCTE **Option 4** review of institutions that have received national accreditation for individual PEPPs which results in approval, not to exceed the national accreditation date by more than three months. [602.09]

(Southern New Hampshire University- PEPP Review Table 2022)

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 Education Teacher	28	22	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4
Early Childhood Special Education Teacher	6	9	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4
Elementary Education Teacher (k-8, k-6)	129	109	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4
English Language Arts Teacher for Grades 5-12	12	20	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4
Mathematics Teacher (Middle)	1	2	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4
Mathematics Teacher (Upper)	1	4	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4
Science Teacher for Grades 5-8	4	5	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4
Social Studies Teacher	19	17	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4
Special Education Teacher (age 5-22)	13	13	BA, MEd, Licensure	initial	on-campus	NH	03/30/2024	State 4

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.

**SNHU:**

**NH Department of Education**

**PEPP program verification/recommendation as a program completer.**

<b>Total SNHU NH Recommended PEPP Completers (07/01/2015- 12/19/2023)</b>										
<b>Academic Year</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-present</b>	<b>TOTAL</b>
Early Childhood Education Teacher	5	6	12	13	4	7	8	2	1	<b>58</b>
Early Childhood Special Education Teacher	0	0	1	3	4	0	1	1	1	<b>11</b>
Elementary Education k-6	37	49	43	51	45	38	40	43	5	<b>351</b>
Elementary Education k-8	27	9	6	1	4	0	0	0	0	<b>47</b>
English Language Arts Teacher	6	6	3	1	3	1	5	8	5	<b>38</b>
Math (Mid)	2	2	1	3	1	2	1	0	1	<b>13</b>
Math (Upper)	0	0	1	1	1	2	0	1	3	<b>9</b>
Science Teacher 5-8	4	2	2	0	1	2	0	5	1	<b>17</b>
Social Studies Teacher	8	4	5	3	2	4	3	1	1	<b>31</b>
Special Education Teacher	35	43	35	46	48	12	14	25	5	<b>263</b>
Superintendent					7	10	10	12	5	<b>44</b>
Reading and Writing Specialist *closed	3	2	4	3	4	0	1			<b>17</b>
Music *closes 5/31/24	2	1	0	1	4	2	6	3	0	<b>19</b>
Principal *closes 3/30/24	21	30	25	17	50	34	76	73	30	<b>356</b>
Curriculum Administrator *closes 3/30/24	6	10	17	13	8	13	18	28	29	<b>142</b>
<b>SNHU total</b>	<b>156</b>	<b>164</b>	<b>155</b>	<b>156</b>	<b>186</b>	<b>127</b>	<b>183</b>	<b>202</b>	<b>87</b>	<b>1,416</b>
<i>*NH Department of Education- Educator Information System (EIS) – academic year 07/01/YY – 06/30/YY</i>										

## D. CAEP ACCREDITATION STATUS<sup>1</sup> AND FINDINGS:



*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>2</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.

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. 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.

### History of CAEP<sup>3</sup>:

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>1</sup> [About accreditation status - Council for the Accreditation of Educator Preparation \(caepnet.org\)](#)

<sup>2</sup> [Council for the Accreditation of Educator Preparation \(caepnet.org\)](#)

<sup>3</sup> [History of CAEP - Council for the Accreditation of Educator Preparation \(caepnet.org\)](#)

## **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 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

## **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 complete 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.

## E. 2023 KEY FINDINGS:

### 1. SUMMARY:

- The clinical experiences model includes an intentionally progressive set of experiences, starting in year 1, that build upon one another and increase in responsibility and rigor of practice.
- Coursework is heavily embedded in clinical sites. Courses are often taught on site at schools, allowing candidates the opportunity to observe classrooms and then immediately debrief with peers and instructors.
- There are clear candidate and programmatic assessment systems in place. Based on these assessment systems, candidates progress through the program in a clear manner. The assessment systems also provided data for SNHU to make changes to the program (including piloting a full year of student teaching).
- SNHU has a clearly articulated Recruitment Plan that addresses increasing the diversity of the teaching workforce as well as increasing the number of candidates in Special Education pathways. The plan is supported at all levels of the institution.
- SNHU has designed a series of Case Studies in order to gather data about their graduates' continued effectiveness. These case studies draw on multiple pieces of data and demonstrate that graduates consistently meet InTASC (Interstate Teacher Assessment and Support Consortium) standards.
- SNHU continues to validate and analyze the utility of feedback from assessment systems. This includes further use and validation of assessment instruments and continuing to conduct case studies of graduates.

### 2. COMMENDATIONS:

Strengths include:

- ❖ Well established processes and procedures for working with partnership schools, cooperating practitioners, and faculty of clinical courses.
- ❖ Strong systems for collecting, analyzing, and using data for programmatic improvements.
- ❖ Attention to the content and pedagogical preparedness of candidates.

### 3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION THROUGH PROGRESS REPORT(S):

- 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. TERMS OF APPROVAL AND ANNUAL REPORTING TO ADDRESS RECOMMENDATIONS:

Please refer to the Attachments (#1-3) for CAEP documentation.

**CAEP Accreditation is granted at the initial-licensure level.  
This Accreditation status is effective between Fall 2023 and Fall 2030.  
The next CAEP site review will take place in Spring 2030.**

As a standard practice for CAEP, CAEP has offered suggestions through CAEP Accreditation Action Report – October 2023; (Decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope).

**No Areas for Improvement or Stipulations were identified in the CAEP report.**

The review team recommends **FULL APPROVAL** for the nine (9) degree and licensure PEPPs through **03/30/2031**.

**1. SUMMARY OF FINDINGS- 2023 CLINICAL PARTNERSHIPS & PRACTICE:**

- SNHU has established and maintained partnerships with eleven schools in six different districts: rural, urban, and suburban. The Office of Educator Preparation facilitates the connection between SNHU, and the P-12 partner schools making initial contacts for the placement process, finalizing placements, and managing affiliation agreements. The final selection of Cooperating Practitioners is mutually agreed upon by the undergraduate teacher candidate and the partner school.
- Cooperating Practitioners must be currently licensed with at least 3-5 years of experience teaching or supervising in the area in which the candidate is pursuing licensure. University-based clinical educators (UBCEs) are certified individuals experienced in observing and evaluating professionals in the candidate's teaching field. The Self-Study Report also indicates that UBCEs "must hold a current license as a professional educator or administrator and must have a minimum of five years of teaching experience".
- The Office of Educator Preparation (OEP) conducts a 3-day clinical educator training in the summer during which both SBCEs and UBCEs are trained to use the Observation and Conference Report (O&C), Clinical Competency Inventory (CCI), and the Formative Progress Checks (FPC).
- Clinical experiences are progressive in nature in that candidates begin with observation and reflection during their first semester in the program and proceed through 1:1, small group, and whole group instruction until they reach their final clinical experience. Utilizing the Observation and Conference Report and the Professional Disposition Survey, their teaching performance and dispositions are assessed by university personnel with feedback from P-12 mentor teachers.
- Clinically based courses include on-site experiences of 16-45 hours in length, enabling candidates to develop skills in multiple settings. Early clinical courses are taught on-site in locations such as a conference room, an open classroom, or library space. The course instructor meets with the candidates to give them a particular focus for the day. The candidates are sent to classrooms for observation, and then they return to discuss what they observed with the instructor and classmates.
- P-12 partners provide input on the improvement of clinical experiences. Several interviewees have seen the result of their input in the modification of forms or templates, or in changes in candidates' behavior and/or performance. They report that their feedback and comments are welcomed and encouraged.

**2. COMMENDATIONS:**

- ❖ Selection, training, and continued professional development of cooperating practitioners.
- ❖ Clinical courses heavily embedded in clinical sites. Strong alignment across the course objectives, observations of classroom practices, and faculty guidance during class discussions.
- ❖ Strong systems of candidate assessment during clinical experiences. Assessments are collaborative across cooperating practitioners, supervisors, and the candidate.

**3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S): [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 INCLUDE(S):

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

- CAEP Site Visit Report ~ Final - March 27, 2023
- CAEP Rejoinder - Summer 2023
- Lead Response to CAEP Rejoinder - Summer 2023
- CAEP Accreditation Action Letter (CAEP determination) - November 9, 2023
- CAEP Information for EPPs Granted Accreditation - November 2023
- CAEP Accreditation Action Report - October 2023  
(Decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope)

**A. The Institution's Candidate Assessment System-****1. SUMMARY OF FINDINGS- 2023 CANDIDATE ASSESSMENT SYSTEM:**

- The report highlights that SNHU 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. 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 SNHU faculty to develop a plan specific to the area of need. These decision points are:
  - **Gateway 1:** The point at which SNHU ensures that all candidates have a minimum 3.0 GPA before admission into the teacher candidate program.
  - **Gateway 2:** Progression to Gateway 2 is determined by GPA, course grades, dispositions, and lesson planning. Gateway 2 is admission to year-long clinical experience (undergraduate)/culminating clinical experience (post-baccalaureate). In addition, candidates must receive acceptable scores on the formal observation teaching lesson to progress to the next Gateway.
  - **Gateway 3:** Progression to Gateway 3 is granted once all of the criteria from Gateway 2 are met as well as acceptable scores on 2 additional assessments - the Clinical Competency Inventory and the NHTCAP. Once minimal scores are met, candidates are recommended for program completion.
- The report highlights multiple candidate assessment points throughout an individual's program:
  - The Observation & Conference Report (O&C), an assessment also developed, validated, and used by the InTASC measures the same competencies as the CCI prior to the candidate's clinical practice.
  - The Clinical Competency Inventory (CCI), developed by the New Jersey Teacher Assessment Collaborative (NJTAC), replaced the Lesson Observation Survey in Fall 2021. The measure is used four times during the candidate's clinical practice and is also a summative assessment upon program completion. A candidate needs a minimum of 114 points (2.75 average) to pass clinical practice/student teaching and be recommended for certification.
  - The New Hampshire (NH) Teacher Candidate Assessment of Performance (TCAP), a capstone summative performance assessment. This assessment serves as the final evidence of a candidate's ability to demonstrate an understanding of the InTASC standards in all four categories. Candidates must earn an overall average score of 2.0 (with no more than one strand being scored below 2.0) to pass their culminating clinical experience and be recommended for licensure to the NH Department of Education.
- The report notes that SNHU uses multiple pieces of evidence to determine competency at the completion of the program: Praxis Data, Key Assessment Data, Elementary Specific Data, and Clinical Experience Evaluations. The report also highlights that the content area major prepares candidates within their field of teaching.
  - Evidence provided by SNHU indicates the majority of candidates passed the subject assessment with institutional pass rates ranging from 86% to 95%. This is a strong indicator of candidate content preparation.
- 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:**

- ❖ The PEPP has clearly established Gateways to document candidate progress throughout the program. Systems are in place to support candidates at each Gateway and candidates who might be struggling at a certain Gateway.

**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 - March 27, 2023
- CAEP Rejoinder - Summer 2023
- Lead Response to CAEP Rejoinder - Summer 2023
- CAEP Accreditation Action Letter (CAEP determination) - November 9, 2023
- CAEP Information for EPPs Granted Accreditation - November 2023
- CAEP Accreditation Action Report - October 2023  
(Decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope)

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

### **1. SUMMARY OF FINDINGS- 2023 PROGRAM ASSESSMENT SYSTEM:**

- SBCEs and UBCEs are evaluated by each other and their teacher candidate utilizing the Clinical Educator Feedback Survey. The OEP provides support and remediation for any clinical educator with an overall score below 2.0 on a 4-point scale. The professional development for Cooperating Practitioners is discussed at a bi-annual meeting of the Initial Licensure Advisory Board.
- **Gateway 4:** As part of the four Gateways, **Gateway 4** is designated as "Follow-Up". This Gateway includes the following program assessments: (1) An alumni survey 6 months after graduation that is sent to all SNHU graduates; (2) A Completer survey that is sent to all graduates within the previous 3 years; and (3) An Employer Survey that is sent to P-12 administrators who have hired an EPP graduate within the last three years.
- SNHU has worked to generate meaningful data to demonstrate the effectiveness of individual completers' instruction on P-12 student learning and development. In response to this need for impact data, SNHU developed a case study of program completers who are in their first, second or third year of in-service.
  - The case study protocol asked participants to teach and complete three lesson plans and be evaluated by an SNHU trained clinical educator. In addition to the observation and assessment of the lesson(s), the participants are asked to provide their evaluations of their effectiveness from their school supervisor as well as documentation of their students' learning.
- SNHU has developed a comprehensive Quality Assurance System. The system is comprised of institutionally created measures, as well as instruments adopted from the New Jersey Teacher Assessment Consortium. Each semester, the Director of Accountability and Research summarizes and reports the data.
  - Data is shared twice a year with faculty and administration at data retreats and with school partners at Initial License Advisory Board meetings. Faculty analyze data to determine candidate strengths and areas for improvement. The Advisory Board provided feedback on program changes and recommendations to SNHU.
  - During data retreats each semester, teams review data and complete assessment data Feedback Forms for each assessment outline strengths, areas for improvement, proposed actions, and questions to be followed up on by stakeholders.
- Findings include that SNHU has relevant internal and external stakeholders involved in program design, evaluation, and continuous improvement processes. These stakeholder groups include: the Initial Licensure Advisory Board and Goulder Center for Innovative Practices in Education.

### **2. COMMENDATIONS:**

- ❖ SNHU is intentional in its program assessment system to draw on data from internal and external stakeholders.
- ❖ Data is systematically reviewed and responded to.

### **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 - March 27, 2023
- CAEP Rejoinder - Summer 2023
- Lead Response to CAEP Rejoinder - Summer 2023
- CAEP Accreditation Action Letter (CAEP determination) - November 9, 2023
- CAEP Information for EPPs Granted Accreditation - November 2023
- CAEP Accreditation Action Report - October 2023  
(Decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope)

**IV. Proposed motion to the Council for Teacher Education [602.10]**

**A. PROPOSED RECOMMENDATION(S):**

As a result of the CAEP Accreditation review and outcome, it is recommended that Southern New Hampshire University be recommended for **FULL APPROVAL** through **03/30/2031**, for the below listed PEPPs: [602.09]

NH Ed. Standards	CONTENT AREA(S)	Format	Approval	Proposed Expiry
507.18	Early Childhood Education Teacher (birth-grade 3)	BA, MEd, Licensure	full	03/30/2031
507.41	Early Childhood Special Education Teacher (birth-grade 3)	BA, MEd, Licensure	full	03/30/2031
507.11	Elementary Education Teacher (k-6); (k-8)	BA, MEd, Licensure	full	03/30/2031
507.24	English Language Arts Teacher for Grades 5-12	BA, MEd, Licensure	full	03/30/2031
507.26 (507.25)	Mathematics Teacher- Middle Level (to Alg. 1/Integ. 1)	BA, MEd, Licensure	full	03/30/2031
507.27 (507.25)	Mathematics Teacher- Upper Level (Pre Alg. to AP Math)	BA, MEd, Licensure	full	03/30/2031
507.29 (507.30)	Science Teacher for Grades 5-8	BA, MEd, Licensure	full	03/30/2031
507.28	Social Studies Teacher for Grades 5-12	BA, MEd, Licensure	full	03/30/2031
507.40	Special Education Teacher (age 5-22)	BA, MEd, Licensure	full	03/30/2031

**B. COUNCIL FOR TEACHER EDUCATION REACTORS: [602.10]**

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

- Dr. Laura Wasielewski, Saint Anselm College
- Brian Walker, Plymouth State University

**C. POSSIBLE MOTION TO CTE:**

The NHCTE makes a motion to recommend to the State Board of Education **FULL APPROVAL** for Southern New Hampshire University for the above-listed nine (9) PEPPs through **March 30, 2031**.

**OR**, I move that the State Board of Education \_\_\_\_\_.  
*(Indicate some other recommendation)*

# Appendix A:

# CAEP Site Visit Agenda ~ March 27- 29, 2023



## CAEP Site Visit Agenda Southern New Hampshire University

		Monday, March 27, 2023		
Time	Interview	Standard	Participants	Meeting link
9:30am EST	Morning Check-In		CAEP Site Visit Team CAEP Site Visit Team Lead	Link provided by CAEP Team Lead.
12:00pm-12:15pm	Brief Check-In (if-needed)	n/a	Catherine Stavenger, Executive Director Accreditation and Assessment Dorina Crook, Director of Accountability and Research Cara Prosek, Vice President Academic Affairs Caitlin Jillson, Assistant Director of Accreditation and Assessment	Link provided by CAEP Team Lead.
12:00pm-12:45pm EST	Lunch	n/a	n/a	n/a
1:00pm-1:45pm EST	Welcome/Introduction		CAEP Site Visit Team Paul LeBlanc, SNHU President Cara Prosek, Vice President Academic Affairs Kenneth Nilsson, Interim Dean of School of Arts, Sciences and Education Audrey Rogers, Associate Dean of Graduate Education Programs Catherine Stavenger, Executive Director Accreditation and Assessment	<a href="https://us02web.zoom.us/j/8765639047?pwd=VlZaZnE4dUdXWm1ZlUdUYyZjRmMzRlZkd0">https://us02web.zoom.us/j/8765639047?pwd=VlZaZnE4dUdXWm1ZlUdUYyZjRmMzRlZkd0</a>
2:00pm-2:45pm EST	1: Faculty	Standard 1	CAEP Site Visit Team Representative Katie Rector, Assistant Professor Nichole Canlier, Assistant Professor Jennifer Carrobbi, Associate Professor Elizabeth Farnsworth, Assistant Professor, General Special Education Amanda Marchison, Assistant Professor Mary Westwater, Associate Professor Education Abigail Beran, Assistant Professor, General Special Education Leah Whitmore, Assistant Professor of Education Andrea Campbell, Assistant Director, Field-based Education Programs	<a href="https://us02web.zoom.us/j/81383710917?pwd=ZzYxekE5TDROMksaVjZlUzBmNzhpOT09">https://us02web.zoom.us/j/81383710917?pwd=ZzYxekE5TDROMksaVjZlUzBmNzhpOT09</a>
	2: Office of Educator Preparation: Field Placements	Standard 4	CAEP Site Visit Team Representative Shawna D'Amour, Director of Education Licensure Molly Ebitson, Assistant Director of Education Licensure	<a href="https://us02web.zoom.us/j/83471379296?pwd=U1Blckk4NkRlOUVBYWw0RHVOTDdlUT09">https://us02web.zoom.us/j/83471379296?pwd=U1Blckk4NkRlOUVBYWw0RHVOTDdlUT09</a>
3:00pm-3:45pm EST	3: Office of Educator Preparation: Gateway Support, Communication, and Monitoring	Standard 3	CAEP Site Visit Team Representative Shawna D'Amour, Director of Education Licensure Molly Ebitson, Assistant Director of Education Licensure Megan LeMarche, Dean of Students Kristin Boslmer, Campus Academic Advisor Mary Westwater, Associate Professor Education Jennifer Carrobbi, Associate Professor Andrea Campbell, Assistant Director, Field-based Education Programs	<a href="https://us02web.zoom.us/j/88011400348?pwd=Zml4QjRlYXNlVWw2QlNlcjRlNkEzUT09">https://us02web.zoom.us/j/88011400348?pwd=Zml4QjRlYXNlVWw2QlNlcjRlNkEzUT09</a>
	4: Quality Assurance System	Standard 5	CAEP Site Visit Team Representative Dorina Crook, Director of Accountability and Research	<a href="https://us02web.zoom.us/j/84743977996?pwd=VGlhbXVhMFpBcmNkVWk0SSZlZk09">https://us02web.zoom.us/j/84743977996?pwd=VGlhbXVhMFpBcmNkVWk0SSZlZk09</a>
4:00pm-4:45pm EST	5: Current Culminating Experience/ Student Teaching Candidates	Standard 1	CAEP Site Visit Team Representative Ellen Albanese, BA Elementary Education with General Special Education Sofia Barasi, BA Middle School Science Education Sarah Zarakotas, BA Elementary Education with General Special Education Marissa Anderson, BA Early Childhood Education Angelina Iossa, MEd Secondary Education Kathryn Taylor, MEd Elementary and Special Education	<a href="https://us02web.zoom.us/j/83948967867?pwd=MzFjNkRlOTYyWzVSSiRlNkVlR5Zk09">https://us02web.zoom.us/j/83948967867?pwd=MzFjNkRlOTYyWzVSSiRlNkVlR5Zk09</a>
	6: School Based Clinical Educators	Standard 2	CAEP Site Visit Team Representative Patty Hurley, Special Education Teacher, Northwest Elementary School, Manchester, NH Christine Heath, Grade 4 Teacher, Memorial Elementary School, Bedford, NH Alan Mathis, English Teacher/Department Chair, Memorial High School, Manchester, NH Margaret O'Leary, Grade 3 Teacher, Gosler Park Elementary School, Manchester, NH Brittany Crofton, Grade 2 Teacher, Gosler Park Elementary School, Manchester, NH Shannon Baskoulmas, Kindergarten Teacher, Fred C Underhill Elementary, Hooksett, NH Brenda Parsons, Special Education Teacher, Dunbarton Elementary School, Dunbarton, NH Cathy Mulready, Grade 1 Teacher, East Derry School, Derry, NH Terry Us, Grade 3 Teacher, Hooksett Memorial School, Hooksett, NH Kevin Fleury, Science Teacher, Cawley Middle School, Hooksett, NH	<a href="https://us02web.zoom.us/j/85140478618?pwd=OXhFT0FkZWVlMmFkTG03SjVlYk00ZlZk09">https://us02web.zoom.us/j/85140478618?pwd=OXhFT0FkZWVlMmFkTG03SjVlYk00ZlZk09</a>
5:15pm EST	Afternoon/Evening Check-In	n/a	CAEP Site Visit Team Lead Catherine Stavenger, Executive Director Accreditation and Assessment Dorina Crook, Director of Accountability and Research Cara Prosek, Vice President Academic Affairs Caitlin Jillson, Assistant Director of Accreditation and Assessment	Link provided by CAEP Team Lead.
7:00pm EST	Site Visit Team Meeting	n/a	CAEP Site Visit Team	Link provided by CAEP Team Lead.



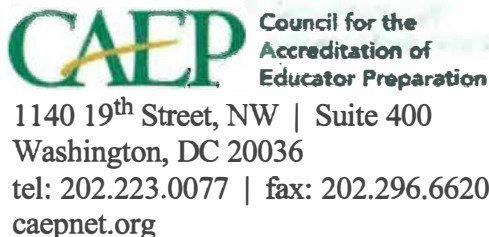
**CAEP Site Visit Agenda  
Southern New Hampshire University**

Wednesday, March 29, 2023			
Time	Interview	Participants	Meeting link
8:00am – 11:45am EST	Site Visit Team Working Time	CAEP Site Visit Team	Link provided by CAEP Team Lead.
12:00pm – 1:00pm EST	Lunch	n/a	n/a
1:00pm EST	Exit Interview	CAEP Site Visit Team Cara Prosek, Vice President Academic Affairs Donna Crook, Director of Accountability and Research Catherine Stavenger, Executive Director Accreditation and Assessment Caitlin Jillson, Assistant Director Accreditation and Assessment	Link provided by CAEP Team Lead.



# 1. CAEP Accreditation Action Letter (CAEP determination) -

Nov. 9, 2023



November 9, 2023

Dr. Paul J. LeBlanc  
President  
Southern New Hampshire University  
2500 North River Road  
Manchester, NH 03106

Dear Dr. LeBlanc:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 22, 2023, and I am pleased to inform you that the following accreditation status has been granted:

The School of Arts, Sciences and Education at Southern New Hampshire University is granted **Accreditation** at the initial-licensure level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

Christopher A. Koch, Ed.D.  
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (emailed to provider leadership), and Information on CAEP Accreditation

cc: Dr. Benjamin Cole, School of Arts, Sciences and Education;

- Andrea Campbell, School of Arts, Sciences and Education;  
Carrie Morel, School of Arts, Sciences and Education;  
Dr. Audrey Rogers, School of Arts, Sciences and Education;  
Tamara Goodspeed, School of Arts, Sciences and Education;  
Dr. Kimberly Bogle Jubinville, School of Arts, Sciences and Education;  
Laura A. Stoneking, New Hampshire Department of Education;  
Steve Appleby, New Hampshire Department of Education

## # 2. CAEP Information for EPPs Granted Accreditation -

November 2023



## Information for EPPs Granted Accreditation

### Accreditation Council Decision

Accreditation is granted when the Accreditation Council determines that an educator preparation provider (EPP) meets all CAEP Standards, even if areas for improvement (AFIs) are identified in the final decision.

The full Accreditation Council makes all final decisions relevant to the CAEP Standards based on evidence submitted by the EPP, findings from the evaluation team, and sufficiency of evidence for each standard, and then acts upon the recommendations from the initial and joint panel reviews. The Council pays particular attention to consistency across all of the accreditation decisions.

The Action Report is the official record of your accreditation status and should be used to review and guide your provider's efforts to continue to meet the CAEP Standards.

### Consumer Information and Representation of Accreditation to the Public

CAEP requires accredited EPPs to provide consumer information to the public, including candidate performance data. Title II data must be publicly available on the website (Accreditation Policy V.1.01).

When representing its accreditation to the public, an EPP must report the accreditation decision accurately, including the specific academic or instructional programs covered by the accreditation, and the address and telephone number of the Council for the Accreditation of Educator Preparation as provided on the CAEP website. The official statement to be publicly displayed on the EPP's website is provided by CAEP following the Accreditation Council action, as defined by the CAEP Communication Guidelines. (Accreditation Council Policy IV.1.18)

The accreditation status and term will be posted on the CAEP website at:

<http://caepnet.org/provider-search>

### Annual Reports

All EPPs must submit an Annual Report each year in order to maintain accreditation or accreditation-eligibility. The report is opened for entry each year in January and EPPs are given 90 days from the date of system availability to complete the report (Accreditation Policy V.3.01).

November 2023

## # 3. CAEP Accreditation Action Report -

October 2023

(Decision(s); Summary of Standards; AFIs and stipulations; info @ accreditation statuses; scope)



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

School of Arts, Sciences and Education  
Southern New Hampshire University  
Manchester, New Hampshire

Accreditation Council October 2023

Accreditation Application Date: \*

*This is the official record of the Educator Preparation Provider's accreditation status.*

*The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

\* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

### ACCREDITATION DECISION

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Fall 2023 and Fall 2030. The next site review will take place in Spring 2030.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Not Applicable
STANDARD R4/RA4: Satisfaction with Preparation	Met	Not Applicable
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Not Applicable
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Not Applicable
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	Met	Not Applicable

### AREAS FOR IMPROVEMENT AND STIPULATIONS

**Areas for Improvement:** Identified areas for improvement are addressed in the provider's annual report.

**Stipulations:** Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

No Areas for Improvement or Stipulations were identified in this report.

### AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

None.

## INFORMATION ABOUT ACCREDITATION STATUSES

**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.

- **Areas for Improvement (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 is granted for 2 years** if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **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** 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 revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

## SCOPE OF ACCREDITATION

The scope of CAEP's work is the 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.

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review.

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12

schools/districts. CAEP's Advanced Level accreditation does not include any advanced level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

The following programs are included in the current accreditation cycle:

<b>Name</b>	<b>Level</b>	<b>Degree</b>
BA Education for Licensure with concentration in Early Childhood Education (N-3)	Initial	Baccalaureate
BA Education for Licensure with concentration in Early Childhood Education and Early Childhood Special Education	Initial	Baccalaureate
BA Education for Licensure with concentration in Early Childhood Special Education (N-3)	Initial	Baccalaureate
BA Education for Licensure with concentration in Elementary Education (K-6 or K-8)	Initial	Baccalaureate
BA Education for Licensure with concentration in Elementary Education and General Special Education	Initial	Baccalaureate
BA Education for Licensure with concentration in English (5-12)	Initial	Baccalaureate
BA Education for Licensure with concentration in General Special Education (K-12)	Initial	Baccalaureate
BA Education for Licensure with concentration in Science (5-8)	Initial	Baccalaureate
BA Education for Licensure with concentration in Social Studies (5-12)	Initial	Baccalaureate
BA Education for Licensure with concentration in Teaching Math, Middle Level	Initial	Baccalaureate
BA Education for Licensure with concentration in Teaching Math, Upper Level	Initial	Baccalaureate
MEd Early Childhood and Special Education	Initial	Post Baccalaureate
MEd Elementary and Special Education	Initial	Post Baccalaureate
MEd Secondary Education (English 5-12)	Initial	Post Baccalaureate
MEd Secondary Education (Math, Middle Level)	Initial	Post Baccalaureate
MEd Secondary Education (Math, Upper Level)	Initial	Post Baccalaureate

MEd Secondary Education (Science 5-8)	Initial	Post Baccalaureate
MEd Secondary Education (Social Studies 5-12)	Initial	Post Baccalaureate

**NOTE: Neither CAEP staff, evaluation team members, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.**

**End of Action Report**



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 February 15, 2024, meeting.

**A. ACTION NEEDED**

Keene State College (KSC) is one of 11 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve KSC's (1) proposed new educator preparation program below.

**B. RATIONALE FOR ACTION**

Under Option 3, review of a proposed additional PEPP, the CTE accepted the review team's report and the associated approval recommendations. Additionally, the CTE (Yes-14; No-0; Abstain-1) unanimously recommends to the State Board of Education **full approval** for the below one (1) PEPP through **August 28, 2027**. [602.08]

**C. EFFECTS OF THIS ACTION**

If approved, KSC will begin to offer this educational pathway with enrollment beginning this spring/summer. Candidates will be afforded a professional educational program leading to Special Education Administrator licensure, confirming that candidates have met administrative requirements through completion of this preparation program and subsequently, and recommended as a program completer of a NH approved educator preparation program.

**D. HISTORICAL BACKGROUND**

❖ February 9, 2023

Motion: Ann Lane made the motion, seconded by Sally Griffin that the State Board of Education grant Keene State College a 7-year full **approval** for the below listed PEPPs through **2/28/2030**  
Vote: The motion was approved by unanimous vote by the State Board of Education.  
KSC was asked to come back in a year with an update [mission, vision, value statement].

Chemistry Teacher for Grades 7-12	BS, BA, Licensure
Early Childhood Education Teacher (birth - grade 3)	BS, Licensure
Earth and Space Science Teacher for Grades 7-12	BS, BA, Licensure
Elementary Education Teacher (K-6) (K-8)	BS, Licensure
English Language Arts Teacher for Grades 5-12	BS, BA, Licensure
Life Science Teacher for Grades 7-12	BS, BA, Licensure
Mathematics Teacher- Middle Level (to Alg.1/Integ 1)	BS, BA, Licensure
Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BS, BA, Licensure
Music Teacher	BM, Licensure
Physical Education Teacher	BS, Licensure
Physics Teacher for Grades 7-12	BS, Licensure
Science Teacher for Grades 5-8	BS, BA, Licensure
Social Studies Teacher for Grades 5-12	BS, BA, Licensure
Special Education Teacher (age 5 through 21)	MEd, Licensure
World Languages Teacher- Spanish	BS, BA, Licensure
Principal Instructional Leader	MEd, Licensure

**E. POSSIBLE MOTION**

As a result of the Option 3, proposed additional PEPP review and outcome, it is recommended that Keene State College be granted **FULL APPROVAL** through **03/30/2031**, for the below listed PEPPs: [602.09]

NH Ed. Standards	CONTENT AREA(S)	Format	Approval	Proposed Expiry
506.01; *including 505.03, 505.04	Special Education Administrator	MEd, Licensure	<b>full</b>	<b>8/28/2027</b>
*Enrollment to begin in the spring/summer of 2024.				

**OR**, I move that the State Board of Education \_\_\_\_\_  
(Indicate some other recommendation)

Action by the State Board: Appeal

\*Per 602.17(c)(1, 2, or 3)

(1) Approval for up to and not to exceed 3 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 3 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.

\*Per 602.17(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.

Pursuant to Ed 602.17(f), failure to comply with PEPP administrative rules and state laws shall be grounds for the state board to rescind its approval of the PEPPs and shall lead to (1) Conditional approval for one year; or (2) Elimination of Specific PEPP(s) with a teach-out plan.





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

**OPTION 3: PEPP REVIEW  
PROPOSED ADDITIONAL PEPP REPORT: 2023  
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**KEENE STATE COLLEGE  
229 MAIN STREET  
KEENE, NH 03435  
[www.keene.edu](http://www.keene.edu)  
Educator Preparation Program Review**

<b>Dr. Laura Wasielewski</b>	<b>Chair</b>	<b>Saint Anselm College/ Council for Teacher Education Representative</b>
<b>Dr. Nicholas Marks</b>	<b>Administrator</b>	<b>NH Department of Education Bureau of Educator Preparation and Higher Education</b>

<b>NH Ed. Standard(s)</b>	<b>Educator Preparation Program Content Area</b>	<b>Degree/Format</b>	<b>Reviewer</b>
506.01; *Including 505.03, 505.04	Special Education Administrator	MEd, Licensure	<b>Jennifer Pomykato,</b> NH School Administrators Association; Student Services Center Director

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## A. Context:

### College & Department History:

#### **INTRODUCTION:**

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 \(SVP\)](#) 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 Commission on Higher Education (NECHE), the Council for the Accreditation of Educator Preparation (CAEP), the National Association of Schools of Music (NASM), 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) , and approval of PEPPs by the New Hampshire State Board of Education.

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 2023, KSC was home to a total of 2,863 students with 2,663 full-time and 34 part-time undergraduate students and 22 full-time and 84 part-time graduate students. An additional 60 students are identified as Continuing Education students. Among them, 1,500 identify as female, and 1,325 identify as male (38 students did not report gender). 2,285 undergraduate students identify as white, 315 identify as students of color, and 91 students are unknown. 937 undergraduates 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 on the [Graduate Studies](#) web page.

The College 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.

In Summer 2022, following the recent CAEP site visit, KSC transitioned to a one-school model and eliminated the two-school model: the School of Arts, Education, and Humanities (AEH) and the School of Sciences, Sustainability, and Health (SSH). The new one-school Dean's office model includes three Associate Deans. The Education Department, Music Department, Human Performance and Movement Science Department, and Educator Preparation Office all report

to the Associate Dean of Accredited Programs, Compliance, and Assessment.

The Associate Dean of Accredited Programs, Compliance, and Assessment, also serves as the Director of Educator Preparation and oversees the daily operations of the Educator Preparation Programs (EPP) and the Educator Preparation Office. The Educator Preparation Leadership Team (EPLT) supports the Associate Dean and includes the EPP Program Coordinators. The EPLT is responsible for reviewing policies, establishing procedures, and discussing issues and items about educator preparation.

The Provost's Office is responsible for the overall operations and budget for Academic Affairs. The Associate Dean of Accredited Programs, Compliance, and Assessment is the Budget Manager for EPPs in collaboration with the Education Department Chairs.

The College's Organizational Charts provide the structure of KSC's leadership and including Academic Affairs administration. Keene State College transitioned to a one School model in Summer 2022 and KSC EPPs were reorganized Summer 2023. The current KSC EPP Organizational Chart is also attached. This was revised in 2023 after the CAEP site visit.


❖ Refer to Organizational Charts in Appendix of report.

- Appendix D: Keene State College 2024 Organizational Chart page 32
- Appendix E: Keene State College 2024 Academic Affairs Chart, and page 33
- Appendix F: Keene State College 2024 EPP Reorganizational Chart page 34

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### **MISSION, VISSION, AND VALUES:**

*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; our shared values and beliefs address expectations for our candidates and graduates.*

<h2><b>Keene State College Educator Preparation Program</b></h2> <h3><b>Mission and Vision</b></h3>  <p><a href="https://www.keene.edu/office/teachered/missions-and-values/">https://www.keene.edu/office/teachered/missions-and-values/</a> Revised Spring 2023 and Approved 5/17/23.</p>
<h4><b>Mission</b></h4> <p>The Educator Preparation Programs integrate the liberal arts with content-specific knowledge and professional educators' skills, knowledge, and dispositions in alignment with state and national standards. Our collaborations with our B-12 partners create scaffolded field experiences that are developmentally designed so that pre-service teachers grow as professional educators who are ready to positively impact schools. We prepare future educators to think critically and creatively, engage in their communities, and pursue meaningful work in a global society.</p>
<h4><b>Vision Statement</b></h4> <p>The Educator Preparation Programs' vision is to graduate professional educators who are prepared to be advocates for children and equitable public education, possess intellectual and personal integrity, and demonstrate professional skills, knowledge, and dispositions to meet the cognitive, social, emotional, behavioral, and physical needs of all students in our ever-evolving world.</p>

# Keene State College Educator Preparation Program

## Shared Values and Beliefs

<https://www.keene.edu/office/teachered/missions-and-values/>

*Revised Spring 2023 and Approved 5/17/23.*

### 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 Program and its licensure areas strive to prepare educational professionals who:

- **E**xplore the dynamic nature of teaching and learning
- **D**emonstrate professional and ethical behaviors that meet high expectations and standards
- **U**nderstand the world through multiple perspectives
- **C**ontribute to a just, sustainable, and equitable world

#### **Theme 1: Explore the dynamic nature of teaching and learning.**

The goal of educator preparation is to develop teachers who are reflective practitioners and are prepared to respond to the evolving needs of diverse learners. Teacher candidates engage in clinical experiences in Birth – grade 12 (B-12) settings that support the development of knowledge, skills, and dispositions. Development of these skills and dispositions are facilitated in many ways across all program field experiences and coursework. Teacher candidates develop the ability to:

- plan engaging learning experiences with evidenced-based pedagogical approaches.
- use authentic assessment strategies appropriate to the learners' age, developmental level, and cultural context.
- critically reflect on the success of each learning experience by applying assessment data to develop a deep understanding of appropriate practices that contribute to the teaching and learning process.

#### **Theme 2: Demonstrate professional and ethical behaviors that meet high expectations and standards.**

Teacher candidates meet high expectations and standards in their development of professional and ethical behaviors, reflective practices, and advocacy for the benefit of learners, their families, and the educational system. While faculty and cooperating professionals model, support, and assess professional and ethical behaviors, candidates also assess their own progress, committing to consistent, career-long dedication and growth. Development of these skills and dispositions are facilitated in many ways across all program field experiences and coursework. Teacher candidates develop the ability to:

- collaborate and use professional, clear communication (verbal and written) with learners, families, peers, cooperating professionals, and faculty.
- establish a clear understanding of the legal mandates and moral obligations of the profession.
- reflect critically on experiences and demonstrate personal and professional growth.

#### **Theme 3: Understand the world through multiple perspectives.**

The Educator Preparation Program is committed to guiding teacher candidates to develop an understanding and respect for all people and cultures. This pluralistic perspective allows teacher candidates to participate ethically in our educational systems. Development of these skills and dispositions are facilitated in many ways across all program field experiences and coursework. Teacher candidates develop the ability to:

- understand multiple perspectives of diverse learning styles and abilities, personal, cultural, and economic backgrounds, historical and philosophical approaches, and the contexts where these differences intersect.
- reflect on multiple perspectives that enrich learning experiences and support the development of critical thinking toward equity and justice.
- demonstrate responsiveness to contemporary issues and the possible impacts on B-12 learners, families, and communities.

#### **Theme 4: Contribute to a just, sustainable, and equitable world.**

Teacher candidates can have a significant impact on B-12 learners. Advocacy for learners, families, and communities is central to the education professional's role. Development of these skills and dispositions are facilitated in many ways across all program field experiences and coursework. Teacher candidates develop the ability to:

- emphasize the importance of developing a sense of service to the community through engagement with all stakeholders.
- model respect for humanity and acknowledge individual viewpoints and experiences.
- foster inclusion, diversity, and access as global citizens to develop a sustainable and equitable world.

**NHED STATE BOARD of EDUCATION - KSC Professional Educator Preparation Programs History:**

	<b>Keene State College</b> 229 Main Street Keene, NH 03435
<b>2/2011</b>	Site visit program review.
<b>4/13/2011</b>	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) <b>**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**</b>
<b>8/14/2014</b>	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; <b>**SBE to revisit this date contingent upon approval granted in 2014 **</b>
<b>2014</b>	KSC underwent the National Council for Accreditation of Teacher Education (NCATE) obtaining national accreditation (NCATE Legacy). <i>* 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.</i>
<b>1/12/2017</b>	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)
<b>6/2017</b>	School counseling program "on hold" per CTE minutes.
<b>11/12/2017</b>	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
<b>10/10/2019</b>	The Board granted a one-year extension of KSC education preparation programs from 8/31/2021 to 8/31/2022
<b>11/12/2020</b>	Keene State College (KSC) – Substantive Change Request 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.
<b>7/8/2021</b>	Keene State College (KSC) – Substantive Change Request Request to end 3 programs and move expiration up; Completed IHE process for putting on hold and eliminating programs; KSC 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.
<b>3/10/2022</b>	Keene State College - 6-Month Extension Request Request 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.

## B. Previous Review(s)~ 2022 Summary of Findings:

The **April 3-5, 2022**, review of the sixteen (16) PEPPs at Keene State College was 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]

### KEY FINDINGS from the 2022 REVIEW:

Overall, the 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.

Strengths include accessibility of faculty and staff – responsive; year-long internship for master’s level Special Education candidates; breadth of experiences that the candidates are required to get/meet; wide range of experiences; flexibility without compromise of high standards; faculty commitment to help candidates get what they need.

KSC programs reviewed met all NH Department of Education Standards and did not require responsive action.

Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 23, 2022, and granted Accreditation at the initial-licensure level and the advanced level as described in the Accreditation Action Report to The School of Arts, Education and Humanities at Keene State College. Accreditation is granted at the initial-licensure level and the advanced level. This Accreditation status is effective between Fall 2022 and Fall 2028. The next site review will take place in Spring 2028. All CAEP standards were met.

The State Board of Education approved the below sixteen (16) KSC PEPPs full approval through **February 28, 2030** [602.15 (c)(1)].

#### The programs included:

Chemistry Teacher for Grades 7-12	BS, BA, Licensure
Music Teacher	BM, Licensure
Early Childhood Education Teacher (birth - grade 3)	BS, Licensure
Physical Education Teacher	BS, Licensure
Earth and Space Science Teacher for Grades 7-12	BS, BA, Licensure
Physics Teacher for Grades 7-12	BS, Licensure
Elementary Education Teacher (K-6) (K-8)	BS, Licensure
Principal Instructional Leader	M.ED, Licensure
English Language Arts Teacher for Grades 5-12	BS, BA, Licensure
Science Teacher for Grades 5-8	BS, BA, Licensure
Life Sciences Teacher for Grades 7-12	BS, BA, Licensure
Social Studies Teacher for Grades 5-12	BS, BA, Licensure
Mathematics Teacher- Middle Level (to Alg.1/Integ 1)	BS, BA, Licensure
Special Education Teacher (age 5-21)	M.ED, Licensure
Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BS, BA, Licensure
World Language Teacher- Spanish	BS, BA, Licensure

### **C. Introduction and Overview of Fall 2023 Review and Visit:**

A Memorandum of Understanding (MOU) was developed between the Council for Teacher Education (CTE) Review Chair, the NHED and Keene State College and was finalized on October 23, 2023. This MOU identified the purpose, important dates, logistics, specifications and the PEPP included in the review. *(See Appendix B)*

The review was conducted remotely. KSC shared the materials via Google Drive to the review team on November 3, 2023. However, a scheduled Zoom meeting on November 15, 2023 was included to provide the IHE an opportunity to respond to any questions the reviewer had and ask questions of the review team. The exit interview was scheduled on November 20, 2023 via Zoom with KSC, the CTE Review Chair, and the NHED.

The proposed program is an expansion of KSC's Educational Leadership program, Principal Specialization, and would meet the statewide critical need for qualified special education administrators. The Educational Leadership Principal program at KSC has a long history of national accreditation (Council for the Accreditation of Educator Preparation, CAEP); national recognition (Educational Leadership Constituent Council, ELCC); and state approval. Core courses in both options would be shared to address the new Professional Education Administrator requirements (Ed. 505.04). This would allow for efficient integration of this new option into the Educational Leadership program and support shared learning among both principals and special education candidates.

The proposed program has been developed in collaboration with the New Hampshire Association for Special Education Administrators (NHASEA) and qualified professionals in the field. This collaboration was supported by a grant from the New Hampshire Educational Effectiveness for Student Success (NHEESS) project which is funded by the National CEEDAR Center at the University of Florida. The focus of the grant was to design curriculum modules to support both a Site Based Learning Pathway and an Educator Preparation Program Pathway for licensure. The modules were designed to address Ed. 506.04. The overall goal of the project was to support the development of a pipeline of qualified special education administrators in the state.

Since this program has yet to be approved, there currently are no candidates.



## D. Key Findings:

### 1. SUMMARY:

Below are key elements as a result of this review:

- i. Clinical Practice [604.01]
- ii. Clinical Partnership [604.02]
- iii. Clinical Educators and Supervisors [604.03; 604.04]

Keene State College has a clearly articulated and data-driven Clinical Practice model. The model includes systematic selection of mentors and verification of appropriate credentials, and intentional design of activities that align and lead to the demonstration of competency for all assigned Standards and Competencies. The Clinical Practice model is aligned to the Candidate Assessment system through participation in three different internship experiences, with a deliberate design based on having candidates engage in increased levels of complexity and responsibility to develop an understanding of the roles and work of the Special Education administrator. The Culminating Clinical Experience includes a year-long internship and completion of a Special Education Administrator Portfolio to demonstrate proficiency in the four content knowledge modules.

KSC has developed a partnership with the New Hampshire Association of Special Education Administrators (NHASEA) and also works in partnership with the Southwest Center for Educator Support to develop district partnerships in the hope of developing a continuous pipeline of future educational leaders.

- iv. Curriculum, Learning Facilitation, and Resources [605]
- v. Assessment Systems- Candidate Assessment [606.01]  
The Candidate Assessment System for Special Education Administrator Licensure is clearly delineated and incorporated into the Keene State College EPP framework for candidate assessment. Aggregated data from these assessments are used to inform programmatic adjustments.
- vi. Assessment Systems – Program Assessment [606.02; 606.03]  
Keene State College has developed a thorough Program Assessment System. While candidates proceed through the program, there is continuous and systematic data collection to monitor the performance of the candidates. This is a data driven system that yields the ability to gather data for national accreditation, federal and state reporting, and continuous improvement for the program itself.

KSC has implemented a candidate assessment system consisting of multiple Decision Points that candidates progress through during the duration of the program. There are seven key assessments and rubrics delineated in the context of graduate courses and internships, and clearly defined criteria for evaluating candidates utilizing various methodologies including admission criteria, academic performance in coursework, professional dispositions, and successful completion of the internship. Prior to full admission into the program, KSC's admissions process is based on a holistic approach to determine candidate potential for success through evaluation of prior academic performance, interview information, professional disposition, professional recommendations and necessary credentials.

KSC has developed a thorough Program Assessment System. While candidates proceed through the program, there is continuous and systematic data collection facilitated by Tk20 to review candidate performance. This data driven system provides a robust opportunity to inform programmatic adjustments through analysis of aggregated assessment data.

- vii. Individual Programs [608]
  - a. See Section V. Program Reports.

The Review Chair and NHED Bureau Administrator rate the professional educator preparation program as:

**4- Highly Effective:** Teacher Preparation programs performing at the *Highly Effective Level* consistently do the following:

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

**2. COMMENDATIONS:**

- ❖ Strong partnerships with the field to create modules to meet the needs of the working professional.
- ❖ Frequent and relevant assessments to guide the candidate and measure competencies, knowledge, and skills needed to meet the responsibilities of a Special Education Administrator.
- ❖ Rigorous coursework clearly defined for the candidate, aligned with the knowledge and skills requirements of the endorsement area with clear timelines for completion to meet certification requirements for Special Education Administrator.
- ❖ The proposed program is relevant with a clear vision, aligned across multiple standards including NHED professional education standards (Ed 505.04) and the Special Education Administrator Standards (506.04), cross-walked with national standards from NELP and CASE.
- ❖ Expectations for candidates are clearly articulated with rigorous admission criteria, self-assessment processes, and progress reviews to ensure candidates may complete the program within an expected timeline.
- ❖ This proposal outlines specific benchmarks with clearly defined key assessments that define the timeline, form, and purpose. There is evidence of application of sufficiently rigorous criteria to ensure candidates recommended for licensure meet and exceed all state licensure standards.

**3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S):**

- i. Clinical Practice [604.01]
  - Continue to use data from the field to adjust and make modifications to the Special Education Administrator Specialization program.
  - Integrate the Education Administrator Specialization into the Education Leadership Handbook.
- ii. Assessment Systems - Program Assessment [606.02]
  - KSC indicated throughout several Educational Leadership Program documents that updates will be made to include the Special Education Administrator program specifics will be made moving forward e.g., Special Education Administrator section of the Handbook, revision of rubrics, quality assurance handbook.
- iii. Individual Programs
  - a. See Section V: Specific Licensure Program.

The review team recommends **FULL APPROVAL** for the Special Education Administrator program (M.Ed., Licensure) to begin enrollment in the spring/summer of 2024 through **August 28, 2027**.

**Progress Report** As outlined in the NHED New Program Report and supporting documents, use data from the field to adjust and make modifications to the Special Education Administrator Specialization program.

- Monitor the candidate's experience as part of the eligibility to enroll in the Special Education Administrator Specialization program. Is the 5-year requirement or the specific teaching background necessary or can candidates meet requirements with fewer years of experience or enter the program after experience in other roles?

**Annual Report**

- As outlined in the NHED New Program Report and supporting documents, use data from the field to adjust and make modifications to the Special Education Administrator Specialization program.

**4. TERMS OF CONDITIONAL APPROVAL AND PROGRESS REPORT TO ADDRESS UNMET STANDARD(S):**

Not applicable.

**1. SUMMARY OF FINDINGS:**

Below are key elements as a result of this review:

**A. CLINICAL PRACTICE [604.01]**

- The Special Education Administrator Specialization proposal outlines multiple opportunities to engage in a variety of learning experiences, effective practices, and guided reflection that support intellectual development. Within KSC's proposal, the college outlines professor and instructor backgrounds to ensure the candidates' learning experiences meet each standard.
- The courses as titled, and assignments as described for each course are aligned with the knowledge and skills required for the Special Education Administrator endorsement. These as defined by the NHED and the national professional organization Council of Administrators of Special Education (CASE).
- Special Education Administrator candidates must complete a series of coursework in foundations of educational leadership and then complete specialized leadership coursework and a yearlong internship in Special Education Administration. By the end of the internship, candidates must demonstrate proficiency in four content knowledge modules: (1) Special Education Laws, Regulations, Rules, and Policies; (2) Curriculum, Instruction, and Assessment; (3) Building Partnerships and Community; and (4) Management of Budgets and Grants.
- Through the Special Education Administrator Specialization candidates participate in three different internship experiences with specific action research projects to measure competency and knowledge. Clinical experiences are designed to increase in responsibility of the candidate and the complexity of understanding the roles and work of the Special Education Administrator.
- KSC completes a Special Education Administrator Portfolio review as part of the candidate's comprehensive licensure assessment required of Internship III 687 and aligned with the NHED Bureau of Credentialing requirements.
- Candidates must participate in NHED Self-Assessment Matrices as required under Ed 505.04 and Ed 506.04. The Special Education Administrator Portfolio is framed by the NHED 10 domains and Special Education Administration specialization standards cross-walked with NELP (Pro-Ed Administrator) and CASE (Special Educational Administrator specialization) National Standards.
- Data-informed instruction project is required for continuous school improvement as action research is required under EDUC 631.
- Candidates must plan and implement appropriate teaching and learning experiences as required under EDUC 631: Staff Selection, Supervision, and Evaluation.
- Curriculum Management and Student Assessment is required as project-based action research for EDUC 631: Curriculum Management and Student Assessment.
- To address budget, facility, and safe school, the candidate must complete a case study project within a school or district; defined within EDUC 652: Budget, Facility, and Safe Schools.
- The Educational Leadership program at Keene State College has a well-documented track record of using data from the field to adjust and make modifications to its EPPs and seeks feedback from the field and specific stakeholders. Many of these courses already are part of the KSC's Educational Leadership program which already has NHED approval.
- Assignments include general education principal administration with additional emphasis on the understanding nuances of special education law; applying best practices in special education finance; inclusive curriculum development and adaptations to address unique learning needs, including the use of assistive technology; development of student policies to support academic and behavioral development; managing that articulation and evaluation leadership techniques and strategies for leading district level teams.

EDUC-621 Inclusive Curriculum Design  
 EDUC-631 Instructional Leadership  
 EDUC-641 School Law and Ethics  
 EDUC-651 Staff Selection, Supervision, and Evaluation  
 EDUC-631 Staff Selection, Supervision, and Evaluation  
 EDUC-652 Budget, Facilities, & Safe Schools  
 EDUC 670 Educational Research Foundations (M.Ed. candidates only)  
 EDUC 675 Educational Research Design (M.Ed. candidates only)  
 EDUC 699 Educational Research Capstone (M.Ed. candidates only)  
 EDUC-685 Special Education Administrator Internship  
 EDUC-686 Special Education Administrator Internship (prerequisite Admission to School Leadership Program)  
 EDUC-687 Special Education Administrator Internship (prerequisites EDUC-686)

- The Special Education Administrator Specialization option follows the HSC EPP framework for candidate assessment. There are 7 key assessments to support candidate demonstration of proficiency. Dual educational leadership certifications as principal and special education administrator would be allowed as planned during the candidate's course selection process and KSC's series of decision points leading to the recommendation for licensure. As stated earlier, the Educational Leadership program at Keene State College has a well-documented track record of using data from the field to adjust and make modifications to its EPPs and seeks feedback from the field and specific stakeholders.

#### **B. CLINICAL PARTNERSHIPS [604.02]**

- Keene State College has a partnership with the New Hampshire Association of Special Education Administrators (NHASEA). A letter of support is included in the materials reviewed.
- The proposed program was developed in collaboration with the NHASEA and qualified professors from the field. A grant from the NH Educational Effectiveness for Student Success (NHEESS) and the National CEEDAR Center at the University of Florida supported this creative pathway leading to this proposal for this special education pathway.
- KSC worked closely with the NHED Bureau of Credentialing to ensure this proposal aligns with the NH's Bureau of Credentialing requirements.
- KSC's Educational Leadership program already has NHED approval. Courses were developed based on the skills required to fulfill certification requirements.
- The SW Center for Educator Support at KSC, a component of our EPPs, has established a regional support Leadership Consortium to develop partnerships with the district in the hope of developing a continuous pipeline of future educational leaders.

#### **C. CLINICAL EDUCATORS [604.03]**

- The program provides a mix of full-time and adjunct faculty.
- KSC recently hired a full-time contract lecturer to support the Educational Leadership option.
- The Office of Educator Preparation and the License Officer verify that a Clinical Educator meets the requirements to serve in the role.

#### **D. CLINICAL SUPERVISION [604.04]**

- Each candidate must work with the KSC Supervisor and Mentor to design a set of activities that align and lead to the demonstration of competency for all assigned Standards and Competencies.
- The Mentor and KSC Supervisor observe the candidate engaged in leadership activities and/or review various documentation including evidence that the candidate presents to show competency of a specific Standard and related Competency. Mentor agreement forms, NELP and CASE Standards, NH Department of Education Standards, and other Internship-related forms will be required.

**E. CRIMINAL HISTORY RECORDS CHECK CREDENTIAL [604.05]**

- Each student is required to present a clean criminal background report at the start of the program. This is obtained through a certified background at the student's expense.
- KSC undergraduate students are required to complete a state background check through the NH Department of Safety. Graduate Students complete their background check through the NHED and are issued a NHED clearance.

**2. COMMENDATIONS:**

- ❖ The coursework topics and assignments are aligned with the knowledge and skills requirements for the Special Education Administrator endorsement area.
- ❖ Rigorous admission criteria for the Special Education Administrator Specialization.
- ❖ Financial Aid may be available if you plan to matriculate in this program and register for at least three graduate credits in a semester.
- ❖ Strong partnerships with the field to create modules to meet the needs of the working professional.
- ❖ Frequent and relevant assessments to guide the candidate and measure competencies, knowledge, and skills needed to meet the responsibilities of a Special Education Administrator.
- ❖ Rigorous coursework clearly defined for the candidate with clear timelines for completion to meet certification requirements for Special Education Administrator.

**3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION: [Ed 604]**

- Although not required, the institution is encouraged to integrate the Education Administrator Specialization into the Education Leadership Handbook.
- Additionally, the institution is encouraged to continue to use data from the field to adjust and make modifications to the Special Education Administrator Specialization program.

**4. EVIDENCE EXAMINED INCLUDES:**

- NHED New Program Report
- Program Proposal
- Candidate and Program Assessment
- Syllabi and Related Course Materials
- Program Documents
- Admissions
- Faculty Resume and Vitae
- CAEP and State Approval Advanced Programs
- Clinical Partnerships and Cooperative Agreements
- NHASEA Letter of Support
- Modules created after receiving the grant from CEEDAR

**1. SUMMARY OF FINDINGS:**

Below are key elements as a result of this review:

**A. CURRICULUM [603.01; 607.02]**

- Candidates are verified to have the appropriate degree and certification prior to the beginning of program through Keene State College. This is accomplished through the admission process, based on application materials provided by candidates reviewed by the Program Coordinator. Program admission is limited only to those candidates who have completed a master's program in education or special education related field.
- The curriculum of the M.Ed. and licensure only programs leading to Special Education Administrator licensure are aligned to all applicable standards as demonstrated in the self-assessment matrices provided by Keene State College.
- Candidates are provided with a variety of meaningful learning experiences to support development of the skills and competencies in all applicable standards for the Special Education Administrator licensure area. These learning experiences occur through coursework and clinical experiences and are aligned to specific key assessments that are validated through the EPP Assessment System of Student Learning.
- Keene State College regularly conducts reliability studies to ensure the validity of assessments and ongoing calibration. The work is overseen and coordinated by a newly created Accreditation and Assessment Officer, with the goal of setting up consistent practices and plans for when evidence should be collected and analyzed to support the work of the faculty when accreditation work needs to be done and when data-based decisions need to be made.

Refer to TABLE 1 and TABLE 2 directly below for visual representation of excerpt for scope and sequence of curriculum, coursework and requirements.

TABLE 1



**Ed. 506  
Special Education  
Administrator**

**Program Matrix:  
Special Education Administrator Requirements  
KSC Educational Leadership:**

Leadership Courses: EDUC 621 Inclusive Curriculum Design; EDUC 631 Staff Selection, Supervision, & Evaluation; EDUC 4631 Instructional Leadership; EDUC 641 School Law and Ethics; EDUC 651 School Leader as a Change Agent; EDUC 652 Budget, Facilities, & Safe Schools; EDUC 685 Special Education Administrator Internship I; EDUC 686 Special Education Administrator Internship II; EDUC 687 Special Education Administrator Internship III

Skills, Competencies, & Knowledge in the proposed Rules	E	E	E	E	E	E	E	E	E
	D	D	D	D	D	D	D	D	D
	U	U	U	U	U	U	U	U	U
	C	C	C	C	C	C	C	C	C
	6	6	6	6	6	6	6	6	6
	5	2	3	L	4	L	L	L	L
	1	1	1	6	1	5	6	6	6
				3		2	5	8	8
				1			6	7	7
<b>(b) To be considered for licensure as a special education administrator, a candidate shall have skills, competencies and knowledge in the following areas:</b>									
<b>(1) In the area of compliance with laws, regulations, rules, and school policies, the candidate shall be able have the ability to:</b>									
a. Make decisions which reflect a thorough knowledge of current federal laws, regulations, state laws and rules for students with educational disabilities. (CASE 5.2; NELP 6.3; NHEDS Pro-Ed Administrator Standards: i.5)						I, P	P	P, D	D
b. Locate, use, and cite New Hampshire laws and rules pertaining to the operation of schools. (CASES.2; NELP 6.3; NHEDS Pro-Ed Administrator Standards.1.5)						I, P, D	P	P, D	D
c. Understand local school policy and its implications for students with educational disabilities. (CASE: 5.2; NELP 6.3; NHEDS Pro-Ed Administrator Standards: i.5)						I, P, D	P	D	D
<b>(2) In the area of curriculum, instruction, and assessment, the candidate shall have the ability to:</b>									
a. Understand and identify curriculum frameworks that meet state standards. (CASE 4.3; NELP4.1; NHEDS Pro-Ed Administrator Standards: d.6)						I, P, add	P	P, D	D
b. Understand and utilize evaluation tools that clearly identify student achievement. (CASE 4.3, 4.4; NELP 4.2, 4.4; NHEDS Pro-Ed Administrator Standards d.6)						I, P, D		P, D	D
c. Implement and develop appropriate instructional strategies to address individual learning profiles. (CASE 4.3; NELP4.2,4.4; NHEDS Pro-Ed Administrator Standards d. 4)						I, P	P, D	P, D	D
d. Incorporate current best practices in child development theory. (CASE 4.3; NELP4.3; NHEDS Pro-Ed Administrator Standards d.6)						I, P, D	P	P, D	D
e. Implement a plan that supports the ongoing use of assistive technologies (CASE 4.2; NELP4.2, 4.4; NHEDS Pro-Ed Administrator Standards d.5)						I	I, P	P	P, D
f. Implement and promote programming in the area of social emotional well-being. (CASE 4.3; NELP4.3; NHEDS Pro-Ed Administrator Standards d.2)						I, P	P	P, D	D
g. Oversee the use of appropriate instructional practices to teach and provide transitional activities in the following areas: 1. Functional living 2. Career and employment 3. Social, emotional, health and wellness (CASE STANDARD 4.5; NELP3.2; NHEDS Pro-Ed Administrator Standards c.2)						I		P, D	D
h. Understand the principles of assessment of students with educational disabilities, evaluation tools and individual evaluation programs. (CASE 4.4; NELP4.2, 4.3; NHEDS Pro-Ed Administrator Standards d.6, d.7)						I		P, D	D
i. Understand formative and summative assessment as relates to state and local expectations and requirements. (CASE 4.3, 4.4; NELP4.2, 4.3; NHEDS Pro-Ed Administrator Standards d.6, d.7)						I, P, D		P, P	D
<b>(3) In the area of building partnerships and community, the candidate shall have the ability to:</b>									
a. Identify key organizations and agencies and their functions in the community as they relate to the educational process. (CASE 6.1,7,2; NELP 1.1; NHEDS Pro-Ed Administrator Standards a.2)						I	I	P, P	D
b. Utilize a collaborative approach for involving all stakeholders in educational planning, budgeting, implementation, and evaluation. (CASE 6.1; NELP 1.1; NHEDS Pro-Ed Administrator Standards e.6, h.3, h.4)						I, P		P, D	D
c. Understand all relevant interagency agreements. (CASE 6.1; NELP 3.1; NHEDS Pro-Ed Administrator Standards e.4)								I, P	P, D
d. Establish and maintain quality partnerships with entities such as colleges, state-service and social-service agencies, and businesses with the goal of having these entities assist in providing effective educational programming. (CASE 7.3; NELP 3.1; NHEDS Pro-Ed Administrator Standards e.4, h.3, h. 4)						I		P, D	D
e. Respond to emerging and current issues impacting the school and community. (CASE 7.3; NELP 1.1; NHEDS Pro-Ed Administrator Standards a.4)						I		P, P	P, D
<b>(4) In the area of management of budgets and grants, the candidate shall have the ability to:</b>									
a. Understand how special education financial management and sources of revenue affect the overall financial planning of the district and the ability to collaborate with the superintendent, business administrator, and other relevant stakeholders as needed to provide services for students with educational disabilities and their families. (CASE 5.1; NELP 6.2; NHEDS Pro-Ed Administrator Standards i.1, i.2, i.3)								I	P, P, D
b. Develop a budget in accordance with local, state, and national laws in education, social and health agencies for the provision of services for students with educational disabilities and their families. (CASE 5.1; NELP 6.2; NHEDS Pro-Ed Administrator Standards i.1, i.2, i.3)								I	P, D
c. Coordinate the implementation of federal and state grant applications and manage appropriate IDEA grants and categorical funds. (CASE 5.1, 5/2; NELP 6.2; NHEDS Pro-Ed Administrator Standards i.1, i.2, i.3)								I	P, P, D
d. Use such fiscal control and fund accounting procedures to ensure proper disbursement of, and accounting for, funds allocated for the provision of services for students with educational disabilities and their families. (CASE 5.1; NELP 6.2; NHEDS Pro-Ed Administrator Standards i.1, i.2, i.3)								I	P, D
e. Identify and procure resources and supplementary funding, including funding from available state and federal funding sources, to support program development and the provision of services for students with educational disabilities and their families. (CASE 5.1; NELP 6.2; NHEDS Pro-Ed Administrator Standards i.1, i.2, i.3)								I	P, D

*Assessment Code: Introduced (I); Practiced (P); Demonstrated (D)*

**Keene State College: Educational Leadership Option Curriculum Alignment to Standards: School Principal and Special Education Administrator Specializations (M.Ed. and Post M.Ed.) Draft 10/29/23**



TABLE 2

Ed. 505.04

Professional Education Requirements for Educational Administration

Note: Applies to both School Principal and Special Education Administrator Specialization

Program Matrix: ('PRO-ADMINS') Professional Education Requirements for Educational Administrators



Leadership Courses: EDUC 621 Inclusive Curriculum Design; EDUC 631 Staff Selection, Supervision, & Evaluation; EDUC 4631 Instructional Leadership; EDUC 641 School Law and Ethics; EDUC 651 School Leader as a Change Agent; EDUC 652 Budget, Facilities, & Safe Schools; EDUC 685 Special Education Administrator Internship I; EDUC 686 Special Education Administrator Internship II; EDUC 687 Special Education Administrator Internship III

Skills, Competencies, & Knowledge in the proposed Rules	E D	E U	E C	E L	E E	E S	E L	E S	E L	E S	E L	E S
(d) Effective educational leaders shall develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and wellbeing as follows:												
1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. (NELP 4.1, 4.4)	I	P	P, D						P	P, D	P, D	
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. (NELP 4.2, 4.3, 4.4)			P, D						P	P, D	D	
3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. (NELP 4.2, 4.4)			P, D						P	P	D	
4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. (NELP 4.2, 4.4)			P, D	P					P	P	D	
5. Promote the effective use of technology in the service of teaching and learning. (NELP 4.1, 4.2, 4.4)			P, D	P					P	D	D	
6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. (NELP 4.3)			P, D						P	P	D	
7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. (NELP 4.3)			P, D						P	P	D	
(e) Effective educational leaders shall cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student as follows:												
1. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. (NELP 3.1)	I								P, D	P	D	D
2. Create and sustain a school environment in which each student is encouraged to be an active and responsible member of the school community. (NELP 3.1)	I	P		P					P	P	D	
3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. (NELP 4.1)			P, D	P					P	P	D	
4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. (NELP 3.1, 5.2)	I	P	P						P	P	P, D	D
5. Cultivate and reinforce student engagement in school and positive student conduct. (NELP 3.2)	I			P, D					P	P	D	

Assessment Code: Introduced (I); Practiced (P); Demonstrated (D)

NOTE:

505.04 Contains ten domains of professional education requirements encompassing the knowledge, skills, and abilities experienced educators demonstrate prior to being eligible for a license with an administrator endorsement in NH (a)-(j); above represents a sample excerpt of both (d) and (e).

Keene State College: Educational Leadership Option Curriculum Alignment to Standards: School Principal and Special Education Administrator Specializations (M.Ed. and Post M.Ed.) Draft 10/29/23

B. RESOURCES and FUNDING [605.01; 605.02; 605.03; 605.04]

- Keene State College has a demonstrated record of commitment to accreditation at the regional level, evidenced by NECHE approval with no stipulations, and by full CAEP accreditation at the national level.
- All EPPs, including the proposed Special Education Administrator EPP, are supported administratively by the Office of Graduate and Extended Studies and the KSC Educator Preparation Program. There is robust support at the staff and faculty level, along with a focus on data management, partnership and clinical placement support, with college support services including admissions, registrar, billing, library and IT.
- Keene State College has in place all necessary systems for hiring faculty and providing opportunities twice yearly for EPP colleagues to review assessment data and make data-informed decisions to ensure continuous improvement efforts are aligned with district needs.

- The EPP office includes three full-time staff who, among other responsibilities, provide administrative support to faculty. The faculty is made up of a diverse mix of full-time and adjunct faculty, overseen by the Associate Dean and the Director of Educator Preparation.
- Workload of faculty and staff is commensurate with job descriptions and reasonable in order to meet the goals of the EPP. Staffing is appropriate to student volume and there is sufficient support for all faculty and staff as well as ample opportunity for faculty participation in decision making and continuous improvement processes through the Educator Preparation Council.

#### **C. CODE of CONDUCT [607.03]**

- Keene State College has multiple benchmarks for measurement of candidate effectiveness specific to Ed 510 code of conduct requirements. Specific assessments are embedded within the curriculum to address responsibility to the education profession and educational professionals, responsibility to students, responsibility to the school community, responsible and ethical use of technology, and an understanding of the duty to report. Assessment occurs across multiple courses through key assessments including the portfolio, internship evaluation, and specific course assignments and projects.

#### **D. AREA of CONCENTRATION [608.01]**

- Keene State College demonstrates an ongoing assessment system for the EPP that uses multiple assessments and data points.
- Candidates are supported through an advisory process in the selection of courses, and content knowledge is organized in a manner conducive to meet individual candidate needs.
- Self-Assessment matrices indicate alignment of content area competencies to the relevant sections of Ed 505.04 and Ed 505.06. Coursework is sequenced in a manner in which students are expected to demonstrate growth as they progress through the program, with competency to be demonstrated through a portfolio and assessment-based process.

#### **E. TEACHERS; EDUCATIONAL/INSTRUCTIONAL SPECIALIST; ADMINISTRATORS [608.02-.04]**

- The objectives of the coursework are aligned to the Ed 505.04 standards. Skills, competencies, and knowledge assessment occurs across multiple courses within the curriculum, through assignments including but not limited to the portfolio, internship evaluations, vision essay, data-informed instruction project for continuous improvement with individually aligned rubrics.
- The objectives of the program are aligned to the Ed 506.04 standards. Course objectives are reflective of a comprehensive evaluation of skills, competencies and knowledge required for the Special Education Administrator endorsement and are supported by the clinical and program assessment models.

#### **2. COMMENDATIONS:**

Not applicable.

#### **3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION: [Ed 604]**

Not applicable.

#### **4. EVIDENCE EXAMINED INCLUDES:**

- Educator Preparation Program Quality Assurance Handbook – 2021 Version
- Self-Assessment rubrics
- Syllabi, handbooks, website, and assessment rubrics
- Educational Leadership Option Curriculum Alignment to Standards: School Principal and Special Education Administrator Specializations (draft 10/29/23)

**1. SUMMARY OF FINDINGS:**

Below are key elements as a result of this review:

**A. CANDIDATE ASSESSMENT SYSTEM [606.01]**

The Candidate Assessment System for Special Education Administrator Licensure is clearly delineated and incorporated into the Keene State College EPP framework for candidate assessment. Seven key assessments (assignments) and rubrics have been delineated in the context of graduate courses and internships. The key assessment data is entered into the Tk20 system and is used to review candidate performance and recommend for licensure. Aggregated data from assessments are used to inform programmatic adjustments. In addition, the following Decision Points for Advanced Programs have been clearly established and include the following:

- a. Academic Admission to Advanced Programs: Program admission criteria are stipulated on the KSC graduate program website. Initial review of candidate materials is completed by the Admissions Office.
- b. Admission to EPP for Special Education Administrator Endorsement: Program faculty review GPA, recommendations, interview information, self-assessment of professional disposition, admissions essay and transcripts. Program Coordinator completes file review form, interview protocol, and program plan using holistic approach to determine suitability and potential success.
- c. Eligibility Check for Internship II: academic performance in coursework (no grade less than a C), GPA (3.0), professional dispositions, and completed criminal record check.
- d. Eligibility Check for Internship III: academic performance in coursework (no grade less than a C), GPA (3.0), professional dispositions, and successful completion of Internship II.
- e. Eligibility Check to Verify EPP Completion and Recommendation for Endorsement for NH Licensure: academic performance in coursework (no grade less than a C), GPA (3.0), professional dispositions, successful completion of Internship III, meeting expectations or greater score on Fieldwork evaluation and disposition assessments, and clearance from graduate office for program completion.

**B. CANDIDATE ADVISING [603.02]**

Graduate Program Coordinator assigns advisor; the Advisor meets with candidate to review progress for each decision point.

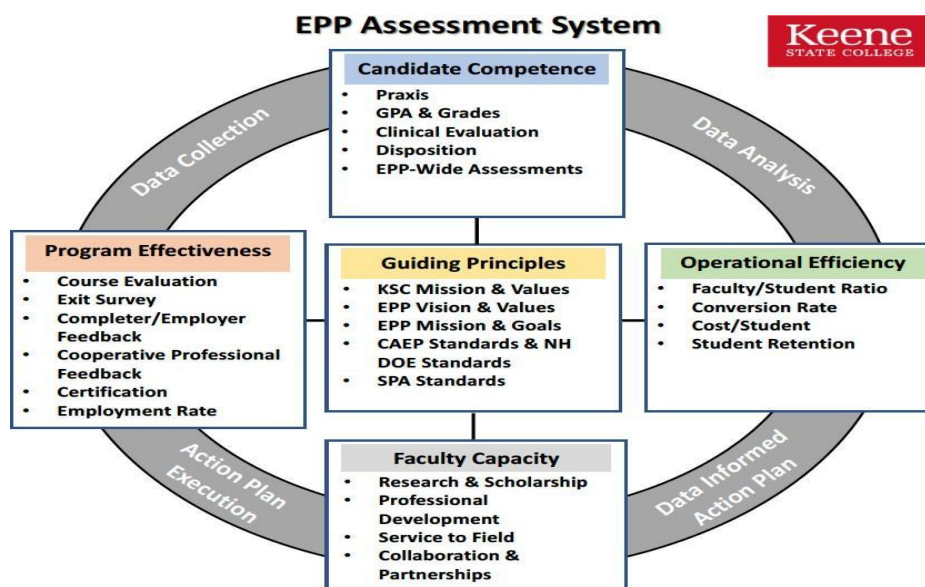
**C. PROGRAM ASSESSMENT SYSTEM [606.02]**

Keene State College has developed a comprehensive Program Assessment System. While candidates proceed through the program, there is continuous and systematic data collection to monitor the performance of the candidates. This is a data driven system that yields the ability to gather data for national accreditation, federal and state reporting, and continuous improvement for the program itself. KSC engages in a variety of EPP-wide program related assessment activities. An overview of the reporting measures is below, with more details on the institution's CAEP annual reporting measures and self-study reports website. The KSC's Institutional Research and Assessment has additional data and information on Keene State College, including the Factbook, graduate student surveys, alumni surveys, and retention and completion studies. All EPP Advanced licensure programs report on Annual Measures to CAEP to maintain national accreditation including:

- Measure 1: Completers Effectiveness and Impact on P-12 Learning and Development (Component R4.1)
- Measure 2: Satisfaction of Employers and Stakeholder Involvement (Components R4.2, R5.3, and RA4.1)
- Measure 3: Candidate Competency at Program Completion (Component R3.3 and RA3.4)
- Measure 4: Ability of completers to be Hired in Education Positions for Which They Have Been Prepared (Initial & Advanced)
- Average Cumulative GPA: 2022-2023 Program Completers
- Testing Pass Rates: 2022-2023 Program Completers

## EPP Assessment System of Student Learning

“At KSC, we believe in a continuous assessment of our programs for improvement as demonstrated by our EPP Assessment System Diagram. (add diagram) The continuous improvement cycle moves from four phases: Data Collection, Data Analysis, Data Informed Action Plan, and Action Plan Execution.”



Keene State College organizational units	Candidate Competence	Operational Efficiency	Faculty Capacity	Program Effectiveness
Dean of Arts, Education, & Humanities		X		
Educator Preparation Council			X	X
Educator Preparation Leadership Team	X	X	X	X
Program Committees	X			X
Educator Preparation Office	X			X
Faculty	X			
Accreditation & Assessment Officer	X			X

### The Institution’s Program Assessment System-

#### 1. SUMMARY OF FINDINGS:

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

- Continuously and systematically gathers data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs;
- Demonstrates a process to make judgments based on the data collected;
- Uses the process for continuous program improvement to ensure the quality of individual candidate preparation;
- Includes data from reports that indicate the number and percentage of program graduates still working in the profession;
- Includes information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation; and
- Include an analysis of state and national data relative to oversupply and critical shortage areas to ensure that programs are aligned with supply and demand.
- Provides evidence of assessing the competencies in the licensure area(s).
- Ensures that a PEPP assesses how candidates are advised and counseled throughout the program.
- Includes an advisory process.

- Utilizes data regarding learning indicators of pk-12 students served by the PEPP's program completers, including but not limited to data provided to the institution by the department, for purposes of program assessment and continuous program improvement.

**2. COMMENDATIONS:**

- ❖ The proposed program is relevant with a clear vision.
- ❖ Alignment of multiple standards - the KSC Educational Leadership Program is driven by the NHED professional education standards (Ed 505.04) and the Special Education Administrator Standards (506.04), cross-walked with national standards from NELP and CASE.
- ❖ Candidate assessment system is clear with 7 key assessments and fully developed clear rubrics - There appears to be consistency across the anticipated multiple measures. There is evidence of KSC applying sufficiently rigorous criteria to ensure candidates recommended for licensure meet and exceed all state licensure standards.

**3. RECOMMENDATIONS THAT ADDRESS UNMET STANDARDS [Ed 606.02]:**

- Although not required from the Chair or Administrator of this review, KSC indicated throughout several Educational Leadership Program documents that updates will be made to include the Special Education Administrator program specifics will be made moving forward e.g., Special Education Administrator section of the Handbook, revision of rubrics, quality assurance handbook.

**D. VERIFICATION of a CANDIDATE's COMPLETION of a PEPP [606.03]:**

**1. SUMMARY OF FINDINGS:**

The last decision point for Advanced Programs in Graduate Study outlines criteria for eligibility to verify EPP completion and recommendation for endorsement for NH licensure.

**2. COMMENDATIONS:**

Not applicable.

**3. RECOMMENDATIONS THAT ADDRESS UNMET STANDARDS [Ed 606.02]:**

Not applicable.

**4. EVIDENCE EXAMINED INCLUDES:**

- Advanced Program Admissions Requirements and Process: Special Education Administrator Admissions Requirements
- Decision Points for Advanced Study in Graduate Programs
- New Preparation Program: Special Education Administrator (Ed 505.04, 506.04) NHED New Program Report
- Candidate and Program Assessment
- Key Assessments and rubrics (7)
- Educational Leadership: Special Education Administrator Specialization Key Assessment System and alignment with courses and internship
- KSC Quality Assurance Manual
- CAEP Accreditation Action Report
- KSC Graduate Student Handbook
- Course sequences for education leadership and special education administrator options
- KSC program advising and plan

**Special Education Administrator**  
**Ed 505.04, 506.04**  
**Reviewer: Jennifer Pomykato**  
**4- Highly Effective Level**

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**1. SUMMARY OF FINDINGS:**

Keene State College's proposal provides clear evidence that the Special Education Administrator Specialization aligns with the ED 505.04 and 506.04 standards as approved by the State Board of Education. The proposal defines its alignment and the program rigor in a variety of ways: Candidates have a process for developing a clear mission, vision, and core values; Candidates must adhere to norms of professional and ethical behaviors; Candidates must provide equal opportunities for every student that promote academic success; Candidates must support the development of a rigorous curriculum, effective instruction, and assessments to evaluate students' access and competencies; Candidates must identify and implement strategies to ensure family engagement while managing school operations that support the physical, academic, and overall student well-being.

Keene State College's decision points for advanced programs in graduate study clearly defined why this IHE created the Special Educational Administrator Specialization. Documents outline decision points #1-5 as accountability for both the candidate and the institution. As part of this decision process, candidates participate in a self-assessment for the special education administrator program. The clear definition and outline of course requirements align with Ed 505.06 and Ed 506.04. The rubrics as presented during this review identify how each course requirement will be measured.

Candidates for certification as Administrator of Special Education must utilize multiple leadership approaches to implement system-change strategies to build capacity to support the education of students with exceptionalities as stated within the CASE Standards. By engaging in research and inquiring, successful candidates inform best practices by using data-driven strategies to improve the outcomes of students with exceptionalities. Keene State College's Proposal for Special Education Administrator outlines those opportunities and expectations.

Effective Special Education Administrators and all instructional leaders must provide access, equity, and opportunity in the provision of free and appropriate public education (FAPE) in the least restrictive environment (LRE). NH's Ed 505.04, NH's Ed 506.04, and CASE define these requirements. Keene State College's Proposal for Special Education Administrator outlines those opportunities and expectations. Specific examples of those opportunities and expectations are included within multiple course outlines. Curriculum standards and students' achievement within those standards are addressed while identifying instruction strategies that align with individual learning profiles and best practices in child development. Candidates evaluate their knowledge and skill in the use of assistive technology while applying the principles of social-emotional learning and well-being. Knowledge of curricular and assessment adaptations ensures alignment with student needs and local expectations for curriculum standards and formative/summative assessments. Student assessment results will be noted as "introduced, practiced, or demonstrated" under skills, competencies, and knowledge.

Keene State College's proposal for Special Education Administrator Specialization also addresses fiscal resource management, budgeting, and staffing. These expectations are outlined by NH Rules and CASE Standards. Competency levels are evaluated as outlined within the course descriptions and assessment standards. Clinical and field experience is required by NH standards and defined by NHED and the CASE standards. KSC's proposal outlines the coursework and requirements and aligns with those requirements.

**2. COMMENDATIONS:**

- ❖ This proposal includes a clear alignment of Special Education Administrator Specialization with national standards outlined by the Council of Administrators of Special Education (CASE) and NH's Ed 505s and 506s. This proposal also aligns with NH's professional education standards for certification for other educational leadership positions (superintendent, principal, and curriculum administrator) allowing candidates to select the pathway best matched to their professional goals.

- ❖ This proposal includes clear expectations for the candidate and NHED credentialing requirements. The self-assessment processes and the transcript and progress reviews by KSC ensure the candidate may complete this program within an expected timeline.
- ❖ This proposal outlines specific benchmarks with assessments that define the timeline, form, and purpose.
- ❖ This proposal allows New Hampshire to meet the demand for special education administrators given current needs as reported by school districts and given the likelihood of several retirements of special education administrators.

### 3. **RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S):**

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

- As outlined in the NHED New Program Report and supporting documents, it is encouraged to continue to use data from the field to adjust and make modifications to the Special Education Administrator Specialization program.
- Additionally, the institution is encouraged to monitor the candidate's experience as part of the eligibility to enroll and maintain their status in the Special Education Administrator Specialization licensure program.
  - *For example, does the candidate's experience meet the requisite upon enrollment or upon completion of the program?*
    - *\*Experience requirement for Special Education Administrator licensure is defined as completed at least 5-years' experience requirement as a special educator or in a related field. Ed 506.04(c) 'experience as a special educator' entails providing special education services to special education students and shall not be limited to the roles of general special education, school psychologist, blind and vision impairment, deaf and hard of hearing, specific learning disabilities, intellectual and developmental disabilities, physical and health disabilities, and emotional and behavioral disabilities.*

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

- As outlined in the NHED New Program Report and supporting documents, continue to use data from the field to adjust and make modifications to the Special Education Administrator Specialization program.

### 4. **PROGRAM PERFORMANCE RATING:**

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

### 5. **EVIDENCE SUPPORTING the REVIEWER'S ANALYSIS INCLUDES:**

- NH's Section Ed 505.04 – Professional Education Requirements for Educational Administrators
- NH's Section Ed 506.04 – Principal Instructional Leader
- Keene State College – NHED New Program Report
- Candidate and Program Assessment

- Syllabi and Related Course Materials
- Program Documents
- Admissions
- Faculty Resume and Vitae
- CAEP and State Approval Advanced Programs
- Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards
- Clinical Partnerships and Cooperative Agreements



**Section VI:****2023 Recommendations for Program Approval [602.10]**

A. The team recommends the following new program(s) for **FULL APPROVAL** through **August 28, 2027**.

Ed 500	PROGRAM	DEGREE	Approval Recommendation	Proposed Expiry
506.04 505.04 (Pro-Admin Requirements)	Special Education Administrator	MEd, Licensure	<b>FULL APPROVAL</b>	<b>August 28, 2027</b>
<i>*Enrollment to begin in the spring/summer of 2024.</i>				

**B. Council for Teacher Education Reactors:**

*“Reactor” means a member of the NHCTE who analyzes and provides clarifying questions on the final review team report for recommendations under 602.04(b) and gives their feedback.*

- Ben White                      Assistant Superintendent of Schools, SAU #29
- Shawna D’Amour              Southern New Hampshire University

**C. Possible Motion to CTE:**

The CTE makes a motion to recommend to the State Board of Education **FULL APPROVAL** for the Special Education Administrator graduate (M.Ed.), and Licensure Only pathway PEPPs through **8/28/2027** with official enrollment to begin spring/summer of 2024.

Or,

The CTE makes the following motion: \_\_\_\_\_.

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

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

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

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

## I. PURPOSE OF THE MEMORANDUM:

This memorandum specifies expectations for the institutional review process for the Keene State College (KSC) new program review for Special Education Administrator.

Recent program approval history includes:

- October 2019, the State Board granted a one-year extension of education programs from August 31, 2021, to August 31, 2022.
- July 2021, the State Board accepted the elimination of three (3) programs.
- March 2022, the State Board approved the **extension** of sixteen (16) PEPPs for a period of 6 months through February 28, 2023, to align with the April 2022 CAEP site visit.
- February 2023, the State Board accepted the **CAEP PEPP Review Report** and granted **full approval** for sixteen (16) PEPPs through February 28, 2030.

These new programs for review will be conducted the administrative rules of Ed 602.08, Option 3:

*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:
  - Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
  - Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval.

The review will examine the preparedness of the institution to offer the above referenced program(s) and program alignment to state standards, which may allow KSC's new approval for up to and not to exceed three years.

## II. IMPORTANT DATES:

- a. **No later than November 6, 2023:** Availability of all required electronic materials.
  - a. Completed self-assessment matrices.
  - b. Links provided by **IHE**.
- b. **NA:** Review Team Training not warranted; reviewer previously trained.
  - a. Guidance for electronic access to the **IHE**'s self-assessment matrices made available by the IHE or through CANVAS (NHED)
- c. **November 6 – November 20, 2023:** NEW Program Review Window
  - a. Chair; IHE, and NHED Administrator will connect via videoconference or email if additional information or conversation is needed.
  - b. Check-Ins to-be-determined between Chair and Reviewer between Review window dates.
- d. **November 15, 2023, ~ 1:00-2:00pm** -meeting opportunity for Reviewer and Chair to meet with KSC to address any questions.
- e. **By November 16, 2023:** the CTE selects 'reactors' (2)
- f. **November 20, 2023, ~ 2:00-2:15pm:** Exit Meeting (Video Conference)
- g. The exit meeting will be held on/about the end of the last review window date.
  - a. The **Chairs** and **NHED** will provide a general overview of the review and highlight any concerns;
    - i. An initial recommendation will be in the team report once completed, or
    - ii. A one-day visit shall be scheduled at the earliest convenience of the review team and the institution [602.08(b)(6)b]
- h. **By December 4, 2023:** the **Chair** will forward the draft report to the **NHED** [602.10(e)(1)]
- i. **By December 11, 2023:** the **NHED** will send the final draft review to the **IHE** for an assessment on accuracy of content [Ed. 602.10 (e)(2)]

- j. **By January 15, 2023:** The **IHE** will return the team report to the Chair and **NHED** as soon as reasonably possible. [602.10 (e)(3)]
- k. **By January 22, 2023:** Final Report available [602.10 (e)(4)]
- l. **By January 29, 2024:** Final Report sent to CTE Reactors (2) [602.10 (f)(1)]
- m. **February 15, 2024:** Reviewed by Council for Teacher Education for SBE recommendation(s) [602.10 (f)(5)]
- n. **March 14, 2024:** Program Review and Recommendations to State Board of Education [602.10 (f)(6)]

### III. PROGRAMS TO BE REVIEWED:

**KSC** will utilize the existing [ 600] standards regarding the educator preparation program administrative rules, and the corresponding [ 500] content/licensure standards for the proposed new programs.

- a. **KSC** will provide a completed self-assessment NHCTE matrix, including but not be limited to, the following:

i.	500/600	Proposed NEW PEPP(s)	level
		<u>Program Self-Assessment and Program Reviewer-Assessment Matrices</u>	
1.	506.04	Special Education Administrator	MEd, licensure
2.	505.03	Professional Education Requirements	
3.	505.04	Professional Education Administrator Requirements	

- 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 505.03, 505.04, 506.04 and the review elements for a PEPP;

<u>Ed 600 (state.nh.us)</u>	
603	Curriculum Standards
604	Clinical Practice and Partnerships Standards
605	Resource Standards
606	Assessment System Standards
607.02	General Education Standards
607.03	Code of Conduct Standards
608.01	Areas of Concentration Standards
608.04	Education Leadership and Administration

- c. A copy of the previous PEPP review’s final review team visit(s) report(s) 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. Details of the review and site-visit (*if determined*)

**KSC** to provide, no later than the date to be determined, including but not limited to:

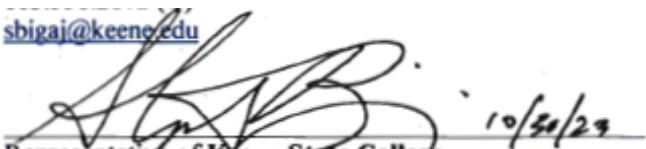

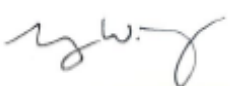
- a. Schedule of appointment(s) with individuals or groups to be interviewed and the corresponding meeting link(s)
  - i. Director of Educator Preparation
  - ii. Coordinator of Clinical Practice
  - iii. Data Manager, Coordinator of TEP
  - iv. College Administrator- Dean of Keene State College
  - v. Vice President of Academic Affairs
  - vi. Library
  - vii. Director of Technology
  - viii. New and/or existing Faculty
  - ix. Other representatives
- b. Exit meeting time with the institution (and link), and
- c. Designated work times for team members to discuss issues and questions with the Chair (IHE or Chair)
- e. The review and subsequent report will prioritize the programs' and institution's demonstration of:
  - i. To what degree will the program prepare candidates for state licensure in the content and pedagogy standards
  - ii. What evidence exists demonstrating candidate preparation?
  - iii. To what degree will the program demonstrate institutional and programmatic alignment to the state's candidate and program assessment standards?
  - iv. What evidence exists demonstrating program and institutional alignment?

- v. To what degree does the program demonstrate institutional and programmatic alignment to clinical partnership and practice standards?

#### IV. SPECIFICATIONS:

- a. The **REVIEW TEAM** will be comprised of one representative appointed as the Chair from the NH Council for Teacher Education, a NHED representative, and a reviewer for the proposed program(s). The **NHED** is responsible for identifying appropriate reviewers and shall be responsible for final decisions regarding the review team membership. *\*Note: Unforeseen circumstances may warrant substitutions for a review team member.*
- b. The **NHED** will provide to **KSC** a copy of:
- Program Approval Report Format
  - Link to [Program Self-Assessment and Program Reviewer-Assessment Matrices](#)
    - Any updated Matrices provided directly to the IHE representative.
- c. **KSC** will provide ALL required documentation (digital format) in advance of the review: including, but not limited to:
- New Program Proposal document(s)/ Program Assessment Description(s), plans
  - A description of the process by which the institution and new PEPP gathers, evaluates and uses data for-
    - quality candidate assessment and continuous program improvement;
  - An explanation of the system through which each PEPP evaluates progress toward preparing quality candidates for professional practice based on the competencies in
    - Content,
    - Professional Education Requirements, including Code of Conduct, and
    - Standards for Specific Preparation Programs and the review elements for each PEPP;
  - A completed NHCTE approved matrix for each PEPP for which the institution is seeking approval; and
  - A copy of the previous PEPP final review team visits and corresponding report(s) 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.
  - Complete syllabi for all applicable courses
  - Curriculum Vitae of faculty members involved in program(s)
  - Plan of Study (for each PEPP)
  - Educator Preparation Handbook and Guidelines (electronic)
  - Admissions criteria and processes for applicable programs
    - BASA; Criminal History Records Check; transcript review; etc....
  - Description of clinical partnerships and clinical experience(s); both early and culminating clinical experiences
- d. Details of the review and site-visit (*if determined*)
- Representatives of **KSC** will orient the team to the building and to the overall institution's approach and philosophy.
  - Review Team will have allotted meeting time(s) to collaborate.
  - To allow time for the reviewer(s) to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit.
  - Interviews with appropriate on-campus personnel responsible for proposing and implementing new program(s):
    - Chair of the Education Department
    - Coordinator of Clinical Practice
    - Data Manager
    - College administrator- Dean
    - Vice President of Academic Affairs
    - Library
    - Director of Technology
    - New and/or existing Faculty
  - The exit meeting will be held before departure. The **Chair** and the **NHED** will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once completed.

**V. POINTS OF CONTACT:**

<p><b>KSC: Steve Bigaj</b>          Coordinator of Graduate Education Programs          Keene State College          229 Main Street          Keene, NH 03435          603.358.2872 (O)  <a href="mailto:sbigaj@keene.edu">sbigaj@keene.edu</a></p>  <p>10/30/23          Representative of Keene State College          Professional Educator Preparation Program</p>	<p><b>REVIEW CHAIR: Laura Wasielewski</b>          Director, Undergraduate Teacher Education Programs          Director, Graduate Program in Special Education          Saint Anselm College          100 Anselm Drive          Goffstown, NH 03102          603.656.6051 (O)  <a href="mailto:LWasiele@Anselm.Edu">LWasiele@Anselm.Edu</a></p>  <p>Representative of Council for Teacher Education/ NHED          Professional Educator Preparation Program</p>
<p><b>KSC: Tanya Sturtz</b>          Director of Educator Preparation          Keene State College          229 Main Street          Keene, NH 03435          603.358.2913 (O)  <a href="mailto:tsturtz@keene.edu">tsturtz@keene.edu</a></p>  <p>10/30/23          Representative of Keene State College          Professional Educator Preparation Program</p>	<p><b>NHED: Nick Marks</b>          Administrator          Bureau of Educator Preparation and Higher Education          NH Department of Education          101 Pleasant Street          Concord, NH 03301          603.271.0257 (O)          603.833.6506 (C)  <a href="mailto:Nicholas.W.Marks@doe.nh.gov">Nicholas.W.Marks@doe.nh.gov</a></p>  <p>10/31/23          Representative of NH Department of Education          Administrator, Higher Education</p>
<p><b>REVIEWER- Special Education Administrator:</b>  <b>Jennifer Pomykato</b>          NH School Administrators Association          46 Donovan Street          Bow Brook Place Suite 3          Concord, NH 03301          603.235.6971 (C)  <a href="mailto:JennP@nhsaa.org">JennP@nhsaa.org</a></p>  <p>11/1/2023          Reviewer          Professional Educator</p>	

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

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**Practice & Partnerships:**

Not applicable.

**Candidate Assessment:**

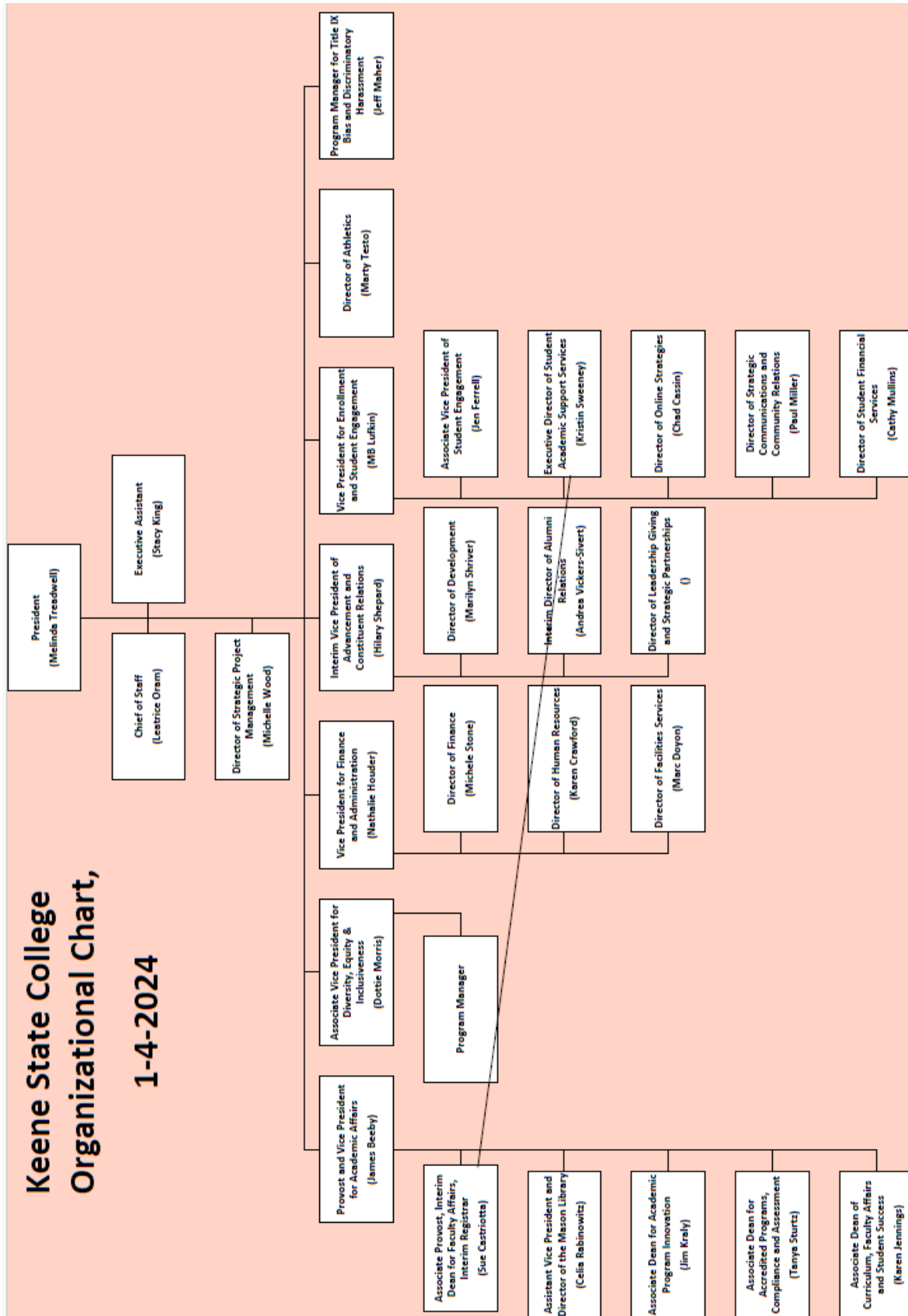
Not applicable.

**Program Assessment:**

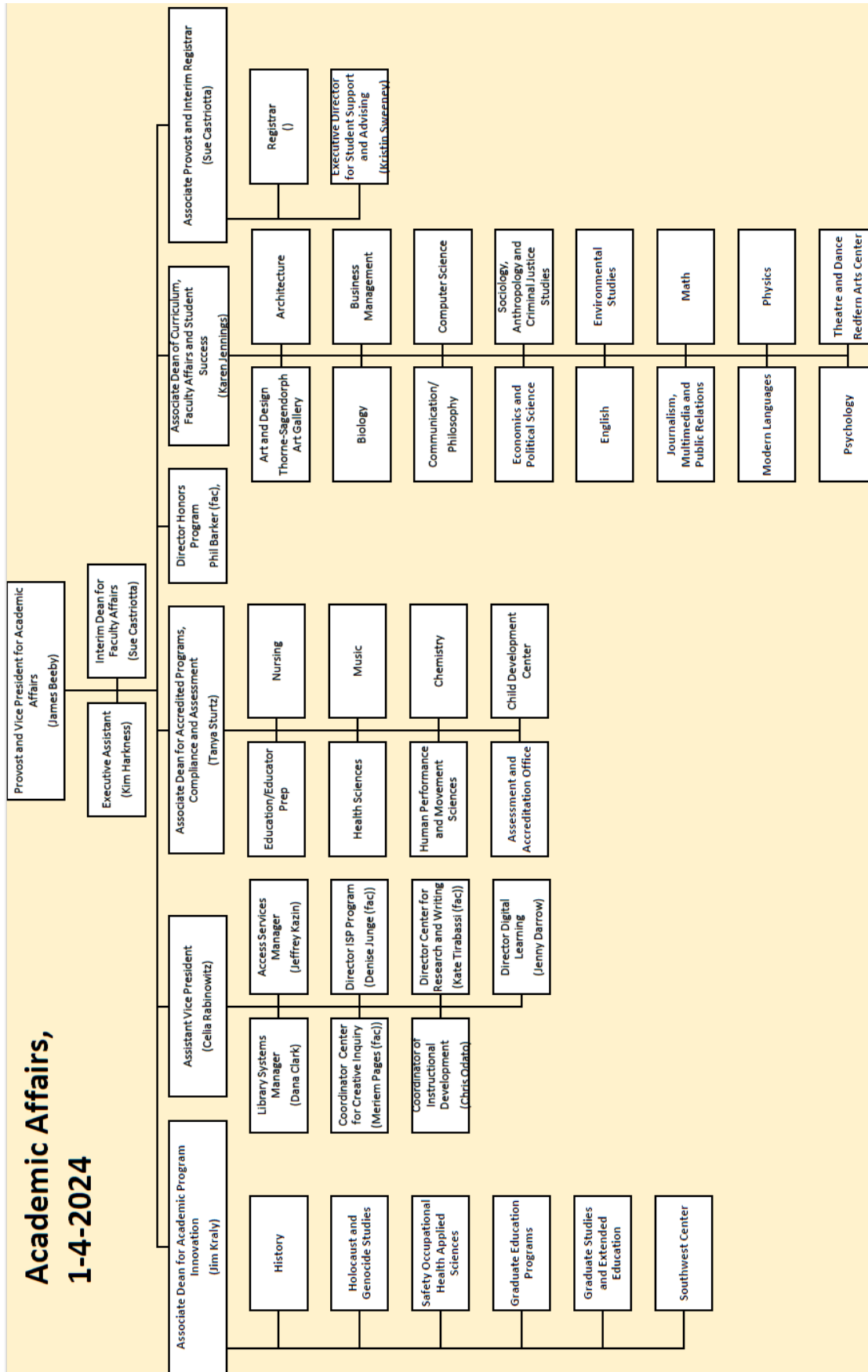
Not applicable.

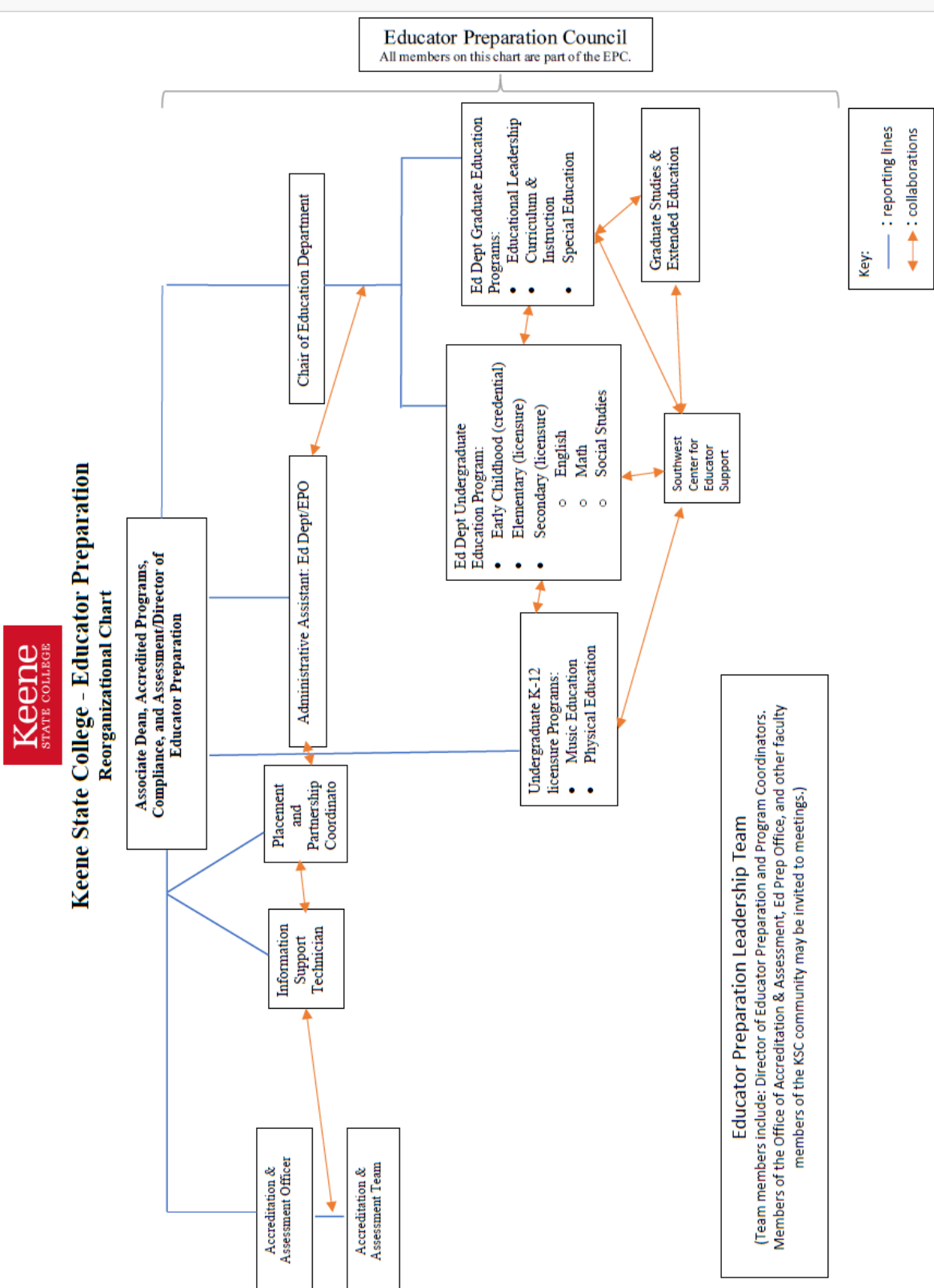
**Special Education Administrator:**

Not applicable.









# Keene State College Educator Preparation Program

## Mission, Vision, Shared Values and Beliefs

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; our shared values and beliefs address expectations for our candidates and graduates.

### **Mission Statement**

The Educator Preparation Programs integrate the liberal arts with content-specific knowledge and professional educators' skills, knowledge, and dispositions in alignment with state and national standards. Our collaborations with our B-12 partners create scaffolded field experiences that are developmentally designed so that pre-service teachers grow as professional educators who are ready to positively impact schools. We prepare future educators to think critically and creatively, engage in their communities, and pursue meaningful work in a global society.

### **Vision Statement**

The Educator Preparation Programs' vision is to graduate professional educators who are prepared to be advocates for children and equitable public education, possess intellectual and personal integrity, and demonstrate professional skills, knowledge, and dispositions to meet the cognitive, social, emotional, behavioral, and physical needs of all students in our ever-evolving world.

### **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 Program and its licensure areas strive to prepare educational professionals who:

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

### **Theme 1: Explore the dynamic nature of teaching and learning**

The goal of educator preparation is to develop teachers who are reflective practitioners and are prepared to respond to the evolving needs of diverse learners. Teacher candidates engage in clinical experiences in Birth – grade 12 (B-12) settings that support the development of knowledge, skills, and dispositions. Development of these skills and dispositions are facilitated in many ways across all program field experiences and coursework. Teacher candidates develop the ability to:

- plan engaging learning experiences with evidenced-based pedagogical approaches.
- use authentic assessment strategies appropriate to the learners' age, developmental level, and cultural context.

- critically reflect on the success of each learning experience by applying assessment data to develop a deep understanding of appropriate practices that contribute to the teaching and learning process.

**Theme 2: Demonstrate professional and ethical behaviors that meet high expectations and standards**

Teacher candidates meet high expectations and standards in their development of professional and ethical behaviors, reflective practices, and advocacy for the benefit of learners, their families, and the educational system. While faculty and cooperating professionals model, support, and assess professional and ethical behaviors, candidates also assess their own progress, committing to consistent, career-long dedication and growth. Development of these skills and dispositions are facilitated in many ways across all program field experiences and coursework. Teacher candidates develop the ability to:

- collaborate and use professional, clear communication (verbal and written) with learners, families, peers, cooperating professionals, and faculty.
- establish a clear understanding of the legal mandates and moral obligations of the profession.
- reflect critically on experiences and demonstrate personal and professional growth.

**Theme 3: Understand the world through multiple perspectives**

The Educator Preparation Program is committed to guiding teacher candidates to develop an understanding and respect for all people and cultures. This pluralistic perspective allows teacher candidates to participate ethically in our educational systems. Development of these skills and dispositions are facilitated in many ways across all program field experiences and coursework. Teacher candidates develop the ability to:

- understand multiple perspectives of diverse learning styles and abilities, personal, cultural, and economic backgrounds, historical and philosophical approaches, and the contexts where these differences intersect.
- reflect on multiple perspectives that enrich learning experiences and support the development of critical thinking toward equity and justice.
- demonstrate responsiveness to contemporary issues and the possible impacts on B-12 learners, families, and communities.

**Theme 4: Contribute to a just, sustainable, and equitable world**

Teacher candidates can have a significant impact on B-12 learners. Advocacy for learners, families, and communities is central to the education professional's role. Development of these skills and dispositions are facilitated in many ways across all program field experiences and coursework. Teacher candidates develop the ability to:

- emphasize the importance of developing a sense of service to the community through engagement with all stakeholders.
- model respect for humanity and acknowledge individual viewpoints and experiences.
- foster inclusion, diversity, and access as global citizens to develop a sustainable and equitable world.



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

*Submitted to the State Board of Education for the February 15, 2024, meeting.*

**A. ACTION NEEDED**

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

**Keene State College (KSC)** is one of 11 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board grant the elimination of the below three (3) currently approved PEPPs effective through 2/28/2030, thus potentially changing the terms of the approval.

**B. RATIONALE FOR ACTION**

**Keene State College** placed several programs on “hold” a few years ago with the expectation that the programs would be taught out for all currently enrolled students in the PEPP. The hold was due to no/low program enrollment and fewer faculty leading the programs.

**C. EFFECTS OF THIS ACTION**

This substantive change in the elimination of the three **KSC** PEPPs will not impact candidates’ completion of the program or ability to meet state standards for licensure. There are currently no candidates enrolled in the Early Childhood Education or Earth and Space Science PEPP, therefore there will be no need for any teach out plans relative to these two PEPPs. As such, these PEPPs can be eliminated and closed immediately.

The one candidate that currently remains enrolled in the World Languages – Spanish Teacher PEPP, will complete their culminating clinical experience this spring. Once the candidate has successfully fulfilled the requirements of their clinical, met all decision points, and has passed the required content testing, **KSC** will recommend them for licensure. The proposed end of year expiration provides the necessary window for teach-out completion.

**D. HISTORICAL BACKGROUND**

February 9, 2023      Motion: Ann Lane made the motion, seconded by Sally Griffin that the State Board of Education grant Keene State College a 7-year full **approval** for the below listed PEPPs through **2/28/2030**  
Vote: The motion was approved by unanimous vote by the State Board of Education.  
KSC was asked to come back in a year with an update [mission, vision, value statement].  
World Languages Teacher- Spanish      BS, BA, Licensure  
Early Childhood Education Teacher (birth - grade 3)      BS, Licensure  
Earth and Space Science Teacher for Grades 7-12      BS, BA, Licensure

**E. POSSIBLE MOTION**

- I move that the State Board of Education approve the elimination for the below three (3) **Keene State College** professional educator preparation programs: *[602.16(e)]*

Professional Educator Preparation Programs- Content Area(s)		Proposed Recommendation	
507.18	Early Childhood Education Teacher	BS, Licensure	elimination- change in expiry (-6 years) <b>2/15/2024</b>
507.31; 507.30	Earth and Space Science Teacher for Grades 7-12	BS, BA, Licensure	elimination- change in expiry (-6 years) <b>2/15/2024</b>
507.38	World Languages – Spanish Teacher	BS, BA, Licensure	elimination- change in expiry (-5.2 years) <b>12/31/2024</b>

- Or: I move that the State Board of Education \_\_\_\_\_.  
*(Indicate other motion)*

*\*Per 602.17(e)(1-3),*

*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.*

*(f) Failure to comply with PEPP administrative rules and state laws shall be grounds for the state board to rescind its approval of the PEPPs and shall lead to: (1) Conditional approval for one year; or (2) Elimination of specific PEPP(s) with a teach-out plan.*



New Hampshire Department of Education  
Council for Teacher Education  
**SUBSTANTIVE CHANGE REQUEST** [602.16']

**Substantive Change means any alteration of a currently approved PEPP that changes, modifies, or expands the IHE's or PEPP's scope as outlined in Ed 602.16 and has the potential to impact candidates or licensure requirements from how the PEPP was previously reviewed and officially approved through the state board. Substantive changes only apply to existing programs.**

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 licensure standards for which the PEPP is designed.

An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change request to the department using one or more of the following criteria [602.16(b-c)]:

- (1) Changes in the published mission or objectives of the institution or PEPP;
- (2) The addition, subtraction, or combining 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 teach-out\* agreements;
- (4) A hold, discontinuation, or suspension of a PEPP;
- (5) Institutional reorganization that affects PEPP oversight; or
- (6) Elimination of a PEPP\*.

*\*A "Teach-out plan" means a written document that describes the process for the equitable treatment of candidates when a PEPP ceases to operate a program before all candidates have completed their courses of study.*

**INSTITUTION:** Keene State College



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):

Program(s)	Ed. Rule(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Early Childhood Education Teacher	Example: 507.18	BA, MEd	12/2019	12/30/2026	Full
* Early Childhood Education Teacher 507.18		BS, Lic	2/28/2023	2/28/2030	FULL
* World Languages Teacher- Spanish 507.38		BS, BA, Lic	2/28/2023	2/28/2030	FULL
* Earth and Space Science Teacher for Grades 7-12: 507.31; 507.30		BS, BA, Lic	2/28/2023	2/28/2030	FULL
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\*\*Approved Levels: BA BFA BM BS MAT MEd MS CAGS PhD EdD EdS Lic=Licensure Only

**Complete the following questions below and/or attach documentation that addresses the below information.**

1. Please describe the substantive change request:

Keene State College placed these programs on hold a couple of years ago, and program faculty have been working to teach out these programs. There are currently no Earth space Science candidates. Early Childhood Education graduated their last candidates in the Spring of 2023. Modern Languages - Spanish has the last candidate enrolled in Student Teaching in the Spring 2024.

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?

This substantive change will not impact a candidate's successful completion of the program or ability to meet state standards for licensure. We are only tracking one final candidate in Modern Languages -Spanish, Secondary Education and have collaboratively worked to ensure that he is meeting all the state licensure requirements.

3. Explain the rationale for the change.

Keene State College put a list of programs on "hold" a few years ago (due to low program enrollment and fewer faculty leading the programs) with the expectation that the programs would be taught out for all current students enrolled in the program. We have supported all the candidates who were in the program to successfully meet the state licensure requirements and the decision points/KSC requirements. There are no current candidates in the Early Childhood Education B- Gr 3 and the Earth and Space Science, Secondary Education programs and we have only one candidate in the Modern Language- Spanish, Secondary Education program who will be student teaching Spring 2024. When the student successfully completes student teaching, meet the decision points, and has successfully passed required tests, we can recommend the student for licensure.

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?

When the programs were put on hold, the institution promised that we could teach out the program ensuring the continued quality and that we meet the state standards for licensure. We have qualified professionals teach the courses and monitor for expectations and quality, continue our field experiences aligned with state standards, and continue to collect key assessments, meet decision points, comply with state requirements/standards. We do not have any current students in Secondary Science - Earth and Space and our Natural Science programs do not have a major that will meet the state standards so we can close this program. Our Early Childhood Education B-Gr 3 program taught its last cohort of students out of the program in the Spring of 2023 and we have no current student candidates in the program so the program can close. Our Modern Languages- Spanish program has one candidate in the program who is student teaching Spring 2024. This program can officially close in December of 2024.

5. Attach a transition plan if phasing out/ending a program including anticipated end date of last program completion.  
Transition Plan Attached?  Teach-Out Plan will need to be completed?
6. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that the changes be applicable to the revised program?  NO  additional documentation included to support substantive change(s)

**CONTACT INFORMATION:**

Institution: Keene State College Street Address: 229 Main Street  
Name of Contact: Tanya Sturtz City/Town: Keene State: NH Zip: 03435  
Coordinator/Title: Assoc Dean/Dir Ed Prep Email Address: tsturtz@keene.edu Telephone: 603-358-2913

602.16(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.  
602.16(e) If the department and NHCTE determine that the changes **affect the terms or conditions of the original approval** of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice, which shall result in one of the following:

(1) Retain approval through the existing expiration date; or

(2) Use the process for PEPP approval under Option 1, 2, or 3.

Date Received by NHDOE: 01/9/2024

Date Reviewed by NHCTE: 01/18/2024

Return the completed form to [Amy.L.Martel@doe.nh.gov](mailto:Amy.L.Martel@doe.nh.gov) or mail to the New Hampshire Department of Education, Bureau of Educator Preparation & Higher Education, 25 Hall Street, Concord, NH, 03301.  
For technical assistance- contact the Bureau of Educator Preparation & Higher Education at 603.271.4196.

<sup>i</sup> Ed 600-615 App/Prep/Proqs (state.nh.us)



Frank Edelblut  
Commissioner



Christine M. Brennan  
Deputy Commissioner

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

Submitted to the State Board of Education for the February 15, 2024, meeting.

**A. ACTION NEEDED**

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

**University of New Hampshire (UNH)** is one of 11 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board grant the elimination Early Childhood Education Teacher (MEd level only) PEPP effective December 31, 2024, thus potentially changing the terms of the approval.

**B. RATIONALE FOR ACTION**

The **University of New Hampshire** has seen steady enrollment decline since 2020 when there were seven (7) students in the program to either one (1) or none (0) per year since that time. With so few applications, the courses for the program have not been offered on a consistent basis. **UNH** will continue to offer the Early Childhood Education PEPP at the BS level.

**C. EFFECTS OF THIS ACTION**

This substantive change in the elimination of this **UNH** PEPP will not impact candidates' completion of the program. The one candidate that currently remains enrolled in the Early Childhood Education Teacher (MEd) PEPP, will complete their degree requirements this spring. A teach-out plan for the candidate has been submitted to the department. Once the candidate has successfully fulfilled the requirements of the PEPP, **UNH** will recommend them as a program completer. The proposed end of year expiration provides the necessary window for teach-out completion.

**D. HISTORICAL BACKGROUND**

- ❖ 1/12/2017 The Board [602.02(g)(3)] supports the proposal from the BoEPHE and NHCTE to extend the approval status of all 14 institutions offering PEPPs across the state. **UNH extended through 05/30/2021**
- ❖ 11/8/2018 The Board approved a one-year **extension** of program approval for **UNH's** PEPPs
- ❖ 2/13/2020 The Board **approved** fully (**Early Childhood Education (BS, MEd)**, Health, Math 5-8, Math 7-12, Super, Int. Health/PE, EIE, Math Spec) through **8/30/2027**; and **conditionally** approved (Music, SpEd, ECESpEd, SpEd Admin, Princ) through **8/30/2022**
- ❖ 4/9/2020 The Board approved a one-year **extension** for (23) programs due to State of Emergency (COVID-19) through **5/30/2022**
- ❖ 2/11/2021 The Board made the motion to grant UNH's PEPPs conditional approval for Music (MEd, MAT) and Mid-Level Sci for 5-8 (MEd, MAT) thru **8/30/2022**. The Board granted full **approval** for twenty UNH PEPPs as a slate thru **8/30/2027**.

**E. POSSIBLE MOTION**

Professional Educator Preparation Programs- Content Area(s)			Current Approval		Proposed Recommendation for Approval(s)	
507.18	Early Childhood Education Teacher	MED	Full	8/30/2027	elimination- change in expiry (-2.5 years)	12/31/2024

- I move that the State Board of Education approve the elimination for the Early Childhood Education Teacher PEPP at the MEd level effective **12/31/2024**. [602.16(e)]
- Or: I move that the State Board of Education \_\_\_\_\_.  
(Indicate other motion)

\*Per 602.17(e)(1-3), 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.

(f) Failure to comply with PEPP administrative rules and state laws shall be grounds for the state board to rescind its approval of the PEPPs and shall lead to: (1) Conditional approval for one year; or (2) Elimination of specific PEPP(s) with a teach-out plan.

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

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

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

- Changes in the PEPP’s delivery system to primarily on-line delivery;**
  - Examples including but not limited to course delivery changes (i.e. hybrid, online delivery, etc.), changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, merge, acquisition, or governance changes of the IHE, etc.
- Changes beyond those indicated by the assessment system for continuous improvement;**
  - Examples including but not limited to changes in courses that affect the current PEPP approval- i.e. approved courses linked with key assessments for program and/or candidate assessment;
- Elimination of a PEPP**
  - Examples including but not limited to teach out, phase out, elimination, on hold, etc.
    - If candidate(s) currently enrolled, a teach out plan needs to be submitted within 90 days

**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 from how the PEPP was reviewed/approved.**  
These are changes to already existing approved PEPPs and DOES NOT include the addition of a new PEPP or new degree/level the IHE is requesting.

62 College Road

**CONTACT INFORMATION:**

<b>Institution:</b>	Please Select One:	<b>Street Address:</b>
<b>Name of Contact:</b>	Dr. Suzanne Graham	<b>City/State:</b> Durham
<b>Coordinator/Title:</b>	Education Department Chair	<b>Zip Code:</b> 03824
<b>Email address:</b>	suzanne.graham@unh.edu	<b>Telephone:</b> 603.862.2310

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

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

Ed. Rule(s)	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Example: Ed 612.03		BA, M.ED,	12/2019	12/30/2026	Full
507.18	Early Childhood Education Teacher	MEd	2/13/2020	8/30/2027	Full
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\*\*Approved Levels: BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

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

1. Please describe the substantive change request:

We are looking to close the Early Childhood PEPP effective July 1, 2024.

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

There is one PEPP candidate currently enrolled in the program.

3. Explain the rationale for the change.

The PEPP was re-approved by the NH State Board of Education in 2020. The MEd program in Early Childhood Education has seen steady enrollment decline since 2020 when there were 7 students in the program to either 0 or 1 student per year since that time. UNH receives approximately 10 inquiries annually for the MEd program in Early Childhood Education. As the enrollment numbers indicate, very few individuals have moved forward with an application. With so few applications, the courses for the program have not been offered on a consistent basis. UNH continues to have an approved program at the undergraduate level in Early Childhood Education. Early Childhood Special Education (MEd) would remain a viable certification program for students with this interest.

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

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

There is currently one Early Childhood MEd student in the program. This student is scheduled to complete the degree in May 2024 and be recommended for certification once the final transcript is confirmed by the UNH Registrar.

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

additional documentation included to support substantive change(s)

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

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

Ed 602.14 *Substantive Program Changes during the Approval Period.*

(a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.

(b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed.

(c) An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria:

- (1) Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
- (2) Changes beyond those indicated by the assessment system for continuous improvement; or
- (3) Elimination of a PEPP.

(d) If the department and NHCTE determine that the changes affect the terms or conditions of the original approval of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in one of the following:

- (1) Retain approval through the existing expiration date; or
- (2) Use the process for PEPP approval under Option 1, 2 or 3.

Date Received by NHDOE: 1/9/24 ALM

PEPP Substantive Change Request Updated: 7/21/20; 4/18/23; 5/10/23

## UNH- ECE Candidate #1/ MEd Candidate Early Childhood Education

### ***Teach out plan and final courses.***

Candidate #1 is scheduled to complete the MEd in Early Childhood Education and meet certification requirements as a program completer in May 2024 and is the only student currently enrolled in the program.

The following degree requirements are in progress:

### **Spring 2024 (In progress)**

EDUC 901 Internship and Seminar in ECE

EDUC 803C Classroom Management

EDUC 803F Teaching Elementary School Science

### **Fall 2023**

EDUC 900 Internship and Seminar in ECE

EDUC 973 Policy, Politics & Planning

MATH 803 Teaching of Mathematics Grades K-5

**Readopt with amendment Ed 505.09, effective 2-22-23 (Document #13562), to read as follows:**Ed 505.09 Fees.

(a) An application shall not be complete until all application materials, including the proper fee, have been filed with the bureau.

(b) Payments shall be made:

(1) Electronically at the time of application on EIS; or

(2) By cash, money order, cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire," to the bureau as outlined in Ed 505.08(a).

(c) The required educator fees shall be in accordance with RSA 186:11, X(b) and the fee schedule set forth in Table 505-1 below, with the following fees reflecting the actual cost of the service listed:

Table 505-1 Fee Schedule

<u>All fees are non-refundable and include processing fee.</u>	
<u>Initial NH Beginning Educator, Experienced Educator, Master Teacher license fee (per endorsement)</u>	<u>\$120.00</u>
<u>New Hampshire Approved Educator Preparation Program completer</u>	<u>\$120.00</u>
<b><u>Additional fees associated with specific licensing pathways (per endorsement):</u></b>	
<u>Site Based Licensing Plan (SBLP)</u>	
• <u>Statement of Eligibility</u>	<u>\$120.00</u>
• <u>Intern Authorization</u>	<u>\$500.00</u>
• <u>Initial Beginning Educator License</u>	<u>\$120.00</u>
<u>Demonstrated Competencies Portfolio/Oral Board (DCPOB)</u>	
• <u>Portfolio Materials</u>	<u>\$120.00</u>
• <u>Portfolio Review/Oral Board</u>	<u>\$500.00</u>
• <u>Initial Beginning Educator License</u>	<u>\$120.00</u>
<u>Demonstrated Competencies Transcript Analysis (Administrator endorsements only)</u>	<u>\$500.00</u>
<u>Master Teacher – NH Level (per endorsement)</u>	<u>\$800.00</u>
<b><u>Other Licenses Fees</u></b>	
<u>School Nurse I or III (SN II no longer available)</u>	<u>\$120.00</u>
<u>Paraeducator I</u>	<u>\$10.00</u>
<u>Paraeducator II</u>	<u>\$10.00</u>
<u>Educational Interpreter and Transliterator</u>	<u>\$25.00</u>
<b><u>License renewal Fees (3-year cycle)</u></b>	
<u>BEL/EEL/Master Teacher License Renewal</u>	<u>\$120.00</u>
<u>School Nurse I, II, III Renewal</u>	<u>\$120.00</u>
<u>Educational Interpreter and Transliterator Renewal</u>	<u>\$25.00</u>
<u>Paraeducator I and II Renewal</u>	<u>\$10.00</u>
<b><u>Other Bureau Fees</u></b>	

<u>Lapsed License Reinstatement Fee (BEL/EEL/Master Teacher only)</u>	<u>\$100.00</u>
<u>Criminal History Record Check Clearance</u>	<u>\$100.00</u>
<u>Name Change</u>	<u>\$50.00</u>
<u>Credential Verification Letter</u>	<u>\$50.00</u>
<u>Returned check fee (RSA 6:11-a)</u>	<u>\$15.00 (State Treasurer's fee)</u> <u>\$25.00 (Bureau of Credentialing fee)</u>

-	
<del>*All fees are non-refundable and include processing fee.</del>	
<del>Approved Educator Preparation Program BEL/EEL (per endorsement)</del>	<del>\$120.00</del>
<del>Site Based Licensing Plan</del>	<del>-</del>
<del>— Statement of Eligibility (per endorsement)</del>	<del>\$50.00</del>
<del>— Intern Authorization (per endorsement)</del>	<del>\$120.00</del>
<del>— Upgrade to BEL/EEL (per endorsement)</del>	<del>\$120.00</del>
<del>Demonstrated Competencies Portfolio/Oral Board</del>	<del>-</del>
<del>— Materials (per endorsement)</del>	<del>\$50.00</del>
<del>— Portfolio Review/Oral Board (per endorsement)</del>	<del>\$500.00</del>
<del>— BEL/EEL (per endorsement)</del>	<del>\$120.00</del>
<del>Demonstrated Competencies National/Regional exam/licensure BEL/EEL (per endorsement)</del>	<del>\$120.00</del>
<del>Demonstrated Competencies Transcript Analysis BEL/EEL (per Administrative endorsement)</del>	<del>\$500.00</del>
<del>Demonstrated Competencies Experience under Out of State License BEL/EEL (per endorsement)</del>	<del>\$120.00</del>
<del>BEL/EEL/Master Teacher License Renewal (3 year cycle)</del>	<del>\$120.00</del>
<del>Master Teacher — National Level (per endorsement)</del>	<del>\$120.00</del>
<del>Master Teacher — NH Level (per endorsement)</del>	<del>\$800.00</del>
<del>Late Renewal Filing Fee (BEL/EEL/Master Teacher only)</del>	<del>\$50.00</del>
<del>Paraeducator I</del>	<del>\$10.00</del>
<del>Paraeducator II</del>	<del>\$10.00</del>
<del>Paraeducator I and II Renewal (3 year cycle)</del>	<del>\$10.00</del>
<del>School Nurse III</del>	<del>\$75.00</del>
<del>School Nurse I, II, III Renewal (3 year cycle)</del>	<del>\$75.00</del>
<del>Educational Interpreter/Transliterater</del>	<del>\$25.00</del>
<del>Educational Interpreter/Transliterater Renewal (3 year cycle)</del>	<del>\$25.00</del>
<del>Criminal History Record Check Clearance</del>	<del>\$100.00</del>
<del>Name Change</del>	<del>\$50.00</del>
<del>Credential Verification Letter</del>	<del>\$25.00</del>
<del>Emergency Authorization (per endorsement)</del>	<del>\$120.00</del>
<del>Returned check fee (RSA 6:11-a)</del>	<del>\$15.00 (State Treasurer's fee)</del> <del>\$25.00 (Bureau of Credentialing fee)</del>

**Appendix I**

<b>Rule</b>	<b>Statute</b>
Ed 505.09	RSA 21-N:9, II(s)(4); RSA 186:11, X(b)

**Readopt with amendment Ed 507.02 and Ed 507.03, effective 1-17-14 (Document #10506), to read as follows:**

Ed 507.02 Career and Technical Education Teacher.

(a) In addition to meeting the requirements for specialty certification under Ed 507.03 ~~or for comprehensive certification under Ed 507.04, Ed 507.05, Ed 507.46, Ed 507.47 or Ed 507.48~~, a teacher of career and technical education shall have the qualifications listed in (db) below.

(b) Educators holding a CTE specialty endorsement shall be allowed to teach classes in a content area for which they hold a CTE endorsement, or in feeder programs for that content area beginning in grade 5 in schools without a CTE center.

(c) Educators holding a CTE specialty endorsement shall not have any minor assignments in any content area in which they do not hold an endorsement.

(db) Qualifications for a career and technical education teacher shall include the following skills, competencies, and knowledge:

(1) ~~Comprehension~~ Knowledge of:

a. The global economy, including:

1. The changing nature of the labor market;
2. Occupational analysis utilizing multiple data sources; and
3. Industry needs, locally, regionally, and nationally;
- ~~4. Workplace environment of business; and~~
- ~~5. Relationships with business & industry and postsecondary education;~~

b. Relevance and rigor for career and technical education programs, including:

1. Program advisory committees;
2. Statutes and rules governing career and technical education;
3. Third party technical skill assessments;
4. Academic and career and technical education content standards;
5. Career and technical education program competency knowledge; and
- ~~6. Career and technical student organizations (CTSOs);~~
- ~~7. Performance indicators; and~~



~~68.~~ Safety regulations and laws; ~~and~~

c. Pedagogy, assessment, and student needs in career and technical education, including:

1. Research-based best practices in curriculum and instruction;

2. Lesson planning and formative and summative assessment; and

3. Special education individualized education placement (IEP) and 504 plan accommodations and requirements;

d. Career pathways into the workplace, including:

1. State and national licensure requirements and options;

2. Employability and workplace skills;

3. Evaluation techniques; and

4. Workplace and labor laws; and

e. Career pathways into postsecondary education, including:

1. Nationally recognized technical skills assessments with certifications;

2. Academic and technical expectations for postsecondary programs;

3. Employability and workplace skills; and

4. Evaluation techniques; and

~~5. Dual enrollment agreements; and~~

~~6. Articulation agreement; and~~

(2) Ability to:

a. Work collaboratively with colleagues, the community, business and industry and postsecondary institutions to develop career and technical education programs that will prepare students for college and career readiness;

b. Integrate academic, industry, and technical content into a program that meets all necessary competencies and standards for local, state, and federal requirements;

c. Use data effectively to ensure continuous program improvement; and

d. Develop and sustain programs that prepare students for a wide variety of careers.

(a) An individual shall meet one of the following entry-level requirements to be certified as a career and technical educator in a specialty area:

(1) Possess a comprehensive teaching certification in a subject related to the career and technical specialist area as listed in Ed 507.05, Ed 507.49, and Ed 507.50 in which the candidate may be employed; or

(2) Have completed a bachelor's degree or higher with a major or concentration related to the career and technical specialty area in which the candidate may be employed in a career and technical education related program, including, but not limited to, an engineering program or a biotechnology program;

(3) Meet the following qualifications:

a. Have completed an 2-year career and technical program associates degree related to the career and technical specialty area in which the candidate may be employed;

b. Have at least 2,000 hours Document a minimum of 2 years of successful full-time working experience in the career and technical specialty area in which the candidate may be employed; and

c. Establish a site-based licensing plan (SBLP) n individualized professional development plan as specified in Ed 505.064, alternative 4: individualized professional development plan;  
or

(4) Meet the following qualifications:

a. Have completed a certification program related to the career and technical specialty area in which the candidate may be employed;

b. Document a minimum of 4 years of successful full-time working experience in the career and technical specialty area in with the candidate may be employed; and

c. Establish an SBLP as specified in Ed 505.06; or

(5) Meet the following qualifications:

a. Have obtained a high school diploma;

b. Have at least 4,000 hours Document a minimum of 6 years of successful full-time working experience in the career and technical specialty area in which the candidate may be employed; and

c. Establish an individualized professional development plan SBLP as specified in Ed 505.064, alternative 4: individualized professional development plan.

(b) In addition to the entry-level requirements in (a) above, an individual shall:

(1) If not already certified in another area, meet the professional education requirements listed in Ed 505.037; and

(2) Meet the skills, competencies, and knowledge qualifications for certification as a career and technical education teacher as provided in Ed 507.02(b).

(c) In addition to the requirements listed in (a) and (b) above, the individual shall meet the applicable state or national licensure, certification, and registration requirements for ~~each of the following~~ career and technical specialty areas in which the individual seeks certification.:

- ~~(1) Agriculture, food, and natural resources;~~
- 
- ~~(2) Architecture and construction;~~
- 
- ~~(3) Arts, audio visual technologies, and communication;~~
- 
- ~~(4) Business management and administration;~~
- 
- ~~(5) Education and training;~~
- 
- ~~(6) Finance;~~
- 
- ~~(7) Government and public administration;~~
- 
- ~~(8) Health sciences;~~
- 
- ~~(9) Hospitality and tourism;~~
- 
- ~~(10) Human services;~~
- 
- ~~(11) Information technology;~~
- 
- ~~(12) Law and public safety;~~
- 
- ~~(13) Manufacturing;~~
- 
- ~~(14) Marketing sales and services;~~
- 
- ~~(15) Science, technology, engineering, and mathematics; and~~
- 
- ~~(16) Transportation, distribution, and logistics.~~

**Appendix I**

<b>Rule</b>	<b>Statute</b>
Ed 507.02	RSA 186:11, X(a)
Ed 507.03	RSA 186:11, X(a)

**Readopt with amendment Ed 321, effective 6-12-20 (Document #13054), to read as follows:**

**PART Ed 321 SCHOOL BUILDING CONSTRUCTION**

*Ed 321.01 Purpose. The purpose of Ed 321 is to provide requirements and standards for the construction of any public school facility to be used for the purpose of providing education to pupils in grades k-12, and to provide requirements for how to apply for school building aid.*

~~—Ed 321.01 Purpose. The purpose of Ed 321 is to provide requirements and standards for the construction of any facility to be used for the purpose of providing education to pupils in grades kindergarten through grade 12, and to provide requirements for how school building aid will be paid for that construction.~~

*Ed 321.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 321:*

(a) *“Architectural and engineering fees” means the expenses that the architect or engineer had to spend money on in order to work on the projects, as well as the customary design services on every project and expenses to augment customary services for a particular project;*

(b) *“Commissioning” means a systematic documented process by an independent entity which shall include visual examination and functional performance testing to demonstrate that installed components or systems meet the intent of the original design;*

(c) *“Construction cost” means the total cost of labor and materials for the construction of the foundation, erection of the structure, finish work, and the installation of equipment integral to the operation of building systems. The cost of site development is not included;*

(d) *“Department” means the New Hampshire department of education;*

(e) *“Design capacity” means the maximum total number of students intended to be educated in a school building;*

(f) *“Educational space” means those parts of a school building to which pupils are assigned for instructional purposes. Educational space includes, but is not limited to, classrooms, laboratories, gymnasiums, libraries, cafeterias, special education space, and administration space;*

(g) *“Educational specifications” means a report that describes the facility’s anticipated uses and identifies the specific physical characteristics that will be required to house and promote the programmatic needs of the school;*

(h) *“Emergency project” means a school construction project requiring the replacement of all or a significant portion of a school facility which is declared uninhabitable or is identified as an imminent danger or substantial risk by the state fire marshal or a state or federal agency, and which results from an unanticipated and sudden natural or human disaster;*

(i) *“Feasibility study” means a report that was completed prior to design that evaluates the physical and programmatic needs of a school’s facility and identifies the best uses of existing buildings and makes recommendations on improvements to maintain and upgrade the existing facility or build a new facility, while meeting the school’s educational goals;*

(j) *“Gross square footage” means the total square footage of the school building measured to the outside of the exterior walls;*

*(k) "Moveable equipment" means equipment, including technology equipment, for a school construction project that supports the educational program. Moveable equipment has an expected life of at least five years and is not attached to the building. Another common term is "furniture, fixtures, and equipment" or "FF&E";*

*(l) "New construction" means construction work that results in the creation of a new building or additional space in an existing building;*

*(m) "Preliminary design plans" means a set of plans that present the proposed school facility in its earliest stages denoting at a minimum the square footage of each room and the proposed use of each room. Detailed doors, windows, closets, utilities, mechanical functions are not typically shown at this stage;*

*(n) "Project manager" means "project manager" as described in RSA 198:15-c, (III), and is the professional hired by the project owner to serve as a consultant and adviser to the project owner to ensure the project owner's best interests are carried out. The term also includes "owner's project manager";*

*(o) "Project contingency" means the project funds that have been set aside or reserved to cover bidding overruns. Construction contingencies are used to cover unforeseen conditions and omissions and miscellaneous project expenditures not part of the initial project budget but necessary to complete the project;*

*(p) "Renovation" means work involving upgrades to existing space in a building or conversion of the use of existing space in a building;*

*(q) "School" means any school building included within one of the organizations outlined in RSA 198:15-a, I-a;*

*(r) "School building aid" means the state grants for the payment of a share of the cost for school construction under RSA 198:15-a;*

*(s) "Sufficient" means an amount of space, time, or material that will enable a particular function to proceed as intended without restriction or impediment from the size or condition of the physical facility, according to variations in enrollment, staffing, program, or level of instruction from one school to another;*

*(t) "Technology equipment" means equipment needed to operate the school, including servers, printers, cameras, audio visual equipment, copiers, phones, intercoms, and computers. It does not include laptops and computers for students and teachers, office or educational software, or infrastructure items such as network and wireless cabling; and*

*(u) "Usable land" means land upon which a school building, parking lot, on-site traffic circulation and drop-off locations, playgrounds or school playing field can be built.*

— Ed 321.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 321:

— (a) "Buildable land" means land upon which a school building, parking lot, on-site traffic circulation and drop-off locations, playgrounds or school playing field can be built. The term includes usable land;

— (b) "Construction cost" means the total cost of labor and materials for the construction of the foundation, erection of the structure, finish work, and the installation of equipment integral to the operation of building systems. The cost of site development is not included;

— (c) "Department" means the New Hampshire department of education;

~~—(d) "Design capacity" means the maximum total number of students intended to be educated in a school building following completion of a construction project;~~

~~—(e) "Educational capacity of a school building" means the sum of the maximum number of students that can be simultaneously instructed in every educational space of the building using the minimum space allocations specified in Ed 321.10(g)-(i);~~

~~—(f) "Educational space" means those parts of a school building to which pupils are assigned for instructional purposes. Educational space includes, but is not limited to, classrooms, laboratories, gymnasiums, and libraries;~~

~~—(g) "General purpose classroom" means an educational space intended for the instruction of a group of students that is suitable for teaching a variety of subjects and that requires no special permanently installed equipment or unusually large spaces;~~

~~—(h) "Laboratory" means an educational space intended for instruction involving hands on student participation in a particular subject that requires specialized equipment, furnishings, or materials;~~

~~—(i) "Multi purpose space" means areas within a school building that are used at different times for educational purposes and for support purposes;~~

~~—(j) "New construction" means construction work that results in the creation of a new building or additional space in an existing building;~~

~~—(k) "Renovation" means work involving upgrades to existing space in a building or conversion of the use of existing space in a building;~~

~~—(l) "School building aid" means the state grants for the payment of a share of the cost for school construction under RSA 198:15 a;~~

~~—(m) "Site development" is the work required to prepare the land for construction. It includes removal of trees and other vegetation, removal of existing structures, removal of rock, cutting and filling of earth, construction of access roads, driveways, and parking lots, installation of surface water drainage systems, and landscaping;~~

~~—(n) "Substantial renovation" means:~~

~~(1) Construction done for the purpose of renewing a building that is valued at an amount greater than 25 percent of the cost to replace the building;~~

~~(2) To repair and bring the building back to new or good condition; or~~

~~(3) To prepare space for a new or different use;~~

~~—(o) "Sufficient" means an amount of space, time, or material that will enable a particular function to proceed as intended without restriction or impediment from the size or condition of the physical facility, according to variations in enrollment, staffing, program, or level of instruction from one school to another. The term includes adequate;~~

~~—(p) "Support space" means those parts of a school building that are generally used for purposes other than instruction. Support space includes offices, storage rooms, wash rooms, kitchens, cafeterias, and similar spaces;~~

~~—(q) "Total cost" means the cost of all related land, labor, and materials authorized by RSA 198:15 b,II for construction costs; and~~

~~—(r) "Utilization rate" means the extent to which school buildings are used by comparing design capacity to the educational capacity of the school expressed in a percentage figure. A 100 percent utilization rate means that every seat in every educational space is occupied for the majority of time throughout the school day.~~

***Ed 321.03 Construction Standards for All Public Schools.***

***(a) The requirements in this section apply to all public school construction projects, regardless of whether the project is constructed using state building aid.***

***(b) A school site shall have safe access and sufficient parking, drainage, and security.***

***(c) There shall be access for emergency vehicles from at least 2 directions, unless waived by the local fire chief or the authority having jurisdiction for enforcement of the state fire code.***

***(d) Prior to acquisition of a site, the school shall have surveys conducted to ascertain, as much as practicable, that past use of the site has not resulted in conditions hazardous to public health, public safety, or to the environment, or matters of interest for historical preservation under RSA 227-C that cannot be sufficiently removed, abated, or mitigated.***

***(e) All school construction shall comply with the requirements of the state building code under RSA 155-A.***

***(f) School design drawings and specifications shall bear the stamp and signature of individuals licensed to perform architecture or engineering in the appropriate disciplines in the state of New Hampshire. The stamp and signature of the design professionals shall be understood to certify that the project has been designed in compliance with all applicable building codes and standards.***

***(g) Verification that construction has been performed according to state and local building codes and approval of waivers shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.***

***(h) In addition to being in compliance with the state code for energy conservation in new building construction under RSA 155-D, the design and installation of all lighting systems shall comply with the Illuminating Engineering Society, Recommended Practice: Lighting Educational Facilities, 2020 as referenced in Appendix II. Multiple use school spaces such as cafeterias, gymnasiums, and auditoriums shall have illumination for the highest level required by any planned use.***

***(i) All school construction shall meet all plumbing code requirements referenced in RSA 155-A.***

***(j) Educational spaces shall be constructed so as to meet or exceed the requirements of the ANSI S12.60 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools part 1, 2010 edition as referenced in Appendix II.***

***(k) All schools shall meet the New Hampshire code for barrier-free design under Abfd 300.***

***(l) All construction, including construction in an existing facility, shall obtain a letter from the state fire marshal stating that the construction drawings and specifications have been evaluated and approved by the state fire marshal for compliance with 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;***

***(m) Prior to student occupancy, the school shall obtain an approval to operate from the department in accordance with Ed 320.***

***(n) All playgrounds shall meet RSA 155:83 regarding accessibility.***

~~— Ed 321.03 Minimum Standards for School Sites.~~

~~— (a) A school site shall have safe access, parking, drainage, security, and sufficient buildable area to accommodate a school facility that complies with the minimum gross site sizes as described in Ed 321.03 (f):~~

~~— (b) There shall be access for emergency vehicles from at least 2 directions unless waived by the local fire chief having jurisdiction for enforcement of the state fire code.~~

~~— (c) The first occupied floor of school buildings located within a 100-year flood plain shall be constructed at an elevation at least 10 feet higher than the base flood elevation for a 100-year flood at that location.~~

~~— (d) Prior to acquisition of a site, the school district shall have surveys conducted to ascertain, as much as practicable, that past use of the site has not resulted in conditions hazardous to public health, public safety, or to the environment, or matters of interest for historical preservation under RSA 227-C that cannot be adequately removed, abated, or mitigated.~~

~~— (e) The following shall not be considered buildable land for the purpose of comparing a given site to the minimum site sizes in Ed 321.03 or to the maximum site sizes in Ed 321.04:~~

~~(1) Wetlands, including required setbacks from wetlands;~~

~~(2) Areas with slopes in excess of 60 percent;~~

~~(3) Areas with extensive amounts of bedrock within 6 feet of the surface; and~~

~~(4) Sites known to be contaminated with hazardous materials.~~

~~— (f) The minimum site size approvable for school building aid for new construction, including additions to existing buildings, for elementary schools, middle schools, and high schools shall be as follows:~~

~~(1) For an elementary school the minimum site size shall be 3 acres of contiguous buildable land for schools with a design capacity of less than 150 students and 5 acres of contiguous buildable land for schools with a design capacity of 150 students or higher;~~

~~(2) For a middle school the minimum site size shall be 10 acres of contiguous buildable land. For middle schools with a design capacity greater than 1000 students there shall be one additional acre for each 300 students or fraction thereof above 1000 students; and~~

~~(3) For a high school the minimum site size shall be 15 contiguous acres of buildable land, plus one additional acre for each 300 students or fraction thereof for the design capacity of the school building.~~

~~— (g) Whenever a district has a school site that does not meet the site size requirements in Ed 321.03(f) for a new building or an addition to an existing building, the school board may request a waiver for the minimum site size under Ed 321.28.~~

~~— (h) Renovations and substantial renovations shall apply only to buildings and specifically shall not include site improvements or modifications.~~

~~— (i) Charter schools shall be exempt from the minimum site sizes in this section.~~

***Ed 321.04 Building Aid Eligibility.***

***(a) To be eligible for building aid, project applications are limited to the following:***



- (1) *The construction of a new school;*
- (2) *Additions to existing buildings;*
- (3) *Land and site development associated with (1) or (2) above;*
- (4) *Substantial renovation that meets Ed 321.05; and*
- (5) *Air quality and energy efficiency projects as described in Ed 321.06.*

*(b) If the project requires land acquisition, to be eligible to apply for building aid, land must be acquired before the time of application or have a legal agreement in place subject to receiving building aid.*

*(c) To be eligible for building aid, applicants shall propose the least costly building project, as shown by a feasibility study completed in accordance with Ed 321.13.*

*(d) To be eligible for building aid, applicants must have a 5 year or more annual budget history supporting good maintenance and have a preventative maintenance plan in place to support ongoing good maintenance in accordance with Ed 321.15(i).*

*(e) To be eligible for building aid, projects must receive voter approval from the legislative body of the public school district approving the construction project, even if no local funds are required for the project.*

~~— Ed 321.04 Maximum Standards for School Building Aid for Land Acquisition.~~

~~— (a) In accordance with RSA 198:15-b, IV(b)(2) school building aid for land acquisition shall be limited to the cost of:~~

~~(1) Twenty acres of buildable land plus one acre for every 100 students or fraction thereof for elementary schools;~~

~~(2) Twenty five acres of buildable land plus one acre for every 100 students or fraction thereof for middle schools; and~~

~~(3) Thirty acres of buildable land plus one acre for every 100 students or fraction thereof for high schools.~~

~~— (b) Wetlands, including required setbacks, areas with slopes in excess of 60 percent, areas with extensive amounts of bedrock within 6 feet of the surface, or sites known to be contaminated with hazardous materials shall not be considered buildable land for the purpose of comparing a given site to the minimum or maximum site sizes in Ed 321.03 or Ed 321.04.~~

~~— (c) For the purposes of Ed 321.04, design capacity shall be based upon reasonable enrollment projections developed through a statistically valid process. In approved situations, educational space may be built to one design capacity while core space is built to a larger capacity in anticipation of future expansion.~~

~~— (d) Renovations and substantial renovations shall apply only to buildings and specifically shall not include site improvements or modifications.~~

~~— (e) A school board or board of directors of a charter school may request a waiver under Ed 321.28 for the maximum amount of school building aid to which its district is entitled for land acquisition.~~

~~— (f) For purposes of this section, every acre of land in a contiguous building site shall be assumed to have equal value which shall be determined by dividing the total cost of the land by the number of acres.~~

***Ed 321.05 Substantial Renovation. Eligibility for school building aid for substantial renovations as authorized by RSA 198:15-b, II(f) shall be determined as follows:***

*(a) The substantial renovation project must bring the space up to new condition or prepare the space for a new or different use;*

*(b) The substantial renovation project cost shall exceed 25 percent of the construction cost of a new building or \$5 million, whichever is lower;*

*(c) For the purposes of determining (b) above, 25 percent of the construction costs of a new building shall be calculated as the maximum building size in square feet per Ed 321.09, multiplied by the maximum allowable construction cost in dollars per square foot per Ed 321.21, and multiplied by 25 percent;*

*(d) Renovation work done as a result of adding an addition to an existing building or as a result of installing an air quality and energy efficiency projects shall not be subject to (a) and (b) above.*

~~— Ed 321.05 Building Aid for School Sites and School Site Development.~~

~~— (a) Aid payments on the purchase price or development costs of a school site shall not begin prior to the authorization of a building project for that site by the legislative body of the school district or board of directors of a charter school and approval for funding by the department.~~

~~— (b) Aid payments shall be made on land acquisitions financed only by the actual expenditure of funds appropriated from taxation. Development costs on these parcels and those acquired by other means and incurred as a consequence of a school building project shall be eligible for aid, however.~~

~~— (c) Aid payments on school sites or school site development shall, upon approval by the department, follow the same protocol as aid payments for building projects.~~

*Ed 321.06 Air Quality and Energy Efficiency Projects.*

*(a) Projects intended to improve air quality or energy efficiency shall be eligible to receive school building aid in accordance with RSA 198:15-b, II(g) and shall not be subject to the requirements of Ed 321.05 or Ed 321.28 (a).*

*(b) Air quality or energy efficiency projects may be financed through a lease-purchase agreement with a vendor.*

*(c) A copy of the lease-purchase agreement shall be submitted to the department with the notice of completion information in Ed 321.26, and the agreement shall clearly indicate:*

*(1) The costs of labor and equipment separate from rental costs;*

*(2) Utility costs;*

*(3) Maintenance service costs; and*

*(4) Interest or any other charges that are not eligible for school building aid under per Ed 321.20.*

*(d) All grant amounts awarded for lease-purchase agreements shall be returned to the state if such equipment is removed from the school building by the vendor due to the school district's failure to comply with the terms of the lease-purchase agreement per RSA 198:15-b II (e).*

*(e) Lease-purchase agreements shall be subject to the requirements of RSA 33:7-e.*

~~— Ed 321.06 Maximum Sizes for School Buildings. School building aid for new school buildings or additions to existing school buildings shall be limited to the following under RSA 198:15-b,IV, (b)(1) for:~~

- ~~—(a) Elementary schools, 120 square feet/pupil;~~
- ~~—(b) Middle schools, 140 square feet/pupil;~~
- ~~—(c) High schools, not including space in regional vocational centers, 160 square feet/pupil;~~
- ~~—(d) School buildings with a design capacity of less than 250 students shall be allowed 144 square feet/pupil for an elementary school, 168 square feet/pupil for a middle school, and 192 square feet/pupil for a high school;~~
- ~~—(e) Individual buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be housed in the building;~~
- ~~—(f) All spaces constructed using building aid in the past 35 years shall be included in the square footage when calculating the limits above. Conditions in the existing building that cause the total project to exceed the maximum size limits shall constitute sufficient justification for a waiver of the limits as authorized by RSA 198:15 b,IV,(d), provided that the size of the newly constructed space is consistent with similar spaces in an entirely new building that meets the limits, there is a financial benefit to the public, or both; and~~
- ~~—(g) The above limits shall be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district under Ed 321.28.~~

***Ed 321.07 Maximum Standards for School Building Aid for Land Acquisition.***

***(a) In accordance with RSA 198:15-b, IV(b)(2), school building aid for land acquisition shall be limited to the cost of:***

- (1) Twenty acres of usable land plus one acre for every 100 students or fraction thereof for elementary schools;***
- (2) Twenty-five acres of usable land plus one acre for every 100 students or fraction thereof for middle schools; and***
- (3) Thirty acres of usable land plus one acre for every 100 students or fraction thereof for high schools.***

***(b) Land acquisition for school buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be educated in that school.***

***(c) Wetlands areas and required setbacks, areas with slopes in excess of 60 percent, areas with extensive amounts of bedrock within 6 feet of the surface, and areas known to be contaminated with hazardous materials shall not be considered usable land for the purpose of comparing a given site to the maximum site sizes in Ed 321.07.***

***(d) For purposes of this section, every acre of land in a contiguous building site shall be assumed to have equal value which shall be determined by dividing the total cost of the land by the number of acres.***

***(e) Land acquisition costs eligible for building aid shall not exceed market value.***

~~—Ed 321.07 Design Standards. For the purposes of standards for school sites and construction projects for school buildings, design capacity shall be based upon reasonable enrollment projections developed through a statistically valid process.~~

***Ed 321.08 Calculation of Design Capacity.***

(a) *Design capacity shall be the projected enrollment determined by (b) below, divided by:*

- (1) *0.95 for elementary schools;*
- (2) *0.90 for middle schools; and*
- (3) *0.85 for high schools.*

(b) *The projected enrollment shall be the maximum published value in the 5-year projection using a statistically valid process and the most updated birth rates published by the New Hampshire division of vital records administration in the office of the secretary of state.*

~~— Ed 321.08 Standards for Educational Capacity of a School Building.~~

~~— (a) Spaces currently used as educational space, but not designed as such, shall not be included in determining the educational capacity of a school building. Space in temporary or relocatable facilities shall not be included in determining the educational capacity of a school building.~~

~~— (b) The educational capacity of a school building shall be based upon the physical dimensions of the educational spaces and the space allowances in Ed 321.10(g) (i). Educational capacity shall not be reduced by applying a limit to the number of students in a class below the maximum class size found in Ed 306.17 even though local policy may establish lower maximum class sizes.~~

~~— (c) The definition of educational capacity in Ed 321.02(e) and the provisions of Ed 321.08 shall not preclude districts from establishing local policies concerning the maximum number of students in a particular class provided, however, that such policies shall not be taken into account when determining the educational capacity of a school building.~~

***Ed 321.09 Maximum Sizes for School Buildings.***

(a) *The maximum size of a school building that is eligible for building aid shall be the sum of the baseline square footage determined by (b) below, plus the special education square footage determined by (d) below, plus the concentration of poverty add-on in (f) below, plus the English language learner (ELL) add-on in (h) below.*

(b) *Subject to (c) below, for the purpose of determining the maximum building size eligible for building aid, the maximum allowable gross square footage (GSF) per student shall be limited to the following:*

***Table 321-1 Baseline Gross Square Footage***

<i>Design Capacity</i>	<i>Elementary School GSF per Student</i>	<i>Middle School GSF per Student</i>	<i>High School GSF per Student</i>
<i>100 students or less</i>	<i>167</i>	<i>180</i>	<i>200</i>
<i>101-150</i>	<i>161</i>	<i>180</i>	<i>200</i>
<i>151-200</i>	<i>156</i>	<i>176</i>	<i>200</i>
<i>201-250</i>	<i>152</i>	<i>172</i>	<i>198</i>
<i>251-300</i>	<i>149</i>	<i>169</i>	<i>195</i>
<i>301-350</i>	<i>147</i>	<i>167</i>	<i>193</i>
<i>351-400</i>	<i>146</i>	<i>166</i>	<i>192</i>
<i>401-450</i>	<i>145</i>	<i>165</i>	<i>191</i>
<i>451-500</i>	<i>144</i>	<i>164</i>	<i>190</i>

<i>501-550</i>	<i>143</i>	<i>163</i>	<i>189</i>
<i>551-600</i>	<i>142</i>	<i>162</i>	<i>188</i>
<i>601-650</i>	<i>141</i>	<i>161</i>	<i>187</i>
<i>651-700</i>	<i>140</i>	<i>160</i>	<i>186</i>
<i>701-750</i>	<i>139</i>	<i>159</i>	<i>185</i>
<i>751-800</i>	<i>138</i>	<i>158</i>	<i>184</i>
<i>More than 800 students</i>	<i>137</i>	<i>157</i>	<i>183</i>

(c) *Individual buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be educated in the building.*

(d) *The special education add-on, in square feet (sf), shall be based on the table below:*

**Table 321-2 Special Education Add-On**

<i>Special Education Students</i>	<i>Grades k-12</i>
<i>1-24 students</i>	<i>1,200 sf</i>
<i>24 or more students</i>	<i>50 sf per student</i>

(e) *The number of special education students with an Individuals with Disabilities Educational Act (IDEA) shall be used in Table 321-2 above.*

(f) *The number of special education students for (e) above shall be averaged over the previous 5 years and rounded up.*

(g) *The concentration of poverty add-on, in square feet (sf), shall be based on the table below:*

**Table 321-3 Concentration of Poverty Add-On**

<i>Free or Reduced Cost Meal Rate</i>	<i>&lt;600 students</i>	<i>600-900 students</i>	<i>&gt;900 students</i>
<i>Below 55%</i>	<i>0 sf</i>	<i>0 sf</i>	<i>0 sf</i>
<i>55%</i>	<i>1,000 sf</i>	<i>1,500 sf</i>	<i>2,000 sf</i>
<i>60%</i>	<i>1,300 sf</i>	<i>1,800 sf</i>	<i>2,300 sf</i>
<i>65%</i>	<i>1,600 sf</i>	<i>2,100 sf</i>	<i>2,600 sf</i>
<i>70%</i>	<i>1,900 sf</i>	<i>2,400 sf</i>	<i>2,900 sf</i>
<i>75%</i>	<i>2,200 sf</i>	<i>2,700 sf</i>	<i>3,200 sf</i>
<i>80% or more</i>	<i>2,500 sf</i>	<i>3,000 sf</i>	<i>3,500 sf</i>

(h) *The free or reduced cost meals rate for (g) above shall be averaged over the previous 5 years and the square footage add-on for rates that fall between the published values shall be scaled proportionally and rounded up to the nearest square foot.*

(i) *The ELL add-on, in square feet (sf), shall be based on the table below:*

**Table 321-4 ELL Add-On**

<i>ELL Rate</i>	<i>&lt;600 students</i>	<i>600-900 students</i>	<i>&gt;900 students</i>
<i>Below 10%</i>	<i>0 sf</i>	<i>0</i>	<i>0</i>

<i>10%</i>	<i>500 sf</i>	<i>1,000 sf</i>	<i>1,500 sf</i>
<i>20%</i>	<i>750 sf</i>	<i>1,250 sf</i>	<i>1,750 sf</i>
<i>30%</i>	<i>1,000 sf</i>	<i>1,500 sf</i>	<i>2,000 sf</i>
<i>40% or more</i>	<i>1,250 sf</i>	<i>1,750 sf</i>	<i>2,250 sf</i>

*(j) The ELL rate for (j) above shall be averaged over the previous 5 years, and the square footage added for rates that fall between the published values shall be scaled proportionally and rounded up to the nearest square foot.*

*(k) For the purposes of determining the maximum size of a school building that is eligible for building aid, the following shall apply:*

- (1) The size of a school building is measured as a gross area from the outside face or exterior walls, and shall include all enclosed areas including existing spaces, except as specified in (2) below;*
- (2) For renovations, existing areas open to below and areas dedicated to mechanical systems, shall not be included in the size of the school building; and*
- (3) For new construction, areas open to below, except for gymnasiums, auditoriums, and other areas which require open areas to function as its intended use, shall be included in the calculation of the maximum building size.*

*(l) Selected areas within a school facility may be constructed in a size large enough to accommodate use of the facility for community purposes other than education. School building aid, however, shall be limited to the maximum allowable size and maximum allowable construction cost limits as described in Ed 321.09 and Ed 321.21.*

*(m) Required educational space shall not be eliminated or reduced in order to provide community use space within the maximum size and cost limits.*

*(n) The GSF baselines shall be used for determining the maximum building size eligible for building aid. The baselines are intended to support all of the spaces required to deliver the educational programs required by the state of New Hampshire and to encourage multiple uses of spaces and other utilization-maximizing strategies that can reduce facility size and therefore the long-term costs of ownership.*

*(o) A school board may challenge the baselines for a given project by submitting a waiver request in accordance with Ed 321.32 at least 90 days prior to submitting a building aid application.*

*(p) The limits in this section shall not apply to projects that were funded with appropriation from fiscal years 2024 and 2025. These projects shall be limited to the maximum eligible building size listed in the “intent to fund letter” per Ed 321.17.*

~~— Ed 321.09 Calculating Utilization Rate. The utilization rate of a school building shall be calculated by dividing the design capacity by the educational capacity and expressing the figure as a percentage. A 100 percent utilization rate shall not be required. For a proposed new building or addition to an existing building, the educational capacity shall be calculated by dividing the design capacity by the planned utilization rate. For purposes of determining eligibility for school building aid, planned utilization rates shall not be less than 85% for high schools, 90% for middle schools, and 95% for elementary schools. The minimum utilization rate shall not apply when only one general purpose classroom is assigned per grade.~~

**Ed 321.10 *Minimum Safety Construction Standards for School Building Aid Recipients.***

*(a) School building aid projects for the construction of a new school shall implement, at a minimum, the following best practices:*

*(1) The project shall have the following site planning and traffic flow measures in place, including but not limited to:*

- a. In consultation with the local police and local fire departments, fencing with site security gates at fire lanes to prevent non-authorized vehicles from driving around the sides or back of the building;*
- b. Exterior signage at all exterior doors to clearly indicate where the front office is located;*
- c. Traffic patterns in the parking lot that are clearly marked and lead visitors to the main entrance;*
- d. Proper staging areas for emergency operations;*
- e. Traffic flow that separates regular vehicles and bus traffic;*
- f. Well lighted parking areas, primary entrance, and pedestrian pathways; and*
- g. If supported by the local emergency personnel, a secure lock box in a safe location away from the building, such as near the driveway entrance that allows the school to store entrance keys, access cards, and critical documents such as blueprints, floor plans, pre-fire plans, evacuation procedures, shut-off valve locations, and disclosures of hazardous materials;*

*(2) The project shall have the following building entry control measures in place, including but not limited to the following:*

- a. An electronic door locking system that can control access with a proximity reader, or similar, and allows administrators to effectively restrict access remotely;*
- b. A secure and monitored single point of entry;*
- c. Internal and external cameras as part of a surveillance system that school officials have access to onsite and remotely;*
- d. All exterior emergency egress doors equipped with alerting systems that signals if the doors are opened;*
- e. All windows and doors labeled with identifiers such as a number or letter that is clearly visible to first responders to assist them to effectively respond to an emergency;*
- f. If the building will be used as a polling place, a way to secure the offices and classrooms from the voting area;*
- g. A locked security vestibule at the main entrance of the building that allows visitors to enter the vestibule and be identified by the main office before they are approved for entrance into the school;*
- h. At a minimum, a dehumidification system for temperature and comfort control; and*
- i. Consider installing ballistic glass on the first floor exterior windows;*

***(3) The project shall have the following communication and alarm systems installed and in place, including but not limited to the following:***

- a. A fire alarm system that incorporates a positive alarm sequence to clearly and quickly inform building occupants how to take action;***
- b. A security alarm system that incorporates intrusion detection, access control, video surveillance, and fire alarm testing into one system;***
- c. The necessary transmitters, receivers, and repeaters to ensure radio communications by emergency personnel;***
- d. A public address (PA) system that can be accessed from inside of the main office, classrooms, and common areas, with interior and exterior speakers to be properly heard, and that have the ability to make an all call in the event of an emergency. The PA system shall be interoperable with the first responders' system, if applicable;***
- e. Panic buttons to notify the authorities and put out a message to the rest of the school; and***
- f. Fire doors that are programmed to remain locked upon fire alarm activation and power loss so they allow exiting the building but not entry; and***

***(4) The project shall have the following classroom features in place, including but not limited to the following:***

- a. Door locking mechanisms on all interior doors to education spaces that students can access such that the door can be locked from both sides and unlocked from inside without a key, tool, or special knowledge; and***
- b. Where possible, an established area in the classroom that is not readily visible when looking into the classroom from the hallway.***

***(b) School building aid for additions to existing buildings shall include the items listed in (a)(1)-(4) above for the addition section of the building, where applicable.***

***(c) School building aid for substantial renovation projects, as defined by Ed 321.05, shall include the items listed in (a)(1)-(4) above for the areas that are being substantially renovated.***

***(d) A school board may request a waiver under Ed 321.32 for the minimum safety construction standards, provided that the local police and fire departments support the request.***

~~— Ed 321.10 Standards for Educational Space.~~

~~— (a) Educational space shall include, but not be limited to, classrooms, laboratories, gymnasiums, and libraries.~~

~~— (b) School facilities shall provide educational space sufficient to meet the requirements identified in the educational specifications in Ed 321 and the New Hampshire minimum standards for public school approval as specified in Ed 306.~~

~~— (c) Approval of the size of classrooms or instructional spaces shall be determined by the acceptable number of square feet per student established in Ed 321.10(g) (k), multiplied by the total projected number of the class or group or the minimum size specified in Ed 321.10 whichever is larger.~~



~~—(d) The requirements of Ed 321.10 shall be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the requesting school district under Ed 321.28.~~

~~—(e) Every educational space, except gymnasiums and music rooms, shall contain a seat and work surface for each student, teacher, and teacher's aide, appropriate for the normal activity conducted in that space.~~

~~—(f) Every general purpose classroom shall:~~

~~(1) Contain an erasable surface of at least 32 square feet and a surface suitable for projection purposes; and~~

~~(2) Be furnished with:~~

~~a. Desks for students and teachers;~~

~~b. Bookshelves; and~~

~~c. Other common furniture and equipment.~~

~~—(g) A kindergarten classroom shall provide at least 1,000 square feet, including storage, or 50 square feet per child, whichever is greater.~~

~~—(h) For the elementary and middle schools, a general purpose classroom shall provide a minimum of 900 square feet, including storage, or 36 square feet per child, whichever is greater.~~

~~—(i) For high schools, a general purpose classroom shall contain a minimum of 800 square feet, including storage, or 32 square feet per student, whichever is greater.~~

~~—(j) Science laboratories and combination lab classrooms shall be sized according to the joint recommendation of the National Association of Science Teachers and the Laboratory Safety Institute at 45 square feet per pupil for separate labs and 60 square feet per pupil for combination lab classrooms or a minimum of 900 square feet for separate labs and 1200 square feet for combination lab classrooms. There shall be a maximum of 24 laboratory work stations, at least one of which shall be suitable for students with disabilities and in compliance with RSA 275-C.~~

~~—(k) Library media centers shall be sized at 4 square feet per student times the design capacity or a minimum of 1800 square feet.~~

~~—(l) When an area in a school building is used as multi purpose space, standards for educational space shall take precedence over standards for support space. Multi purpose space includes, but is not limited to, an area used for physical education that becomes the dining area at meal time.~~

~~—(m) Required educational space shall not be reduced or eliminated in order to provide additional support space or space for extracurricular activities.~~

~~—(n) Charter schools shall be exempt from the minimum space sizes in this section.~~

***Ed 321.11 Educational Specifications.***

***(a) Educational specifications shall be established by the school district with input from the community, educators, the facility manager, school board members, and school administration.***

***(b) Educational specifications shall include the following:***

***(1) The goals and objectives of the project;***

- (2) Policies that relate to space needs such as class size limits, grade configurations, and multi-age classrooms;*
- (3) The number of people to be housed and how that number was determined;*
- (4) A description of the programs to be housed;*
- (5) A description of the general facility needs to meet the goals and objectives of the project, including:
  - a. The individual spaces needed in the building and the desired characteristics of each space in general terms;*
  - b. The desired adjacencies between spaces;*
  - c. Clear objectives and priorities for design elements such as minimum requirements for acoustics, daylighting, energy efficiency, indoor air quality, thermal and visual comfort, use of environmentally preferable materials, siting considerations, and any other factors which the school considers important;*
  - d. Other facility characteristics such as limits on exterior glass or glass in high-capacity areas, space needs for check-in procedures, and space needs for voting use or other community uses; and*
  - e. The necessary site considerations.**
- (c) Educational specifications submitted as part of the building aid application shall be approved by the local school board prior to submitting the application.*

~~— Ed 321.11 Special Education Space.~~

~~— (a) In addition to the requirements of Ed 321.10, space shall be provided in every school to meet the unique requirements of special education students, and to meet the requirements of Ed 1119.06.~~

~~— (b) Exclusive use space shall be provided for speech therapy, physical therapy, occupational therapy, and private counseling. Physical and occupational therapy may be co-located.~~

~~— (c) The minimum total amount of exclusive use space for special education shall be 600 square feet. An area for private meetings with parents and staff shall be available, although it need not be used exclusively for special education use.~~

~~— (d) Locked, fire proof containers shall be provided for record storage.~~

~~— (e) A private office shall be provided for the special education coordinator if there is a position on the school staff.~~

~~— (f) Charter schools shall be exempt from the minimum space sizes in this section.~~

***Ed 321.12 Needs Assessment.***

*(a) The needs assessment shall assess the current condition of the facility including by not limited to, the following:*

- (1) Building envelope and interior spaces;*
- (2) Life safety code;*

- (3) Building code;*
- (4) Mechanical, electrical, plumbing, and structural systems;*
- (5) Accessibility;*
- (6) Environmental conditions, including but not limited to:*
  - a. Indoor air quality;*
  - b. Lighting;*
  - c. Acoustics; and*
  - d. Sanitation;*
- (7) Building systems and equipment;*
- (8) Safety and security; and*
- (9) Energy use.*

*(b) The condition of the facility shall be assessed by a third-party licensed engineer, a licensed architect, or other qualified professional.*

*(c) In addition to the above, the needs assessment shall assess, including but not limited to, the following:*

- (1) The suitability of the facility to meet the educational needs of the school, as identified in the educational specifications;*
- (2) A summary of the space needed; and*
- (3) The gap that exists between the current state and desired state of the school's programmatic needs, and the factors that can be attributed to this gap.*

~~— Ed 321.12 Standards for Support Space.~~

~~— (a) Support space shall include, but shall not be limited to, offices, the nurse suite, kitchens, cafeterias, teacher preparation areas, gym locker rooms, team rooms, weight training rooms, storage areas, parking, and restrooms.~~

~~— (b) The following standards shall apply to offices:~~

~~(1) The school principal, each assistant principal, and each guidance counselor shall be provided a private office;~~

~~(2) The chief building maintenance individual, chief food service individual, and each administrative staff person shall be provided with administrative space exclusive of storage space and waiting areas;~~

~~(3) All offices and administrative areas shall be provided with sufficient furniture appropriate to the work performed at that location; and~~

~~(4) The minimum total amount of administrative office space in a school building shall be 1200 square feet. The minimum size shall be based on an administrative staff of 6 individuals. For schools with more than 6 staff members who require office space, the minimum total amount of administrative office space shall be increased~~

by 120 square feet for each additional person requiring a private office and by 60 square feet for each additional person in an open office arrangement.

—(c) The following standards shall apply in schools that have a school nurse:

(1) The nurse shall be provided with:

a. Exclusive administrative space;

b. A waiting area;

c. Space for examining patients that includes a sink with hot and cold water;

d. Secure dry and refrigerated storage for medications; and

e. A patient isolation area which includes one cot for every 200 pupils in the design capacity;

(2) A separate restroom shall be provided which meets current accessibility requirements; and

(3) The minimum size of the nurse suite shall be 625 square feet for schools with a design capacity greater than 750 pupils. The minimum size of the nurse suite for schools with a design capacity of 750 pupils or less shall be 300 square feet.

—(d) The following standards shall apply to kitchens and cafeterias:

(1) The kitchen and cafeteria shall be sized so as to allow each student a minimum of 10 minutes, not including serving time, to sit at a table and consume his or her meal during a specified lunch period;

(2) The cafeteria shall be sized based upon 12–15 square feet per student for the maximum number of diners in any given lunch period. The throughput of the serving line or lines shall ensure that all students can be served in the allotted time and that no student has to wait for a seat to become vacant before eating; and

(3) The kitchen shall be of sufficient size to allow the proper installation of all necessary equipment with the necessary spacing between appliances to meet the applicable safety requirements as specified by the manufacturer, the state building code under RSA 155-A, and the New Hampshire department of labor.

—(e) Each teacher shall be provided with at least 64 square feet of shared administrative space to be used for lesson preparation and grading student work during periods when that teacher is not conducting classroom instruction. Shared administrative space shall include a desk or other work surface, a seat, and task lighting. This requirement may be fulfilled within educational space if that space is exclusively assigned to one teacher.

—(f) Sufficient lockers, changing areas, and showers shall be provided for the maximum number of students in any scheduled physical education class for grades 7–12.

—(g) One team room may be provided for each athletic team in season.

—(h) One weight training room may be provided for grades 9–12.

—(i) The following standards shall apply to storage space:

(1) Each student and staff member shall be provided with adequate space to store outer garments, books, and other personal items for the duration of the school day. Food service workers, custodians, and other staff who require special clothing shall be provided sufficient storage as required;

(2) Sufficient storage space shall be provided for general office supplies, text books, classroom equipment and similar items as required for administrative purposes;

~~(3) Sufficient space shall be provided to properly store athletic equipment, musical instruments, uniforms and other items of school property used by students or activities;~~

~~(4) Sufficient storage shall be provided to properly store cleaning supplies, tools, spare parts, unused furniture, equipment not in use, and other like items required for custodial and maintenance activities;~~

~~(5) Adequate dry and cold storage shall be provided to meet the requirements of the food service program for food storage and shall be sufficient to allow foodstuffs and paper products to be purchased in bulk; and~~

~~(6) Sufficient dumpsters or other type containers shall be provided to adequately handle refuse based upon the refuse collection schedule.~~

~~—(j) The following standards shall apply to parking space:~~

~~(1) Outside vehicle parking space shall be provided for at least 100 percent of the staff and 75 percent of the students eligible to drive a vehicle; and~~

~~(2) Additional parking areas shall be provided for visitors, parents, and school buses as required;~~

~~(3) A waiver of these requirements may be requested by the school district under Ed 321.28. The waiver request shall include detailed information and statistics which shall demonstrate that a lesser amount of parking will meet the needs of the facility in question.~~

~~—(k) Charter schools shall be exempt from the minimum space sizes in this section.~~

***Ed 321.13 Feasibility Study.***

***(a) A feasibly study shall be created to evaluate alternatives to consider.***

***(b) The feasibility study shall include at least the four options, including but not limited to, renovation only, renovation with new construction, new construction only, and not constructing at all.***

***(c) The feasibility study shall include but not be limited to:***

***(1) A life-cycle cost estimate for each option that considers the following costs:***

***a. Capital;***

***b. Maintenance;***

***c. Transportation;***

***d. Energy;***

***e. Staff salary and benefits; and***

***f. Any other costs associated with the operation and maintenance of the building; and***

***(2) The pros and cons for each option based on the educational specifications created in accordance with Ed 321.11 and the needs assessment completed in accordance with Ed 321.12.***

***(d) The feasibility study shall be completed by a licensed architect, or other qualified professional.***

~~—Ed 321.13 Fire Safety Requirements.~~

~~—(a) All construction of school facilities shall meet the requirements of the state fire code under Saf C 6000 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control. The drawings and specifications of public school construction shall be evaluated by the state fire marshal according to the state fire code. Pursuant to RSA 153, the state fire marshal shall judge the drawings and specifications according to other related parts and standards of the Life Safety Code under NFPA Doc. No. 101, and the state building code under RSA 155 A.~~

~~—(b) The certificate of substantial completion shall not be issued to the construction contractor prior to receipt of a letter of approval of the design from the state fire marshal.~~

~~—(c) Variances for the provisions of Ed 321.13 may be granted by the state fire marshal in accordance with the provisions of Saf C 6005 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control.~~

***Ed 321.14 School Building Aid Application Submittal.***

***(a) To be considered for building aid, complete applications shall be filed with the department no later than April 1.***

***(b) The application submitted shall include the information identified in Ed 321.15.***

***(c) Hard copies of the application and attachments shall be submitted upon request of the department.***

***(d) The department shall notify the applicant within 30 days of receipt of an application that either:***

***(1) The application is complete and approved for project ranking; or***

***(2) The application is incomplete and is not approved for project ranking.***

~~—Ed 321.14 Construction Costs.~~

~~—(a) For a new building or addition to an existing building, construction cost shall include the cost of labor and materials to erect the building and foundation. The cost of site development shall not be included in construction cost.~~

~~—(b) Equipment that is normally fastened to the structure shall be included in construction costs. Components of heating, ventilating, and air conditioning (HVAC) systems, electrical wiring and equipment, plumbing fixtures, components of fire protection systems, and door hardware shall be included in construction costs, as defined in Ed 321.02(b).~~

~~—(c) In renovation projects, construction costs shall include the cost of labor and materials for repairing, replacing, remodeling, or altering the existing structure or building systems.~~

***Ed 321.15 School Building Aid Application Information. The following information shall be included when submitting a building aid application:***

***(a) General project information including:***

***(1) Project location;***

***(2) Contact person;***

***(3) Estimated cost of the project;***

***(4) Grade span; and***

- (5) *Brief description of the project;***
- (b) *Identification of architect and the owner’s project manager, if required by RSA 198:15-c;***
- (c) *Identification of the total number of students, full-time staff, student drivers, and the anticipated number of parking spaces after project completion;***
- (d) *The educational specifications in accordance with Ed 321.11;***
- (e) *A needs assessment of the existing building in accordance with Ed 321.12;***
- (f) *A feasibility study in accordance with Ed 321.13;***
- (g) *If seeking ranking points for school security per Ed 321.16(b)(2), a copy of a school security assessment not more than 3 years old, completed by the New Hampshire homeland security and emergency management;***
- (h) *A description of the current deficiencies, a statement of how the proposed project will correct the deficiencies, and a citation of where those deficiencies are called out in the needs assessment;***
- (i) *A summary the of the district’s commitment to good maintenance including, but not limited to:***

  - (1) *A description of the capital reserves program;***
  - (2) *The history of the district’s annual budget for the past 5 years, to support good maintenance; and***
  - (3) *A description of how the district budgets for preventative maintenance and long-term capital improvements;***
- (j) *The design capacity and the calculations and data used to determine the design capacity in accordance with Ed 321.08;***
- (k) *Square footage of the building before and after construction;***
- (l) *Budget and financial information, including but not limited to, the following:***

  - (1) *Estimated project budget and unit costs;***
  - (2) *Anticipated funding sources and anticipated amounts from each source;***
  - (3) *Amount of district debt;***
  - (4) *Total assessed valuation; and***
  - (5) *Percent debt to valuation;***
- (m) *A statement of assurance, signed by the chair of the school board, which indicates the following:***

  - (1) *The school intends to maintain and service all installed equipment according to the manufacturer’s instructions;***
  - (2) *The school shall maintain property insurance to pay for damages resulting from weather and other natural events;***
  - (3) *That ongoing operations and maintenance shall be provided in accordance with Ed 321.29;***

- (4) That plans shall be submitted to the state fire marshal's office for a plan review prior to construction; and*
- (5) That energy efficiency reimbursement applications shall be submitted to the regulated utility under RSA 374-F, as required by RSA 198:15-c;*
- (n) School board meeting minutes approving the project, which clearly identify the following:*

  - (1) The project as described in the building aid application;*
  - (2) The total project costs listed in the building aid application; and*
  - (3) A statement that the project shall be put forth for voter consideration subject to receiving building aid;*
- (o) A plan view of the existing building(s) with the total square footage and the year of construction labeled for the original building and any additions;*
- (p) Site plan which indicates the boundaries of school-owned property to be developed, the location of proposed construction, location of wetlands and bodies of water, and location of existing structures;*
- (q) Preliminary design plans that have the following:*

  - (1) Labels for the proposed use of each space;*
  - (2) Labels for the square footage of each space, excluding spaces less than 100 square feet;*
  - (3) The total square footage of each level; and*
  - (4) The overall exterior building dimensions;*
- (r) A plan with each space color coded by the primary use as follows:*

  - (1) General studies shaded green;*
  - (2) Specialized educational spaces such as world language, art, and music, shaded blue;*
  - (3) Special education areas such as speech and language pathology, occupational therapy and physical therapy rooms, and case manager rooms, shaded purple;*
  - (4) Core spaces such as library and media center, kitchen, cafeteria, and gymnasium spaces shaded yellow;*
  - (5) Administrative areas such as reception areas, vestibule areas, copy and storage rooms, nurse's office, guidance offices, social worker offices, staff rooms, conference rooms, shaded orange; and*
  - (6) Building services and miscellaneous areas such as bathrooms, server rooms, custodial closets, mechanical rooms, corridors, stairs shaded gray;*
- (s) A summary table of the total square footage for each of the color-coded categories listed in (q) above;*
- (t) If the project includes a new site location, site information including but not limited to:*

  - (1) The total usable area;*
  - (2) Descriptions of the restrictions the site might have;*



*(3) The status of any necessary testing and permitting; and*

*(4) The proposed grading plan; and*

*(u) A digital copy of the application.*

~~— Ed 321.15 Total Cost of School Building Construction.~~

~~— (a) For purposes of calculating school building aid, total eligible costs include:~~

~~(1) The costs for acquisition of land and site development;~~

~~(2) Construction costs;~~

~~(3) Planning and design costs, including:~~

~~a. Architectural fees;~~

~~b. Engineering fees; and~~

~~c. Project manager fees if required by RSA 198:15-e IV;~~

~~(4) Purchase of furniture, fixtures, and equipment necessary for the completion of a building, including commissioning fees, computers and software necessary to operate the security, HVAC, or other building system components, fire retardant window treatments, seating, lockers, clock systems, sound systems, and other equipment that is integral to the building and educational services; and~~

~~(5) Purchase or lease-purchase of mechanical, structural, or electrical equipment, including the cost of installation of such equipment, which is designed to improve energy efficiency or indoor air quality in buildings.~~

~~— (b) Costs related to financing such as bonding charges and interest shall not be included in the total cost of school building construction and shall not be eligible for inclusion in the calculation of school building aid.~~

~~— (c) Costs for construction work that is not located on school property shall not be eligible for inclusion in the calculation of school building aid. This shall include, but not be limited to, costs for construction of municipally owned sidewalks, costs for improvements to municipally owned roadways, costs for installation of traffic control devices, and costs to construct or improve utility plant to bring service to the school.~~

***Ed 321.16 Steps in the Procedure for Approval of School Building Aid.***

*(a) The department shall conduct a site visit to the location of each application, subject to the availability of time and funds for making such visits, and award a score using the criteria in (b) below.*

*(b) Projects shall be scored according to the following criteria:*

*(1) Correcting unsafe conditions that are identified in the needs assessment submitted as part of the application per Ed 321.15(e), 200 points possible;*

*(2) Correcting building or site deficiencies that involve construction or substantial site modifications and that are identified in the school security assessment submitted as part of the application per Ed 321.15(g), 100 points possible;*

*(3) Updating obsolete, inefficient, and unsuitable mechanical, electrical, plumbing, or structural building systems, including correcting deficiencies with ADA, identified in the needs assessment submitted as part of the application per Ed 321.15(e), 100 points possible;*

- (4) Updating obsolete, inefficient, and unsuitable educational spaces, identified in the educational specifications and needs assessment submitted as part of the application per Ed 321.15(d) and (e), 100 points possible;*
  - (5) Correcting overcrowding conditions and associated influences to instructional areas and programming, as identified in the needs assessment submitted as part of the application per Ed 321.15(e), 75 points possible;*
  - (6) Addressing enrollment projections and population shifts, as identified in the needs assessment submitted as part of the application per Ed 321.15(e), 50 points possible;*
  - (7) Contributing to operational cost efficiencies which reduce the school budget such as consolidating buildings, reducing transportation costs, and updating to modern mechanical equipment, as identified in the feasibility study submitted as part of the application per Ed 321.15(f), 75 points possible;*
  - (8) Total student enrollment eligible for free or reduced cost meals, averaged over the previous 5 years, expressed as a percentage multiplied by 80, 80 points possible;*
  - (9) Building aid rate expressed as a whole number multiplied by 2; 120 points possible; and*
  - (10) Designing a high-performance facility that provides an environment that is energy and resource efficient, 100 points possible.*
- (c) Projects shall be ranked in descending order with the project receiving the highest score ranked first, with the following exceptions:*
- (1) An emergency project, defined by RSA 198:15(e), I(c), shall rank ahead of all the others;*
  - (2) Except as allowed by (1) above, an application that was on the prioritized list in the previous year and has provided the required items in Ed 321.17(k) shall be ranked ahead of any application that was not on the list in the previous year;*
  - (3) If 2 or more applications receive the same number of points, the tie scores shall be ranked according to the number of points scored in (b)(1) above, the unsafe conditions category;*
  - (4) If a tie score remains after ranking for unsafe conditions, the remaining tie scores shall be ranked according to the sum of the points scored in (b)(8) above, the free and reduced lunch category and (b)(9) above, building aid rate category; and*
  - (5) If a tie score remains after ranking for in (4) above, the school building authority shall determine the ranking of those applications.*
- (d) Conditions that result from insufficient maintenance or neglect as described in Ed 321.30(g) shall not be considered for points.*
- (e) By August 1, the department shall submit a prioritized list of applications to the school building authority, along with the scoring results of each criterion in (b) above, and the maximum award amount calculated in accordance with Ed 321.18.*
- (f) The school building authority shall verify the ranking submitted by the department.*
- (g) By October 15, the school building authority shall submit a list in descending rank order to the state board.*

*(h) If the school building authority determines that the department failed to comply with the requirements of Ed 321 or RSA 198:15-c in developing the prioritized list, the list shall be returned to the department for appropriate corrective actions.*

*(i) By November 15, the state board shall approve and publish the descending rank ordered list.*

*(j) Projects listed on the descending rank order list approved by the state board on November 10, 2022, shall be placed on the prioritized list in 2025 in the same rank order ahead of any new applications received, provided that the applicant submits the items in Ed 321.17 (k) and Ed 321.33 by May 1, 2025.*

*(k) Schools shall have 14 calendar days following the publication of the prioritized list of applications to file a motion for reconsideration of the prioritized list to the state board.*

*(l) The state board shall consider any motions for reconsideration of the prioritized list at the next regularly scheduled meeting of the state board.*

~~— Ed 321.16 Construction Standards.~~

~~—(a) All school construction shall comply with the requirements of the state building code under RSA 155-A. School design drawings and specifications shall bear the stamp and signature of individuals licensed to perform architecture or engineering in the appropriate disciplines in the state of New Hampshire. The stamp and signature of the design professionals shall be understood to certify that the project has been designed in compliance with all applicable building codes and standards.~~

~~—(b) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.~~

***Ed 321.17 Intent to Fund (ITF) Letter and Grant Award Notification (GAN).***

*(a) The department shall issue an ITF letter for the top-ranked projects until all building aid funds available are allocated, or until no projects remain on the list.*

*(b) The ITF letter shall include the following:*

- (1) Name and address of the school;*
- (2) Project title;*
- (3) Maximum grant amount calculated pursuant to Ed 312.18;*
- (4) Documentation of building aid rate pursuant to RSA 198:15-b;*
- (5) Approved design capacity in accordance with Ed 321.08;*
- (6) Maximum eligible land size in accordance with Ed 321.07;*
- (7) Maximum eligible building size in accordance with Ed 321.09;*
- (8) Maximum allowable construction cost standard in accordance with Ed 321.21;*
- (9) Documentation of any waiver decisions requested as part of the application in accordance with Ed 321.32; and*
- (10) Any other information the department deems necessary to ensure a successful project.*

*(c) The superintendent shall have 14 calendar days to sign and submit the ITF letter to the department before the funds are offered to the next highest-ranked project.*

*(d) Except as allowed in (g) below, project applicants that did not sign and submit the ITF letter within 14 calendar days shall not return to the prioritized list, but the school may reapply.*

*(e) By submitting the signed ITF letter, the school shall have 30 months to obtain approval from the school district's legislative body.*

*(f) For applicants that signed and submitted the ITF letter, the superintendent or designee shall submit to the department quarterly updates on the project status until construction begins.*

*(g) Project applicants that were offered a reduced award due to the lack of state building aid funds and did not sign and submit the ITF letter within 14 calendar days, shall return to the prioritized list.*

*(h) The department shall issue a GAN to a school upon submittal of:*

*(1) A copy of the signed ITF letter submitted in accordance with (c) above;*

*(2) Proof of voter approval from the legislative body of the public school district approving the construction project and appropriating the local share of funds necessary to complete the project;*

*(3) Updated construction plans and specifications as prepared by a licensed architect and engineers as required for the project scope;*

*(4) Final project budget for review and approval;*

*(5) A copy of a signed construction contract between the school district and a contractor authorized to conduct construction business in New Hampshire by the secretary of state; and*

*(6) Proof of federal, state, and local permits necessary to start construction.*

*(i) The GAN shall include required items for initial and final payment in accordance with Ed 321.24 and Ed 321.25.*

*(j) The GAN shall include the maximum eligible costs calculated in accordance with Ed 321.21 and may be adjusted each year.*

*(k) Projects that did not receive an ITF letter but were on the prioritized list the previous year, and projects that declined a reduced award described in (g) above, shall remain on the prioritized list in the same ranked order of applications provided the following is submitted by May 1 each year:*

*(1) An attestation that construction has not started;*

*(2) Updated estimated project costs and documents, if applicable;*

*(3) Meeting minutes from the school board or board of trustees approving the following:*

*a. The boards desire to have the project remain on the prioritized list;*

*b. The estimated project cost listed on the application or as revised in (2) above; and*

*c. A statement that if the project is selected for building aid, the project shall be put forth for voter consideration subject to receiving building aid; and*

*(4) If applicable, an updated project scope, revised plans, and a description of why these changes do not impact the ranking.*

*(l) Projects that fail to have the items requested in (k) above updated, shall not return to the prioritized list but may reapply.*

*(m) Changes to the proposed project that impact the ranking shall not return to the prioritized list but may reapply.*

*(n) Projects that have a signed ITF letter but were unable to obtain approval from the school district's legislative body within 30 months of the date of issuance shall forfeit the award and not return to the prioritized list, but the school may reapply.*

*(o) Willful failure to follow any requirement of these rules shall be grounds for withdrawal of the GAN to the school district and includes repayment of funds previously disbursed to the school district, if so ordered by the state board.*

~~— Ed 321.17 Heating, Ventilating, and Air Conditioning (HVAC) Requirements.~~

~~— (a) Schools shall be designed, constructed, and maintained to provide:~~

~~(1) Code compliant outside air ventilation and exhaust systems to aid in the maintenance of indoor air quality; and~~

~~(2) Code compliant heating temperatures throughout occupied building areas.~~

~~— (b) In cases where air conditioning is provided, schools shall be designed, constructed, and maintained to provide code compliant cooling temperatures throughout all air conditioned spaces.~~

~~— (c) The design and installation of all HVAC systems shall comply with:~~

~~(1) The state building code under RSA 155-A;~~

~~(2) The code for energy conservation in new building construction under RSA 155-D; and~~

~~(3) The state fire code under Saf C 6000 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control.~~

~~— (d) A school district may use energy recovery ventilation equipment in its school buildings for transfer of sensible and latent or sensible or latent energy from exhaust air to outside air. For the purposes of this paragraph, the transfer of sensible and latent or sensible or latent energy from exhaust air to outside air means the practice of extracting heat from exhaust air to limit the amount of new energy that is used to heat additional air from outside.~~

~~— (e) Project construction documents shall require the HVAC contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the HVAC systems and components thereof.~~

~~— (f) Project construction documents shall require a formal commissioning process for HVAC systems start up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that prior to completion of a construction project, new and/or modified HVAC systems perform in accordance with the design intent and the construction documents. The commissioning process shall include, but shall not be limited to, verification and functional performance testing on all HVAC equipment and controls, in all operating modes.~~

~~—(g) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.~~

**Ed 321.18 Maximum Building Aid Award Amount.**

***(a) The maximum building aid award amount shall be the maximum amount of building aid the school is eligible for based on the application submitted to the department.***

***(b) The maximum building aid award amount shall be the estimated project costs multiplied by the building aid rate or the balance of the building aid appropriation that fiscal year, whichever is lower.***

***(c) The estimated project cost is the sum of the following:***

***(1) Eligible site costs per Ed 321.19;***

***(2) Eligible construction costs per Ed 321.20;***

***(3) Eligible administrative costs and contingency per Ed 321.22; and***

***(4) Eligible fees and services costs per Ed 321.23.***

***(d) Project costs not included in the maximum building aid amount and not eligible for building aid, include the following:***

***(1) Site acquisition and site development costs that exceed Ed 321.07 maximum standards for school building aid for land acquisition;***

***(2) Project costs for buildings that exceed Ed 321.09 maximum sizes for school buildings;***

***(3) Construction costs that exceed Ed 321.21 maximum allowable construction costs; and***

***(4) Costs for ineligible items known at the time of the application, including but not limited to items in Ed 321.30.***

***(e) If available building aid funds in a given fiscal year are insufficient to meet the maximum building aid award, the maximum building aid award shall be reduced to the balance of funding available in that fiscal year.***

***(f) The actual amount of building aid granted shall be determined upon completion of construction and by a review of the eligible project costs submitted to the department in accordance with Ed 321.25.***

~~—Ed 321.18 Plumbing Requirements.~~

~~—(a) Schools shall be designed, constructed, and maintained to provide code compliant plumbing systems, including potable water, sanitary sewer and vent, storm drain, and other specialty plumbing systems.~~

~~—(b) The design and installation of all plumbing systems shall comply with:~~

~~(1) The state building code under RSA 155-A;~~

~~(2) The code for energy conservation in new building construction under RSA 155-D;~~

~~(3) The state fire code under Saf C 6000 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control; and~~

~~(4) The state code for barrier-free design, Abdf 300.~~

~~—(c) At a minimum, the following plumbing fixture ratios shall be provided for in each school building unless a higher number is required by the state building code under RSA 155-A:~~

~~(1) The ratio of water closets to the number of students shall be one water closet per 30 students or fraction thereof;~~

~~(2) For boys and girls in all grade levels, the ratio of lavatories to the number of students shall be 1-40. Wash fountain sinks may be substituted for lavatories as permitted by the state building code under RSA 155-A;~~

~~(3) If the state plumbing code requires a larger number of fixtures, the number required by the code shall be provided, unless a written waiver is received from an appropriate authority empowered to grant such waivers; and~~

~~(4) Whenever a school building is designed to allow restricted access to parts of the building such as the gymnasium or the auditorium, a sufficient number of restrooms and water closets or urinals shall be included within the restricted area to accommodate the maximum occupancy of the restricted area in accordance with the state building code under RSA 155-A.~~

~~—(d) For the purposes of Ed 321.18(c)(1):~~

~~(1) Fifty percent of the enrollment will be assumed to be girls and 50 percent boys unless there is strong information to indicate that a different ratio is appropriate; and~~

~~(2) Urinals may be used in lieu of water closets as permitted by the state building code under RSA 155-A.~~

~~—(e) Sinks and wash fountain sinks shall be provided in laboratories and other instructional spaces as required. Corrosion resistant fixtures, special waste systems, and waste interceptors shall be provided as required by the project program demands and the state building code under RSA 155-A.~~

~~—(f) A minimum of one custodial sink shall be provided in each school building.~~

~~—(g) A minimum of one school nurse sink compliant with the accessibility requirements under Abdf 300 shall be provided in each school building where a school nurse is assigned.~~

~~—(h) Where integral to hand washing sinks, receptors for drinking fountains shall be directed to a receptor basin separate from the hand washing sink. One drinking fountain or water cooler shall be provided for every 40 students or fraction thereof, unless a larger number is required by the state building code under RSA 155-A, in which case the code requirement shall be met.~~

~~—(i) Emergency shower and eye wash stations shall be provided in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used and shall comply with the American National Standards Institute Z-358.1 Eyewash standards 2014 as referenced in Appendix II.~~

~~—(j) Project construction documents shall require the plumbing contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the plumbing systems and components thereof.~~

~~—(k) Project construction documents shall require a formal commissioning process for plumbing systems start up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that new and modified or new or modified plumbing systems perform in accordance with~~

~~the design intent and the construction documents. The process shall include, but shall not be limited to, verification and functional performance testing on all plumbing equipment and controls, in all operating modes.~~

~~(1) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.~~

***Ed 321.19 Site Costs Eligibility.***

***(a) The following site costs are eligible for building aid:***

***(1) Land acquisition costs, including land purchased in years prior, provided it was purchased for the purposes of constructing a school;***

***(2) Legal or administrative costs associated with the acquisition; and***

***(3) Site development costs, including:***

***a. The work required to prepare the land for construction;***

***b. Work required to bring and connect utility services from the property boundary to the building; and***

***c. Work for onsite utility infrastructure such as power, fuel connections and storage, onsite septic, sewer, data and cabling, and site lighting.***

***(b) Site acquisition costs for land that exceed the maximum site standards in Ed 321.07 are not eligible for building aid and not included in the maximum building aid award.***

***(c) Only work on the site owned by the school shall be eligible for building aid. Work to bring utilities to the site from locations that are not immediately adjacent to the school property is not eligible for building aid.***

***(d) For the purposes of calculating the maximum building aid award, site acquisition costs shall be limited to market value.***

***(e) For the purposes of calculating the maximum building aid award, eligible site development costs shall not exceed 15 percent of the total eligible project costs less site costs.***

~~Ed 321.19 Electrical Requirements.~~

~~(a) Schools shall be designed, constructed, and maintained to provide code compliant electrical systems that include:~~

~~(1) Power distribution;~~

~~(2) Lighting;~~

~~(3) Fire alarms;~~

~~(4) Telecommunications systems that include but are not limited to the following specialty electrical systems:~~

~~a. Data;~~

~~b. Phone and intercom;~~



~~e. Community access television (CATV); and~~

~~d. Closed circuit television; and~~

~~(5) Security.~~

~~—(b) The design and installation of all electrical systems shall comply with:~~

~~(1) The state building code under RSA 155-A;~~

~~(2) The code for energy conservation in new building construction under RSA 155-D; and~~

~~(3) The state fire code under Saf C 6000 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control.~~

~~—(c) In addition to being in compliance with the state code for energy conservation in new building construction under RSA 155-D, the design and installation of all lighting systems shall comply with the Illuminating Engineering Society of North America (IESNA) *Lighting Handbook* 10th edition—2011 as referenced in Appendix II. Multiple use school spaces such as cafeterias and auditoriums shall have illumination for the highest level required by any planned use.~~

~~—(d) In addition to complying with the state building code under RSA 155-A, the design and installation of all telecommunication systems shall also comply with the Building Industries Consulting Services International (BICSI) standards, the American National Standards Institute (ANSI), and the National Electrical Contractors Association (NECA) standards as follows:~~

~~(1) The BICSI *Telecommunications Distribution Methods Manual* 13th edition 2014 as referenced in Appendix II;~~

~~(2) The BICSI *Outside Plant Design Reference Manual* 6th edition 2018 as referenced in Appendix II;~~

~~(3) ANSI/BICSI 001-2017, *Information and Communication Technology Systems Design and Implementation Best Practices for Educational Institutions and Facilities* as referenced in Appendix II;~~

~~(4) ANSI/NECA/BICSI N1-2019, *Installation Practices for Telecommunications and ICT Cabling and Related Cabling Infrastructure*, June 2019 edition, as referenced in Appendix II;~~

~~(5) BICSI *Information Technology Systems Installation Methods Manual*, 7th edition—2017 as referenced in Appendix II; and~~

~~(6) NECA/BICSI 607-2011, *Standard for Telecommunications Bonding and Grounding Planning and Installation Methods for Commercial Buildings* as referenced in Appendix II.~~

~~—(e) Project construction documents shall require the electrical contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the electrical systems and components thereof.~~

~~—(f) Project construction documents shall require a formal commissioning process for electrical systems start up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that new and modified or new or modified electrical systems perform in accordance with the design intent and the construction documents. The process shall include, but shall not be limited to, verification and performance testing on all electrical equipment and controls, in all operating modes.~~

~~—(g) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.~~

***Ed 321.20 Construction Costs.***

***(a) The following construction costs shall be eligible for building aid:***

***(1) For a new building or addition to an existing building, costs of labor and materials to erect the building and foundation. This does not include the cost of site development beyond 4 feet from the foundation;***

***(2) In renovation projects, costs of labor and materials for repairing, replacing, remodeling, or altering the existing structure or building systems;***

***(3) Equipment that is normally fastened to the structure; and***

***(4) Purchase or lease-purchases of mechanical, structural, or electrical equipment.***

***(b) Construction costs that exceed the maximum allowable construction costs, calculated in accordance with Ed 321.21, shall not be eligible for building aid.***

~~—Ed 321.20 Acoustics.~~

~~—(a) Educational spaces shall be constructed so as to meet or exceed the requirements of the ANSI S12.60 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools part 1, 2010 edition and part 2, 2009 edition, as referenced in Appendix II.~~

~~—(b) The school district may request a waiver under Ed 321.28 for meeting or exceeding the requirements in Ed 321.21(a) for educational spaces.~~

~~—(c) Compliance with the acoustics standard shall be certified in writing by the lead architect or engineer.~~

***Ed 321.21 Maximum Allowable Construction Cost.***

***(a) School building aid grants shall be subject to the maximum allowable construction cost under RSA 198:15-b, III (a).***

***(b) The department shall use construction cost and inflation indices developed by the R.S. Means Company of Kingston, Massachusetts, as the basis for setting the annual maximum allowable construction cost and publish the maximum allowable construction cost no later than November 30 of each year.***

***(c) Subject to (d) below, for the purposes of calculating the maximum building aid award in Ed 321.18, eligible construction costs shall be forecasted out to the expiration date of the GAN using the 5-year average of the inflation indices reported by the R.S. Means Company of Kingston, Massachusetts.***

***(d) If the department has sufficient localized and school type specific construction cost data, this data may be used in place of R.S. Means Company of Kingston data.***

***(e) The actual amount of building aid granted for construction shall be based upon the actual construction cost or the eligible construction costs forecasted in the GAN, whichever is lower.***

***(f) For areas of renovation, the maximum building aid award shall be calculated as the maximum allowable construction cost as calculated in this section, multiplied by the renovation factor listed in table 321-4 below.***

**Table 321-5 Renovations Factor for Calculating the Maximum Allowable Building Aid Costs**

<i>Age of Renovated Area (years)</i>	<i>Renovation Factor for Maximum Allowable Construction Costs</i>
<i>41 &amp; older</i>	<i>100%</i>
<i>36-40</i>	<i>94%</i>
<i>31-35</i>	<i>83%</i>
<i>26-30</i>	<i>70%</i>
<i>21-25</i>	<i>50%</i>
<i>0-20</i>	<i>0%</i>

~~— Ed 321.21 Steps in the Procedure for Approval of School Building Aid.~~

~~— (a) Approval for a school site by the department shall not be given until the requirements in Ed 321.21(b)-(u) are completed.~~

~~— (b) A letter of intent shall consist of:~~

~~(1) Project information on the name, location, contact person, description, anticipated district approval date, estimated total cost, and anticipated commencement and completion dates for the project;~~

~~(2) Description of the deficiencies in the existing building; and~~

~~(3) A statement to be signed by the superintendent of schools of the district making application which indicates that the school board has reviewed the requirements of RSA 198:15-a, 15-b, and 15-c and Ed 321, and that a copy of Ed 321 has been provided to the lead architect or engineer responsible for design of the project.~~

~~— (c) The letter of intent shall be received no later than 18 months prior to the beginning of the biennium in which school building aid grants are to be dispersed. If requested, the commissioner shall waive the letter of intent or its submittal deadline pursuant to the waiver provisions under Ed 321.28.~~

~~— (d) An application for school building aid shall consist of:~~

~~(1) School building aid application for each building where eligible construction work is to be accomplished, which shall include the following information from the school district:~~

~~a. Project information including the location, contact person, estimated cost of the project, school approval level, project type, and project delivery method;~~

~~b. Identification of architect and project manager, if required by RSA 198:15-c;~~

~~c. Identification of the total number of students, staff, and student drivers, the design capacity, educational capacity, and utilization rate;~~

~~d. A brief description of the project;~~

~~e. Description of the project alternatives considered and rational for selecting the alternative chosen;~~

~~f. Description of the current and proposed energy use of the facility;~~

~~g. A list of the deficiencies and, if applicable, a statement of how the proposed project will correct the deficiencies;~~

- ~~h. A description of the maintenance requirements identified in RSA 198:15-b, I a;~~
  - ~~i. Square footage of the building before and after construction;~~
  - ~~j. Anticipated project costs and unit costs;~~
  - ~~k. Anticipated funding sources and anticipated amounts from each source; and~~
  - ~~l. Amount of district debt, total assessed valuation, and percent debt to valuation;~~
- ~~(2) The school building application shall include the following attachments:~~
- ~~a. A completed and signed “Condition Evaluation Form” dated February 5, 2020;~~
  - ~~b. A statement of assurance, signed by the chair of the school board, which indicates that the district intends to maintain and service all installed equipment according to the manufacturer’s instructions;~~
  - ~~c. A copy of the school or district’s 20-year maintenance plan in accordance with RSA 198:15 I a. (1);~~
  - ~~d. Minutes of the meeting to put forth the project for voter consideration and funding;~~
  - ~~e. Most recent fire and health inspection reports;~~
  - ~~f. Copy of completed request for project review from the department of cultural resource, division of historical resources;~~
  - ~~g. Acknowledgement that plans shall be submitted to the state fire marshal’s office for a plan review prior to construction;~~
  - ~~h. Acknowledgement that the applicant shall submit for energy efficiency reimbursement from their regulated utility under RSA 374-F, as required by RSA 198:15-c;~~
  - ~~i. Copy of engineering reports, space utilization studies, or other appropriate documents that confirm the need to remediate the existing conditions;~~
  - ~~j. Life cycle cost analysis, in accordance with RSA 198:15-b I.(b)(2);~~
  - ~~k. Documentation on the selected design capacity;~~
  - ~~l. Educational capacity calculations;~~
  - ~~m. An aerial view of the existing building(s) with the total square footage and the year of construction labeled for the original building and any additions;~~
  - ~~n. Site plan which indicates the boundaries of school owned property to be developed, location of proposed construction, location of wetlands and bodies of water, and location of existing structures;~~
  - ~~o. Preliminary architectural drawings including outside elevations, and dimensioned floor plans that are labeled as to the use of each space;~~
  - ~~p. Outline of technical specifications;~~
  - ~~q. The completion of the data collection survey or the general description of major building systems, including but not limited to heating, ventilation, electrical, plumbing, and fire protection;~~

~~r. If the project includes the purchase of land, attach site information such as the total buildable area, descriptions of the restrictions the site might have, the status of any necessary testing and permitting, and the proposed grading plan; and~~

~~s. A digital copy of the application and attachments.~~

~~— (e) To be considered for building aid in the following biennium, complete applications shall be filed with the department no later than July 1 of the year prior to the biennium in which school building aid grants are to be dispersed in accordance with RSA 198:15 e.~~

~~— (f) The department shall notify the applicant within 30 days of receipt of an application that either:~~

~~(1) The application is complete and approved for project ranking; or~~

~~(2) The application is incomplete and is not approved for project ranking.~~

~~— (g) The department shall award a score to each application using the “Condition Evaluation Form” dated February 5, 2020. The department shall conduct a site visit to the location of each application subject to the availability of time and funds for making such visits. The department shall present the applications including the completed condition evaluation to the school building authority.~~

~~— (h) Projects shall be scored according to the following criteria:~~

~~(1) Correcting unsafe conditions, 250 points possible;~~

~~(2) Updating obsolete, inefficient, and unsuitable facilities, including correcting deficiencies with the Americans with Disabilities Act, 100 points possible;~~

~~(3) Correcting overcrowding conditions and addressing increased enrollment projections, 50 points possible;~~

~~(4) Having an active maintenance program that tracks scheduled and unscheduled repairs, upkeep, minor alterations, enhancements to buildings, and preventive maintenance necessary to achieve the design life expectancy of building systems and components, 125 points possible;~~

~~(5) Percent of student enrollment eligible for free or reduced cost meals, 200 points possible;~~

~~(6) Adding and integrating school security systems, 100 points possible;~~

~~(7) Contributing to operational cost efficiencies, consolidation, or reduced property taxes, 50 points possible;~~

~~(8) Designing a high performance facility that provides an environment that is energy and resource efficient, 100 points possible; and~~

~~(9) Preserving historical elements of the facility, as requested by the New Hampshire department of natural and cultural resources, division of historical resources, 25 points possible.~~

~~— (i) Projects shall be ranked in descending order with the project receiving the highest score ranked first with the following exceptions:~~

~~(1) No application which receives at least half of the possible points for unsafe conditions in (h)(1) above shall be ranked below any application that receives fewer than half of the possible points for unsafe conditions;~~

~~(2) Except as allowed by (i)(1) above an application that was on the prioritized list in the previous biennium and approved by the district’s legislative body, but did not receive a grant due to insufficient funds in the previous biennium, shall be ranked ahead of any application that was not on the list in the previous biennium; and~~

~~(3) In the event that 2 or more applications receive the same number of points, they shall be ranked according to the number of points scored in the unsafe conditions category. If a tie score remains after ranking for unsafe conditions, the school building authority shall determine the ranking of those applications.~~

~~—(j) Points for unsafe conditions shall be awarded only for conditions caused by normal wear and tear, code changes since construction of the building, or a natural event. Conditions that result from insufficient maintenance or neglect as described in Ed 321.25(g) or Ed 321.25(h) shall not be considered for points.~~

~~—(k) In accordance with RSA 198:15-c II(a), by December 1 of each year prior to the biennium in which school building aid grants are to be dispersed, the school building authority shall verify the ranking submitted by the commissioner and submit a list in descending rank order to the state board of education for approval. If the submitted list differs from the preliminary ranking from the department of education, the school building authority shall justify the new ranking list using the same criteria identified in (h) and (i) above.~~

~~—(l) The prioritized list of applications shall be approved by majority vote of the school building authority.~~

~~—(m) In accordance with RSA 198:15-c, II.(a), the state board shall approve and publish the descending rank ordered list of applications by January 15 of the year prior to the biennium in which school building aid grants are to be dispersed. If the state board determines that the school building authority or the department failed to comply with the requirements of Ed 321 or RSA 198:15-c in developing the prioritized list, the list shall be returned for appropriate corrective actions.~~

~~—(n) School districts and charter schools shall have 15 business days following the publication of the prioritized list of applications to appeal the prioritization of their applications. Appeals shall be submitted in writing to the state board and signed by the chair of the local school board or chair of the board of directors of a charter school.~~

~~—(o) Final drawings and technical specifications shall be provided to the department for review and approval as soon as they become available.~~

~~—(p) The department shall approve final drawings and technical specifications upon receiving the following information:~~

~~(1) Drawings and technical specifications signed and stamped by individuals licensed in the appropriate disciplines to practice architecture or engineering in the state of New Hampshire;~~

~~(2) A signed letter of certification provided by the designers indicating that the design meets the state building code under RSA 155-A, the code for energy conservation in new building construction under RSA 155-D, the New Hampshire code for barrier free design under Abfd 300, the requirements of Ed 321, and that no asbestos containing materials have been specified; and~~

~~(3) Certification that reference any properly approved code or permit variances or waivers.~~

~~—(q) Certification that the design meets the state energy code shall be provided to the public utilities commission as required by Puc 1803.03.~~

~~—(r) The department shall provide review comments in writing. Corrections shall be made if the review comments indicate that the design fails to meet one or more state requirements. Documentation of the corrections shall be provided to the department.~~

~~—(s) Drawings and specifications shall be provided to the office of the state fire marshal. A letter of approval by the state fire marshal shall be issued and distributed upon the fire marshal's approval of drawings and specifications. A copy of the letter of approval shall be provided to the department.~~

~~—(t) If the project involves construction or extensive renovations of food service facilities, drawings and specifications shall be reviewed and approved by the bureau of food protection in the department of health and human services as required by He P 2304. A copy of the letter of approval shall be provided to the department.~~

~~—(u) If the project includes a well or septic system, approval shall be obtained from the department of environmental services as required by RSA 485 and Env Dws 406 and RSA 485 A and Env Wq 1000, respectively. A copy of the approval(s) shall be provided by the applicant to the department.~~

~~—(v) If the project includes an addition to a building using an existing well or septic system, but does not expand the capacity of the system, certification that the existing system is adequate shall be provided by an individual properly licensed in New Hampshire to give such certification.~~

~~—(w) Upon receipt and approval of all required documents, the department shall approve a project for a school building aid grant and disburse funds to a school district or charter school as described in Ed 321.22.~~

~~—(x) Following completion of all construction work and final actual costs have been determined, the school district or charter school shall submit a request for final payment with the following information:~~

~~(1) Project information including the name of the project, contact person, the contracted date for project completion, and overall cost of the project;~~

~~(2) Final space information;~~

~~(3) Actual project costs;~~

~~(4) Final unit costs;~~

~~(5) Actual project funding sources and documentation of each source;~~

~~(6) Explanation of all deviations from the approved design and cost;~~

~~(7) A summary of invoices with date of invoice, vendor, description of item, amount of invoice, and category of item type such as a site acquisition or development cost, a construction cost, a planning and design cost, or a furniture, fixtures and equipment cost;~~

~~(8) A signed statement from the school administrator, the person in charge of finances, and school board members or board of trustees, that the project is complete, the summary of invoices submitted are accurate, and that the project was built in accordance with all applicable building aid rules and law to the best of their knowledge;~~

~~(9) Other information on code compliance, income sources, and required approval from other state agencies, not previously submitted; and~~

~~(10) A digital copy of the information in (1) through (9) above.~~

~~—(y) After review and verification of the information submitted in Ed 321.21(z), the department shall issue a project completion letter stating that all necessary requirements have been met and that all payments are final.~~

***Ed 321.22 Administrative Costs and Contingency.***

***(a) The following administrative costs and contingency shall be eligible for building aid:***

***(1) Moveable equipment costs;***

***(2) Advertising and legal costs; and***

**(3) Project contingency.**

***(b) For the purposes of calculating the maximum building aid award, eligible administrative costs and contingency shall not exceed 20 percent of the total eligible project costs, less site acquisition and site development costs.***

~~— Ed 321.22 School Building Aid Payments.~~

~~— (a) School building aid shall be provided by the department from funds appropriated by the legislature to eligible local school districts and charter schools in accordance with RSA 198:15 a and Ed 321. School building aid shall be paid for construction as authorized by RSA 198:15 b,II on property owned by a school district or , city in cities with school departments, or a charter school.~~

~~— (b) By April 30 of each year, the department shall verify with each district the anticipated amount of school building aid to be provided in the following fiscal year.~~

~~— (c) For applications approved prior to July 1, 2013 school building aid payments shall be made semi-annually in October and April of each fiscal year. Semi annual payments shall be in approximately equal amounts. In the event that payments are prorated in accordance with RSA 198:15 e, the October payment shall be 50 percent of the annual total with the full prorated reduction occurring in the April payment.~~

~~— (d) For applications approved after July 1, 2013, school building aid payments shall be made in 2 increments. The department shall encumber the full eligible amount of the grant in the fiscal year in which construction is expected to begin. Eighty percent of the estimated eligible grant shall be paid upon approval for payment by the department. The balance of the total grant shall be paid upon completion of construction and verification by the department. The amount of the total grant shall be calculated based on the actual cost of construction financed from eligible sources. Payment for actual costs that exceed the amount estimated at the time of approval for payment shall be subject to the availability of funds.~~

~~— (e) Approval for payment by the department shall be given upon completion of all of the following:~~

~~(1) Vote of the legislative body of the district or the board of directors of a charter school approving the construction project and appropriating the local share of funds necessary to complete the project;~~

~~(2) Approval of the project by the state board;~~

~~(3) Receipt of all project documentation required by the department;~~

~~(4) Approval of the project design, technical specifications, and cost estimate by the department;~~

~~(5) Availability of funds in the state budget according to the priorities established by the state board pursuant to RSA 198:15 e; and~~

~~(6) Receipt by the department of a copy of a signed construction contract between the school district or charter school and a contractor authorized to conduct construction business in New Hampshire by the secretary of state.~~

~~— (f) The department shall disburse 80% of the estimated school building aid grant to the school district or charter school. The remainder of the grant shall be encumbered until the completion of the project.~~

~~— (g) School districts shall submit quarterly project status updates to the department until the project is completed.~~

~~— (h) The department shall disperse the final grant payment based on actual costs of the project after review and verification of the information submitted with the request for final payment identified in Ed 321.21(x).~~



***Ed 321.23 Fees and Services Costs.***

***(a) The following fees and services costs shall be eligible for building aid:***

- (1) Architectural and engineering fees;***
- (2) Permitting and approval fees;***
- (3) Site survey and site soil fees;***
- (4) Construction testing fees;***
- (5) Owner's project manager, if required by RSA 198:15-c IV;***
- (6) Commissioning fees; and***
- (7) Subject to (b) below, other professional services.***

***(b) Fees paid to a cost estimator, construction manager, or a construction manager at risk may only be included as fees and services costs if they are incurred prior to the start of construction. Fees incurred after the start of construction shall be included under construction costs.***

***(c) When hiring consultants such as an architect, engineer, or owner's project manager, preference may be given to consultants registered to conduct business and with headquarters in the state of New Hampshire.***

***(d) For the purposes of calculating the maximum building aid award, eligible fees and services costs shall not exceed 10 percent of the total eligible project costs.***

~~— Ed 321.23 Building Aid for Planning and Design of School Facilities. Building aid for architectural, engineering, and other services associated with the planning and design of new school facilities or modifications to existing facilities as authorized by RSA 198:15-b,II(b) and (d) shall not be paid until construction has been approved by the legislative body of the school district or board of directors of a charter school and the project has been approved for funding by the department.~~

***Ed 321.24 School Building Aid Payments for Projects Approved After July 1, 2023. For projects that were approved after July 1, 2023, the following shall apply:***

***(a) School building aid shall be provided by the department from funds appropriated by the legislature to eligible local schools in accordance with RSA 198:15-a and Ed 321;***

***(b) School building aid shall be paid for construction as authorized by RSA 198:15-b, II on property owned by a school district or a city in cities with school departments;***

***(c) For public school district construction projects, the department shall disburse a sum equal to 80 percent of the maximum building aid award subject to (f) below, and the balance of the total grant paid upon completion of construction and verification by the department in accordance with Ed 321.25;***

***(d) Approval for initial payment by the department shall be given upon receipt of the following:***

***(1) Updated cost estimates and proof of funding sources for the project, including but not limited to:***

- a. A copy of the bond schedules;***

*b. Proof of approval for capital revenue expenditures; or*

*c. Proof of other sources of funding;*

*(2) A letter from the state fire marshal's office approving the construction project; and*

*(3) Proof of federal, state, and local permits necessary, including but not limited to wetlands, alteration of terrain, and water and sewer;*

*(e) For projects that were funded with fiscal 2024 or fiscal 2025 funds, project eligibility and final building aid grant amount shall be calculated in accordance with the project's ITF letter and shall be subject to the Ed 321 regulations in place at the time of application; and*

*(f) For projects that received a GAN after July 1, 2025, final building aid grant amount shall be calculated as the building aid rate multiplied by the eligible project costs or the maximum amount of building aid award calculated in accordance with Ed 321.18, whichever is less.*

~~— Ed 321.24 Maximum Allowable Construction Cost.~~

~~—(a) School building aid grants shall be subject to the maximum allowable construction cost under RSA 198:15-b,IV(a).~~

~~—(b) School building aid shall be calculated based upon the actual construction cost or the maximum allowable construction cost, whichever is lower. The department shall publish the maximum allowable construction cost no later than November 1 of each year. The annually published maximum allowable construction cost shall apply to construction which begins after March 31 of the following year.~~

~~—(c) The department shall use construction cost and inflation indices developed by the R.S. Means Company of Kingston, Massachusetts as the basis for setting the annual maximum allowable construction cost. The department shall compare the R.S. Means data to actual construction costs for the previous 3 years, and shall adjust the maximum allowable cost upward if the R.S. Means data is lower than the average cost for the previous 3 years after adjusting the actual costs for inflation.~~

~~—(d) The school district may request a waiver under Ed 321.28 for the maximum construction cost allowed under Ed 321.24.~~

***Ed 321.25 Notice of Project Completion Submittal.***

*(a) Upon completion of the project, the school shall submit a notice of project completion to the department with the information described in Ed 321.26.*

*(b) Schools shall have 5 years from the initial payment to complete the project and submit a notice of project completion to the department, otherwise the award shall be forfeited and the district will be required to repay the state 100 percent of the state grant received.*

*(c) After review and verification of the information in (a) above, the department shall:*

*(1) Determine the final building aid grant as the building aid rate multiplied by the eligible projects costs or the maximum amount of building aid award cited in the signed GAN, whichever is less; and*

*(2) Issue a project completion letter stating that all necessary requirements have been met.*

*(d) A school board may request a waiver under Ed 321.32 for the amount of time needed to complete (b) above.*

~~— Ed 321.25 Substantial Renovation. Eligibility for school building aid for substantial renovations as authorized by RSA 198:15 b, II(f) shall be determined as follows:~~

~~— (a) The construction cost of the renovation project shall be compared to the construction cost of a complete new building equal in size to the building to be renovated using the maximum allowable construction cost as set by Ed 321.24.~~

~~— (b) The construction cost of the renovation project shall exceed 25 percent of the construction cost of a new building or \$5 million, whichever is lower.~~

~~— (c) In order to allow school districts to complete large renovation projects without borrowing, school districts may propose projects to be funded over several years through direct appropriations. A complete building aid application identified in Ed 321.21(e), including design drawings and technical specifications for all phases of the project shall be submitted in the fiscal year prior to the start of construction. The scope of work and estimated cost of each phase shall be attached to the building aid application. The total cost of all phases shall be used to determine the eligibility of projects which are scheduled to be phased over 2 or more consecutive years, subject to the approval of funding for subsequent phases by the legislative body of the school district. In the event the district fails to fund subsequent phases of the project, school building aid payments shall cease and the district shall return all state funds received for the project. A lapse of one year shall be approved upon request of the district. Multi-year projects shall be evaluated for prioritization under Ed 321.21(g)-(n) in the first year in which funding is requested. Grants shall be calculated each year based on the amount appropriated by the district in that year.~~

~~— (d) If the construction cost of the renovation project exceeds 60 percent of the cost of new construction, the following additional criteria shall be met:~~

~~(1) The school district shall provide documentation that new construction was considered in lieu of renovation and explain why the renovation alternative was chosen; and~~

~~(2) The scope of the renovation project shall provide that all building systems shall be upgraded to the most current codes and standards and that the building shall be fully accessible to individuals with disabilities.~~

~~— (e) Renovation work done in conjunction with additions to existing buildings shall not be subject to paragraphs (a) through (c) above, but shall be subject to paragraphs (f) through (j) below.~~

~~— (f) School districts shall maintain adequate property insurance to pay for damages resulting from weather and other natural events. School building aid shall not be provided for work that is covered by insurance or that should reasonably be expected to be covered by insurance.~~

~~— (g) School building aid shall not be paid for repairs to equipment or structures that are covered by a valid warranty or guarantee. If a warranty has been invalidated by the actions of a school district or its staff, school building aid shall not be paid for damages incurred during the warranty period.~~

~~— (h) School building aid shall not be paid for repairs to buildings, systems, or components that result from failure to perform proper maintenance. In making this determination, the department shall compare the age of the damaged materials or equipment to the expected useful life of the materials or equipment based on commonly accepted industry standards. School districts shall provide maintenance records and other documentation concerning their maintenance program if necessary for the department to clearly understand the cause of equipment or system damage.~~

~~— (i) School building aid shall not be paid for work that results from failure to follow building codes or previous guidance from the department.~~

~~(j) School building aid shall not be paid for repairs for which the school district makes a legal claim for damages until the legal proceeding has been resolved. In such cases, any portion of the claim that is not satisfied by the legal proceeding shall be eligible for school building aid subject to the limitations in Ed 321.25(a) to (i).~~

~~(k) A school district may request a waiver under Ed 321.28 for how eligibility for school building aid for substantial renovations is determined under Ed 321.25.~~

***Ed 321.26 Notice of Project Completion Information. The following information shall be provided in the notice of project completion:***

- (a) General project information, including the name of the project and contact person;***
- (b) The contracted date for project completion;***
- (c) The actual cost of the project with supporting invoices that identify the following:***
  - (1) Amount of invoice;***
  - (2) Date of invoice;***
  - (3) Vendor;***
  - (4) Description of item; and***
  - (5) The eligible category type:***
    - a. Site acquisition or development cost, as defined by Ed 321.19;***
    - b. Construction cost, as defined by Ed 321.20;***
    - c. Administrative costs and contingency cost, as defined by Ed 321.22; or***
    - d. Fees and services cost, as defined by Ed 321.23;***
- (d) Final building square footage and final unit cost per square foot;***
- (e) Project funding sources and documentation of each source;***
- (f) Explanation of all deviations from the approved design and cost;***
- (g) A signed statement from the superintendent, business administrator, and the chair of the school board that:***
  - (1) The project is complete;***
  - (2) The summary of invoices submitted is accurate; and***
  - (3) The project was built in accordance with all applicable building aid rules and law to the best of their knowledge;***
- (h) Record drawings signed and stamped by individuals licensed in the appropriate disciplines to practice architecture or engineering in the state of New Hampshire;***
- (i) Commissioning plan, if applicable;***
- (j) Copy of any energy efficiency rebates or if not eligible, a copy of the application submitted in accordance with Ed 321.15 (m)(5);***

- (k) Copy of the food service license in accordance with RSA 143-A, if applicable;*
- (l) Copy of the certificate of occupancy issued by the municipality;*
- (m) Copy of the septic system approval by the department of environmental services (DES), if applicable, in accordance with Env-Wq 1000;*
- (n) Copy of the water system design approval from the drinking water and groundwater bureau at DES, in accordance with Env-Dw 406;*
- (o) A statement that the drinking water has been tested for lead in accordance with RSA 485:17-a;*
- (p) A statement that an updated emergency operations plan has been submitted to homeland security and emergency management, and updated floor plans have been submitted to local emergency personnel;*
- (q) A signed letter by a licensed architect or engineer stating that the project has been designed to meet the following:*
  - (1) State building code in accordance with RSA 155-A;*
  - (2) State building energy code in accordance with RSA 155-A:1, IV;*
  - (3) Barrier-free access regulations in accordance with Abfd 303;*
  - (4) Acoustical standards as outlined in this section; and*
  - (5) School building construction standards outlined in Ed 321;*
- (r) Certification that no known asbestos containing building material was used in construction in accordance with 15 U.S.C. § 2641-2656;*
- (s) Certification that references any properly approved code or permit waivers;*
- (t) A copy of the lease-purchase agreement required by Ed 321.06(c), if applicable;*
- (u) An approval to operate required by Ed 320; and*
- (v) A digital copy of the information in (a) through (u) above.*

~~— Ed 321.26 Community Use.~~

~~— (a) Selected areas within a school facility may be constructed in a size large enough to accommodate use of the facility for community purposes other than education. School building aid, however, shall be limited to the maximum allowable size and maximum allowable construction cost limits as described in Ed 321.04, Ed 321.06, and Ed 321.24.~~

~~— (b) Required educational space shall not be eliminated or reduced in order to provide community use space within the maximum size and cost limits.~~

~~— (c) A school district may request a waiver under Ed 321.28 for the limitation on school building aid and required educational space under Ed 321.26(a) and (b).~~

***Ed 321.27 School Building Aid Payments for Projects Approved Before July 1, 2013. For projects that were approved before July 1, 2013, the following shall apply:***

*(a) School building aid payments shall be made semi-annually, in October and April of each fiscal year;*

*(b) Semi-annual payments shall be in approximately equal amounts; and*

*(c) In the event that payments are prorated in accordance with RSA 195:15-e, the October payment shall be 50 percent of the annual total, with the full prorated reduction occurring in the April payment.*

~~— Ed 321.27 Ineligibility for School Building Aid.~~

~~— (a) The following shall be considered ineligible for school building aid under RSA 198:15-e unless a waiver is granted under Ed 321.28:~~

~~(1) Swimming pools or natatoriums;~~

~~(2) Field houses;~~

~~(3) Indoor tennis courts;~~

~~(4) Indoor tracks except suspended tracks that do not increase the overall size of the building;~~

~~(5) Ice rinks;~~

~~(6) Artificial turf on athletic fields;~~

~~(7) Auditoriums with a seating capacity including seating capacity for staff greater than 50 percent of the building support space design capacity;~~

~~(8) All auditoriums in elementary schools;~~

~~(9) Resurfacing of tracks, courts, and playing fields;~~

~~(10) Motor vehicles;~~

~~(11) School administrative unit facilities;~~

~~(12) Career and technical centers receiving project funding under RSA 188-E; and~~

~~(13) Text books;~~

~~(14) Computers and software that are not integral to the building systems;~~

~~(15) Portable classrooms; and~~

~~(16) Leases.~~

~~— (b) The following one-time expenses for newly formed schools shall be eligible for school building aid under RSA 198:15-e:~~

~~(1) Library books;~~

~~(2) Computer software; and~~

~~(3) Outdoor athletic facilities.~~

~~— (c) School districts may submit a written request to the commissioner for inclusion of such items in their school building aid grant. The request shall include an explanation of how approval of the request will support~~

~~the educational needs of the school district. The written request shall be submitted according to the waiver provisions in Ed 321.28.~~

~~(d) Appeals of decisions concerning eligibility may be made to the state board of education under Ed 200. Nothing in this section shall preclude a school district from constructing such facilities or purchasing items with local funds.~~

***Ed 321.28 Owner's Project Manager.***

***(a) Pursuant to RSA 198:15-c, III, a school that accepts school building aid for construction shall engage the services of an owner's project manager for construction or reconstruction projects of \$1,000,000 or more.***

***(b) The owner's project manager shall provide the following services and have responsibilities, including, but not limited to the following:***

- (1) Evaluate the project master schedule submitted to the superintendent of schools and provide the school a written recommendation on whether to approve such schedule;***
- (2) Take and maintain or receive from the contractor photographic records of construction activities and project progress on a regular basis;***
- (3) Prepare and distribute monthly reports to the superintendent of schools from information provided by the architect and the contractor on the project budget, the status of the project schedule, and on general project information;***
- (4) Submit quarterly reports to the department through the superintendent of schools until a notice of completion has been submitted to the department in accordance with Ed 321.25;***
- (5) Work with the assistance of the architect, the contractor, and other consultants, to confirm that all permits necessary for construction of the project are obtained in a timely manner prior to the commencement of applicable construction and shall inform the superintendent of schools of any failure to timely obtain such permits;***
- (6) Coordinate the district's consultants and contractors on the design and purchase of items such as telephone, internet, and furniture;***
- (7) Assist the assigned responsible party of the school in arranging for and overseeing the delivery, storage, protections, and security of any school-purchased materials, systems, and equipment that are part of the project until such items are incorporated into the project;***
- (8) While on-site, observe the work of contractors and observe the quantity and quality of materials and equipment received and stored on-site to protect the school against defects, deficiencies, noncompliance with the contract documents, or failures of performance by contractors, including recommendations to avoid any potential cost overruns or delays caused by sequencing. The above shall not relieve the architect of duties for site observations detailed above and for providing site inspection reports to the superintendent of schools and the owner's project manager;***
- (9) Review the inspection and test reports provided, with the recommendations of the architect, making recommendations to the superintendent of schools and the architect regarding inspection and test results, and maintain copies of all inspection and test results;***

- (10) Confer with the superintendent of schools and the architect in assisting to resolve contractor's suggestions and any problems or concerns that arise on the project;*
- (11) In consultation with the superintendent of schools and the architect, and with the review and written review comments of the architect, evaluate and make recommendations to the superintendent of schools on change orders, including making investigations and recommendations on the value and validity of proposed change orders, and discussing proposed change orders with contractors;*
- (12) Assist the architect in the architect's duties to determine whether substantial completion and final completion have been achieved, assist in maximizing warranty deadlines, identify any items remaining to be completed or repaired, regardless of whether the contractor has identified such items, and identify the cost to repair or complete remaining work;*
- (13) Assist the architect in monitoring the contractor's requirements to collect and catalog all operating and instruction manuals for equipment and building systems and submit this information and all warranty documentation to the superintendent of schools;*
- (14) In consultation with the superintendent of schools and assisting the architect, coordinate close-out activities including the completion of deficiencies, submittals of close-out documents, resolution of change orders, and recommendations for payment of retainage;*
- (15) Assist the superintendent of schools to ensure the architect has gathered and submitted to the superintendent of schools all project documentation including files, records, drawings, submittals, samples, and other information in an organized and usable form;*
- (16) Notwithstanding anything to the contrary listed above, assist the superintendent of the school to ensure the architect, upon completion of the project, certifies that, to the best of their professional knowledge, the building conforms to the approved plans, specifications, and shop drawings; and*
- (17) Continue to provide all applicable services listed in (b) above throughout construction and close-out until notice of completion has been submitted to the department in accordance with Ed 321.25.*
- (c) Minimum qualifications for an owner's project manager shall include the following:*
- (1) An architect or professional engineer registered by the state of New Hampshire with at least 5 years' experience in the construction and supervision of construction of buildings; or*
  - (2) An individual with at least 7 years' experience in the construction and supervision of construction of buildings.*
- (d) The owner's project manager shall not be an individual currently employed by the school unless that individual is given sufficient time by the school district to complete the requirements identified in this section.*
- (e) No individual or employee of any business which has a contract with the school district to complete any portion of the design or construction of the project shall be designated as the owner's project manager.*
- (f) The owner's project manager may be hired before entering into a contract for design services in order to represent the school throughout the design process, including assisting the superintendent of schools with hiring the architect, analyzing the project feasibility, and selecting a project delivery system.*



*(g) Projects that don't involve the construction of a new building, an addition to an existing building, or a substantial renovation shall be exempt from (a)-(e) above.*

~~— Ed 321.28 Waiver Provisions.~~

~~— (a) The commissioner of the department or the commissioner's designee may grant waivers for the standards required in Ed 321.03, Ed 321.04, Ed 321.06, Ed 321.10, Ed 321.12, Ed 321.20, Ed 321.21(bc), Ed 321.24, Ed 321.25, Ed 321.26, and Ed 321.27.~~

~~— (b) All waiver requests shall:~~

~~(1) Be submitted in writing;~~

~~(2) Be signed by the superintendent of schools of the district requesting the waiver;~~

~~(3) Include:~~

~~a. Reference to the specific section of Ed 321 for which a waiver is requested;~~

~~b. A detailed explanation of the standard to be waived and the degree to which the standard will be met if the request for waiver is approved;~~

~~c. A detailed explanation of the conditions that prevent compliance with the standards of Ed 321, or an explanation of how the waiver is in the best interest of education or is the most effective use of resources;~~

~~d. An explanation of the district's attempts to achieve compliance with the standard;~~

~~e. Maps, drawings, or diagrams as appropriate to illustrate and clarify the waiver request;~~

~~f. An explanation of the impact of a denial of the request for a waiver; and~~

~~g. Other information to support the request that the district would like to have considered.~~

~~— (c) Waiver requests for Ed 321.03(f) shall also include the following information:~~

~~(1) A site utilization plan showing all pertinent features for meeting the requirements of the educational specifications that includes:~~

~~a. The location for parking;~~

~~b. Outdoor play areas;~~

~~c. Other municipal playing fields; and~~

~~d. Any other spaces available for student use;~~

~~(2) A long range plan for any planned expansion of future spaces, such as additions, playing fields, parking lots and any other spaces available for student use; and~~

~~(3) Any pertinent data relative to land values and the availability of other property, contiguous or not, that can be acquired to enlarge a school site.~~

~~— (d) The commissioner or the commissioner's designee shall request additional information as necessary for a ruling on the request for a waiver.~~

~~— (e) A written ruling shall be provided to the district by the department within 60 days of receipt of the request for a waiver or following receipt of any additional information requested by the department. A waiver~~

~~shall be approved if in the determination of the commissioner of the department or the commissioner's designee, approval of the request for a waiver will not compromise the quality of education required in Ed 306 and is the best use of available resources.~~

~~—(f) Any part of construction work that is dependent upon or otherwise affected by the results of the request for waiver shall not proceed until a ruling on the request has been received from the department.~~

~~—(g) School districts may appeal the decision of the commissioner or the commissioner's designee to the state board as provided in Ed 200.~~

***Ed 321.29 Ongoing Operation.***

***(a) Building systems shall be operated and maintained with the manufacturers' instructions.***

***(b) Schools shall be maintained to provide code compliant outside air ventilation and exhaust systems to aid in the maintenance of healthy indoor air quality.***

***(c) School buildings shall be approved and maintained in accordance with Ed 320.***

~~—Ed 321.29 Air Quality and Energy Efficiency Projects. Projects intended to improve air quality or energy efficiency shall be eligible to receive school building aid in accordance with RSA 198:15 b,II,(g) and shall not be subject to the requirements of Ed 321.25. Air quality or energy efficiency projects may be financed through a lease purchase agreement with a vendor. A copy of the lease purchase agreement shall be submitted to the bureau of school approval and facility management, with the final application for school building aid. The agreement shall clearly indicate the costs of labor and equipment separate from rental costs, utility costs, maintenance service costs, interest, or any other charges that are not eligible for school building aid under RSA 198:15 b,II.~~

***Ed 321.30 Ineligibility for School Building Aid.***

***(a) The following shall be considered ineligible for school building aid under RSA 198:15:***

- (1) Swimming pools or natatoriums;***
- (2) Field houses;***
- (3) Indoor tennis courts;***
- (4) Indoor tracks, except suspended tracks that do not increase the overall size of the building;***
- (5) Ice rinks;***
- (6) Resurfacing of tracks, courts, and playing fields;***
- (7) Motor vehicles, lawn mowers, tractors, or similar machines;***
- (8) School administrative unit facilities;***
- (9) Career and technical center spaces that are eligible for funding for aid under RSA 188-E;***
- (10) Textbooks and library books;***
- (11) Computers and software that are not integral to the building systems;***
- (12) Portable, temporary, or modular classrooms;***

- (13) Leases, except for lease-purchases of mechanical, structural, or electrical equipment which is designed to improve energy efficiency or indoor air quality in buildings;*
  - (14) Items not affixed to the building, including but not limited to sports equipment, television, vending machines, and air conditioner wall units, unless identified as eligible for reimbursement elsewhere in this rule;*
  - (15) Cell phones;*
  - (16) Storage units and storage containers;*
  - (17) Tools;*
  - (18) Travel and associated costs;*
  - (19) Moving expenses;*
  - (20) Food and party supplies for grand openings; and*
  - (21) Building dedication plaques or time stones.*
- (b) Construction work started prior to signing the GAN per Ed 321.17(g) shall not be eligible for building aid.*
- (c) Costs related to financing, such as bonding charges and interest, shall not be eligible for inclusion in the calculation of school building aid.*
- (d) Fees paid to local municipalities and other state agencies, including but not limited to wetland mitigation fees, building permit fees, alternation of terrain fees, and planning board or zoning fees, shall not be eligible for inclusion in the calculation of school building aid.*
- (e) School building aid shall not be provided for work that is covered by insurance or should reasonably be expected to be covered by insurance.*
- (f) School building aid shall not be used to pay for any of the following:*
- (1) Repairs for damages incurred to equipment or structures that are covered by a valid warranty or guarantee that has been invalidated by the actions of a school district or its staff;*
  - (2) Repairs to buildings, systems, or components that result from failure to perform proper maintenance, which shall be determined by:*
    - a. The department comparing the age of the damaged materials or equipment to the expected useful life of the materials or equipment based on commonly accepted industry standards; and*
    - b. The school district providing maintenance records and other documentation concerning their maintenance program, if necessary for the department to clearly understand the cause of equipment or system damage;*
  - (3) Work that results from failure to follow building codes or previous guidance from the department; or*
  - (4) Repairs for which the school district makes a legal claim for damages until the legal proceeding has been resolved.*

*(g) In such cases as described in (f)(4) above, any portion of the claim that is not satisfied by the legal proceeding shall be eligible for school building aid subject to the limitations in Ed 321.18.*

***Ed 321.31 Reporting Requirements.***

*(a) By November 30 of each year, the department shall publish:*

- (1) The school building aid rates as calculated according to RSA 198:15-b and RSA 198:15-v;*
- (2) The maximum allowable construction cost under RSA 198:15-b, III(a) per Ed 321.21; and*
- (3) The ranked list of school building aid applications approved by the state board in accordance with Ed 321.16 (i).*

*(b) By April 30 of each year, the department shall verify with each district the anticipated amount of school building aid to be provided in the following fiscal year.*

***Ed 321.32 Waiver Provisions.***

*(a) The commissioner of the department or the commissioner's designee may grant waivers for the standards required in Ed 321.09, Ed 321.10, and Ed 321.25 (b).*

*(b) All waiver requests shall be submitted in writing and signed by the superintendent;*

*(c) All waivers shall include in the following:*

- (1) A reference to the specific section of Ed 321 for which a waiver is requested;*
- (2) A detailed explanation of the standard to be waived and the degree to which the standard will be met if the request for waiver is approved;*
- (3) A detailed explanation of the conditions that prevent compliance with the standards of Ed 321, or an explanation of how the waiver is in the best interest of education or is the most effective use of resources;*
- (4) An explanation of the school's attempts to achieve compliance with the standard;*
- (5) An explanation of the impact of a denial of the request for a waiver; and*
- (6) Other information to support the request that the school would like to have considered.*

*(c) Waivers for Ed 321.09 shall be submitted at least 90 days prior to submitting the building aid application and shall also include the following information:*

- (1) A table of each room, room number or name, the square footage of each individual space, and the number of students anticipated to be educated in that space;*
- (2) An explanation of how that space meets the minimum requirements and what regulation requires the program to be provided;*
- (3) An explanation of what utilization-maximizing strategies were considered such as multi-grade education and multiple uses of spaces and why these strategies were not sufficient to reduce the total gross square footage of the building; and*
- (4) Other information sufficient that the department can analyze the proposed spaces and uses.*

*(d) The commissioner or the commissioner’s designee shall request additional information as necessary for a ruling on the request for a waiver.*

*(e) A written ruling shall be provided to the school by the department within 60 days of receipt of the request for a waiver or following receipt of any additional information requested by the department.*

*(f) A waiver shall be approved if, in the determination of the commissioner of the department or the commissioner’s designee, approval of the request for a waiver will not compromise the quality of education required in Ed 306 and is the best use of available resources.*

*(g) Any part of construction work that is dependent upon or otherwise affected by the results of the request for waiver shall not proceed until a ruling on the request has been received from the department.*

**Ed 321.33 Requirements for Projects Listed on the November 2022 Rank Order List.**

*(a) Project applicants on the November 10, 2022, rank order list approved by the state board shall submit the following documentation to the department by May 1, 2025:*

- (1) A summary of the district’s commitment to good maintenance in accordance with Ed 321.15(i); and*
- (2) If the project requires land acquisition, an attestation that the land has been acquired or that a legal agreement is in place for acquisition that is subject to receiving building aid.*

*(b) Projects that fail to have the items requested in (a) above updated, shall not return to the prioritized list but may reapply.*

*(c) Projects listed on the descending rank order list shall comply with all the rules that are currently in place, regardless of when the rank order was approved.*

**APPENDIX I**

<b>Rule</b>	<b>Statute</b>
Ed 321.01	RSA 21-N:9, II(c); RSA 198:15-a, V
Ed 321.02	RSA 21-N:9, II(c); RSA 198-15-a, V
Ed 321.03	RSA 198:15-c, I(a)
Ed 321.04	RSA 198:15-a, III; RSA 198:15-b, II;
Ed 321.05	RSA 198:15-b, II(f)
Ed 321.06	RSA 198:15-b, II(g); RSA 198:15-b II(e)
Ed 321.07	RSA 198:15-b, IV(b)(2)
Ed 321.08	RSA 21-N:9, II(c)
Ed 321.09	RSA 198:15-b, III(a)-(b)
Ed 321.10	RSA 21-N:9, II(c)
Ed 321.11	RSA 198:15-c, I(a)-(b)
Ed 321.12	RSA 21-N:9, II(c); RSA 198:15-c, I(a)-(b)
Ed 321.13	RSA 198:15-c, I(a)-(b)
Ed 321.14 – Ed 321.15	RSA 198:15-c, I(a)-(b); RSA 198:15-c, II(a)
Ed 321.16	RSA 198:15-c, II(a)-(b)
Ed 321.17	RSA 198:15-c, II(a)
Ed 321.18	RSA 198:15-a, II; RSA 198:15-c, III
Ed 321.19 – Ed 321.23	RSA 198:15-b, II; RSA 198:15-b, III

Ed 321.24	RSA 198:15-a, I; RSA 198:15-b, I(b)
Ed 321.25 – Ed 321.26	RSA 198:15-c, I
Ed 321.27	RSA 198:15-b, I(a)
Ed 321.28	RSA 198:15-c, III
Ed 321.29	RSA 21-N:9, II(c)
Ed 321.30	RSA 21-N:9, II(c); RSA 198:15-a, II
Ed 321.31	RSA 198:15-b, III(a); RSA 198:15-c, II(a)
Ed 321.32	RSA 198:15-b, III(e)
Ed 321.33	RSA 21-N:9, II(s); RSA 198:15-c

## APPENDIX II

Rule	Title	Obtain at
Ed 321.03(h)	illuminating Engineering Society. ANSI/IES RP-3-20, <i>Recommended Practice: Lighting Educational Facilities</i> . New York: IES; 2020.	<a href="https://store.ies.org/product/rp-3-20-recommended-practice-lighting-educational-facilities/?v=7516fd43adaa">https://store.ies.org/product/rp-3-20-recommended-practice-lighting-educational-facilities/?v=7516fd43adaa</a> Available as downloadable secure PDF only. \$120; member price \$84.
Ed 321.03(j)	ANSI S12.60 <i>American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools</i> Part 1, 2010 edition	<a href="#">ANSI/ASA S12.60/Part 1-2010 (R2020) - Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools</a> Available as downloadable PDF, \$143.



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  
25 Hall Street  
Concord, NH 03301  
TEL. (603) 491-8060

February 2024  
State Board of Education Meeting  
Learn Everywhere Program Renewal Application  
Sylvan Learning  
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the renewal application for the Sylvan Learning Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Eui Choi  
Sylvan Learning  
800 Islington Street, Unit 10B  
Portsmouth, NH 03801  
814-833-6950

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve the application [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this renewal application will allow the applicant to award students that complete the Learn Everywhere program a certificate for credit toward meeting high school graduation requirements for a period of five years.

E. Possible Motion

I move that the State Board of Education approve the Sylvan Learning Learn Everywhere renewal application.

OR:

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



**Frank Edelblut**  
Commissioner

**Christine M. Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
**DEPARTMENT OF EDUCATION**  
Office of Learn Everywhere  
Division of Education Analytics and Resources  
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January 23, 2024

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

Re: Sylvan Learning 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 the Sylvan Learning (Sylvan) 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**

Sylvan is a provider of educational services nationwide with a proven record built over four decades of helping students in grades K-12 achieve their full potential. Sylvan specializes in providing personalized learning experiences for students of all ages that allows for success in and beyond the school day. Sylvan's programs are infused with an unparalleled level of service and support, ensuring a successful program from initial program consultation, enrollment, and completion.

Sylvan has locations in Portsmouth and Salem which have supported the academic success of students across the Seacoast and Southern New Hampshire for over 20 years. Both locations are owned and operated by Capstone Education Inc. and employ local educators from across the regions.

Sylvan has submitted an application seeking approval of 5-year renewal of their Learn Everywhere program, in accordance with Ed 1403.03, requesting approval to issue certificates for credit for their courses in mathematics and English to be applied toward meeting high school graduation requirements.



### **Sylvan Learn Everywhere Renewal Application Review Process**

- Sylvan submitted its original renewal application to NHED on February 24, 2023.
- As required by Ed 1403.02, NHED reviewed the renewal application and notified Sylvan that the application was considered complete on March 2, 2023.
- 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.

**Anne Wallace** – Ms. Wallace is the NHED Education Consultant in Mathematics and STEM. Prior to coming to NHED, she had taught at the elementary through high school levels within private and public schools for approximately twenty years. During this time, she served as teacher, math department lead/facilitator, math coach and interventionist, math specialist, and building curriculum coordinator. Over the past 15 years, Anne has also taught elementary and secondary math methods, along with facilitating the New Hampshire TCAP Capstone Seminar at the post-secondary level. Along with teaching, Anne has been involved in education through serving on and participating in the following: the Professional Standards Board, the New Hampshire Teachers of Mathematics executive board, as a program reviewer for the New Hampshire Council for Teacher Education, New Hampshire STEM Education Task Force, and the New Hampshire Quantitative Literacy Project. She holds a Bachelor of Business Administration, Master’s in Education, Post-Graduate Certificate in Curriculum and Assessment, and Certificate of Advanced Graduate Studies in Educational Leadership. Ms. Wallace’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of mathematics.

**Kathleen McCaffery-Pomerleau** – Kathleen is the NHED Education Consultant for English Language Arts. She has taught in New Hampshire public school for 16 years as an elementary teacher. She has also worked for seven years in a clinical setting with K-12 students using evidence-based Literacy Instruction and Data informed decision making. She obtained, from the University of New Hampshire, a Master of Education and is pursuing a Doctorate in Education at Northeastern University. Ms. McCaffery-Pomerleau’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of English language acquisition.

**Ashley Frame** – Mrs. Frame earned her Bachelor’s degree in History and French at the University of New Hampshire and L’Université de Bourgogne in Dijon, France and her Master’s degree in Education from Plymouth State University. Mrs. Frame also holds a 5 – 12 grade social studies endorsement. 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.

- The AEP reached out to multiple New Hampshire teachers certified in mathematics and English to fulfill the intent of Ed 1403.02(a)(2)b. The AEP also reached out to members of the Extended Learning Opportunities Network (ELON) in an attempt to fulfill the intent of Ed 1403.02(a)(2)a. by providing expertise in the area of extended learning programming. However, none of the teachers or the ELON members agreed to participate in the application review process. 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 Sylvan 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 March 15, 2023. The review committee comments were consolidated and relayed to Sylvan for their consideration on March 27, 2023. Sylvan provided their response to the reviewer comments back to the AEP on October 14, 2023.

### **Summary of the Committee Review**

Listed below in italics are the comments and/or 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 Sylvan (or the AEP) in bold text.

### **Comments in Accordance with the Ed 1400 Rules**

1. The purpose or mission statements express a clear and focused purpose for the program that supports student learning. [Ed 1403.02(d)(1)]

*The program mission statement is vague: the first line says that the company has a "proven record...of helping students in grades K-12 achieve their full potential." An individual's potential is not something that can be measured or tracked, so this first line seems to over-promise success. It would be clearer to say that the programs help students meet specified goals or targets. The citations offered are for research related to study skills, not core content or references to completion or success rates of clients/students.*

**Sylvan Learning disagrees with this comment as a mission statement is intended to be a summary of the aims and values of a company and not a list of measurable outcomes. While we do conduct periodic assessments to measure progress, this aspect is not a part of our mission statement. No changes to the mission statement have been made.**

2. There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies. [Ed 1403.02(d)(4)]

*There is a grade equivalency scale provided and references to summative and formative assessments. This seemingly applies to all courses. The competencies are not consistently articulated as measurable statements about what students will know and be able to do at the end of the course.*

**Sylvan Learning points to the attached Table B: NH Learn Everywhere Competencies and Outcomes document that lists the competencies that we are expecting students to be able to show at the end of the course. The letter and percentage grades would be based on graded assignments that assess the students on these competencies.**

3. An adequate description is provided for staff member qualifications. [Ed 1403.02(d)(5)]

*College degrees are required for teaching, as indicated in the application. Certification in subjects is not indicated, nor are there assurances of AP-specific training for the AP courses.*

**Sylvan Learning has confidence that our selection process of matching teachers with appropriate knowledge and experience and ongoing support processes by experienced education professionals allow teachers to adequately instruct students in the content area offered.**

**AEP comment – To clarify, under the current Learn Everywhere rules, neither certification in a particular subject nor AP specific training are required to teach a subject.**

### General Comments

1. *The alignment of the coursework to NH competencies is not clear in this document, and the intensity/depth of the coursework is not indicated. It would be better to have course outlines rather than descriptions, allowing more scrutiny of the content and work products. ELA and Math are critical skills for students, and more transparency in the application would assure professionals that the courses are of high quality and do indeed develop the skills necessary to earn credit in the state.*

**Sylvan Learning points to the attached Table B: NH Learn Everywhere Competencies and Outcomes that includes a list of outcomes which is actually our outline for the course with activities and exercises that teach and assess mastery of the outcomes throughout the course.**

2. *I have a concern about the AP Government and Civics and the Civics course: students are required to pass the citizenship test, and it is important that the course and the test are explained as being different.*

**AEP Comment – Both the U.S. Government and AP® U.S. Government and Politics courses have been removed from this application rendering this comment moot.**

**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.

Sylvan has provided a required statement that aligns with (2) above indicating there have been changes to the program or documentation required. A copy of the Sylvan statement is attached.

**Student Course Evaluations**

Ed 1403.04(d) requires that the State Board of Education shall not issue a five year renewal of a one-year provisional approval without reviewing all student course evaluations received pursuant to Ed 1407.01. Sylvan Learning has stated that they did not award certificates for credit to students as part of their Learn Everywhere offering during their initial on year approval period.

**Closing**

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

Please let me know if you have any questions or need addition information to inform your recommendation.

Respectfully submitted,



Timothy C. Carney  
Administrator of Educational Pathways

Attachments - Sylvan Learning Learn Everywhere Renewal Application  
Sylvan Learning Statement of Program Changes

**Sylvan Learning Learn Everywhere Renewal  
Application**



New Hampshire

# Department of Education

## Learn Everywhere Program Initial Application

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

**Organization Name:** Sylvan Learning of Portsmouth and Salem, NH

**Name of Primary Contact:** Eui Choi

**Mailing Address:** Sylvan Learning of Portsmouth  
800 Islington Street, Unit 10B  
Portsmouth, NH 03801

Sylvan Learning of Salem  
240 North Broadway Suite E  
Salem, NH 03079

**Email Address:** euimchoi@capstoneeducation.info

**Phone Number:** 502-693-6380

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

Sylvan Learning is the leading provider of educational services in the nation with a proven record built over four decades of helping students in grades K-12 achieve their full potential. Sylvan specializes in providing personalized learning experiences for students of all ages that allows for success in and beyond the school day. Our programs are infused with an unparalleled level of service and support, ensuring a successful program from initial program consultation, enrollment, and completion.

Sylvan Learning of Portsmouth and Salem have supported the academic success of students across the Seacoast and Southern New Hampshire for over 20 years. Both are owned and operated by Capstone Education Inc. and employ local educators from across the regions.

### **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)].**

To maintain the high quality associated with Sylvan Learning programs, each instructor must possess a Bachelor's degree and documented teaching experience. Many of our Sylvan for Credit instructors also have Master's level degrees, specialized educational certifications and membership in professional educational organizations. To ensure successful implementation of the Sylvan for Credit program, our highly qualified instructors undergo a comprehensive initial

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training, as well as ongoing training to develop strategies and techniques to enhance student learning. Sylvan Learning will assure that all instructors satisfy the above qualifications.

- 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)].**

The Sylvan instructor employment offer is contingent on a successful background check, and candidates complete a background check authorization form. The background check involves: a criminal felony and misdemeanor search for each county revealed by the social security number (SSN) trace, a federal criminal national search, and a national sex offender search. Both the candidate and the employer receive a copy of the completed background check report. Upon acceptance of an employment offer and the successful background check, new instructors sign a Code of Conduct that details behavioral standards and expectations. Sylvan Learning's background check policy will be disclosed to parents upon enrollment.

Sylvan Learning 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.

- 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)].**

See the attached Table A.

- 6.0 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)].**

See the attached Table B.

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

Sylvan for Credit utilizes a combination of timely outreach, monthly conferences, and automated tools within the My Virtual School environment, to keep students and their family members informed of the student's progress toward completing their course(s).

First, each Sylvan for Credit student is assigned a Student Success Coach. The Student Success Coach monitors the student's pacing and performance in the course and notifies the Sylvan management and instructional team of issues that could impact the student's understanding and achievement in the course. Each Sylvan for Credit student also works with a Sylvan Academic Coach. The Sylvan Academic Coach interfaces with the Student Success Coach, work

with the student to set goals for each Academic Coaching session, support the student in the development of skills for note-taking, test preparation, time management, and executive functioning; and escalate concerns to the Sylvan Director.

Secondly, the Sylvan Director meets with each student and their family member(s) on a monthly basis to review progress, share feedback from the coaches, and reconfirm the schedule and program details.

Lastly, My Virtual School offers students valuable tools for managing their course workload and ensuring that they are on track to complete the course within the 18- or 36-week timeline. The To-Do List and Calendar features surface and display the activities the student must complete in the course. As the student completes activities, items drop off of the To-Do List. Within My Virtual School, the student's dashboard displays a pacing bar for each course. The pacing bar provides a visual indicator of the student's progress within the course based on the percent complete. The pacing bar also displays the number of activities the student has completed versus the number of activities in the course. The student's coaches also generate and review on at least a weekly basis course reports of the student's course attendance, time spent in the course, and other predictors of success within the course.

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

Formative assessments involve collecting work samples and performance data that show how a student is progressing throughout the course. Formative assessments include checks for understanding, classroom exit tickets, journal entries, discussion posts and replies, and active participation in classroom activities. Students may attempt the formative assessments multiple times and must retake the formative if they score below 70%.

Summative assessments provide student and teacher with overall performance data at the end of a specified period of time. Summative assessments are included at the end of each unit of study and at the end of each course. Summative assessments can take the form of unit tests or projects, midterms or finals, or essays.

At the end of the course, students receive a final A-F letter grade, and Sylvan may issue report cards and transcripts for courses completed through Sylvan for Credit. Credit certificates are awarded for final letter grades of A-C.

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

See the attached Table A.

**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)].**

Assessment plays a strong role in curriculum since demonstration of competence of skills and concepts allows students to progress in their learning and to more challenging coursework. Sylvan for Credit integrates a variety of assessment types to ensure students have multiple ways to demonstrate competence and understanding. Formative and summative assessments each



provide data for the teacher in planning daily lessons and instructional support. Student grades come from a combination of different forms of assessment informed by course expectations and content standards. Assessments include a combination of the following: assignments, discussions, presentations, labs, quizzes, essays, artwork, unit tests, and course finals. As teachers evaluate student performance, they reflect upon the clarity of learning targets, effectiveness of instruction, extent of participation, feedback that moved students forward, and validity of grades earned.

Formative assessments involve collecting work samples and performance data that show how a student is progressing throughout the school year. Formative assessments include checks for understanding, classroom exit tickets, journal entries, discussion posts and replies, and active participation in classroom activities. Based on formative assessment data, teachers may identify small groups for targeted instruction, remediation, enrichment, scaffolded activities, and differentiation of course content, process, or learning outcomes.

Summative assessments provide student and teacher with overall performance data at the end of a specified period. Summative assessments are included at the end of each unit of study and at the end of each course. Summative assessments can take the form of unit tests or projects, midterms or finals, speeches, or essays.

The final grade for each semester is based on various methods of assessment. Regular attendance and staying on pace with assignments is also a requirement and counted as part of the final course grade.

<u>Grading Category</u>	<u>Weight</u>
Quizzes and tests	25%
Discussions and participation	20%
Assignments, presentations, labs, and/or essays	35%
Course final	20%

The final grade for the course is based on the percentage of total points earned.

<u>Letter Grade</u>	<u>Points/Percentage</u>	<u>Competency Rating</u>
A	89.50-100	Outstanding
B	79.50-89.49	Above average
C	69.50-79.49	Average
D	59.50-69.49	Below average
F	Below 59.49 (no credit earned)	Failing

A student must achieve a competency rating above “failing” to receive credit for the course.

**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)].**

Interested students and/or family members may contact their local Sylvan Learning of Portsmouth or Sylvan Learning of Salem location via email, phone call, or text, or they may

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complete a short form on the center's website. Each center's contact information is listed below:

Sylvan Learning of Portsmouth

Email: [sylvan.learning@capstoneeducation.info](mailto:sylvan.learning@capstoneeducation.info)

Phone Call or Text: 603-433-5898

Webform: <https://locations.sylvanlearning.com/us/portsmouth-nh/promotions/sylvan-for-credit>

Sylvan Learning of Salem

Email: [sylvan.learning@capstoneeducation.info](mailto:sylvan.learning@capstoneeducation.info)

Phone Call or Text: 603-952-4014

Webform: <https://locations.sylvanlearning.com/us/salem-nh/promotions/sylvan-for-credit>

Within 24 hours, a Sylvan Director schedules a call with the student or family member to review the available courses, program expectations, scheduling options, and cost and financial options. The Sylvan Director then schedules a follow-up call to confirm the enrollment details and sends an email to the student and/or family member with the information and documents reviewed. Upon enrollment, the student and/or family member completes a registration form, submits payment, confirms the schedule, and reviews and signs the Sylvan Service Pledge and Policies, which includes the indemnification statement provided by the New Hampshire Department of Education.

Within 72 hours after enrollment, the student receives their course log-in credentials for the My Virtual School portal and learning management system (LMS). 24 hours later, the student receives a welcome letter from their Sylvan for Credit instructor(s). In addition, the student attends the virtual new student orientation on the next Thursday at 6:30 PM ET following enrollment. Sylvan Learning's admission process has not been 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 403.01(b)(2)(b)].**

Sylvan Learning is committed to making every reasonable attempt to implement any accommodations based on the individual student 504. Sylvan Directors work directly with the LEA to ensure that all reasonable accommodations are made and to report any issues with implementation immediately.

When enrolling a student with special needs, the following actions are taken:

1. Meet with LEA personnel to determine the specifics of the 504 and determine the specific needs for implementation within the program.
2. Meet with the student's parent or guardian to ensure there is agreement on the modifications that will be made and how this will be accomplished.
3. If Sylvan Learning 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 a Sylvan Learning program.

LEAs for both Sylvan Learning of Portsmouth and Sylvan Learning of Salem work with the Sylvan Director of Operations and Director of Student Advancement.

**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)].**

Sylvan Learning is committed to making every reasonable attempt to implement any accommodations based on the individual student IEP. Sylvan Directors work directly with the LEA to ensure that all reasonable accommodations are made and to report any issues with implementation immediately.

When enrolling a student with special needs, the following actions are taken:

1. Meet with LEA personnel to determine the specifics of the IEP and determine the specific needs for implementation within the program.
2. Meet with the student's parent or guardian to ensure there is agreement on the modifications that will be made and how this will be accomplished.
3. If Sylvan Learning 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 a Sylvan Learning program.

LEAs for both Sylvan Learning of Portsmouth and Sylvan Learning of Salem work with the Sylvan Director of Operations and Director of Student Advancement.

**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)].**

Sylvan Learning 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)].**

Sylvan for Credit programs are completed through a combination of asynchronous online and live in-person or online modalities. Both Sylvan Learning of Portsmouth and Sylvan Learning of Salem operate educational facilities in retail plazas. During the 2021-2022 academic year, the facilities are open on Tuesdays and Thursdays from 3:30-7:30 and Wednesdays from 2:30-7:30, and the locations will expand their in-center hours based on demand.

Sylvan for Credit students may use the facilities to complete their asynchronous coursework and/or to meet with their Sylvan instructors for academic coaching sessions each week. Both

centers have open-concept instructional space for students to meet with their Sylvan instructors as well as workstations with Chromebooks that students may use to access their courses for private study time.

Sylvan Learning of Portsmouth is located at 800 Islington Street, in the Hannaford Plaza, in the growing West End of Portsmouth. The facility is a ~1800 square foot single-level unit with a free parking lot immediately in front of the center. The facility is also conveniently located within walking distance of downtown Portsmouth and within one mile of the Portsmouth Traffic Circle for students coming from Rochester, Dover, Hampton, Exeter, and other areas of the Seacoast.

Sylvan Learning of Salem is located at 240 North Broadway, in the plaza with McKinnon's Market. The facility is a ~1400 square foot single-level unit with free parking lots in the front and back of the building. The facility is 2.5 miles from Salem High School, 6 miles from Windham High School, and 8.5 miles from both Pelham High School and Pinkerton Academy.

**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)].**

Sylvan Learning affirms that the facilities comply with all applicable federal and state health and safety laws, rules, and regulations, including, but not limited to the following:

1. Fire safety; and
2. Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

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

Capstone Education Inc. maintains commercial property and liability coverage through Philadelphia Insurance Companies. The policy is brokered by Intermarket Insurance Agency, Inc., a Sylvan Learning preferred vendor based in Huntington, NY.

Sylvan Learning will disclose to Learn Everywhere participant any insurance coverage applicable to those participants.

**Additional Information**

**Program Description**

Sylvan Learning in Portsmouth and Salem, NH ("Sylvan Learning") is submitting their Sylvan for Credit program for the New Hampshire Learn Everywhere program to allow New Hampshire high school students to receive credit for courses completed outside of the public school. Sylvan for Credit is powered by Hudson Global Scholars' Columbia School and includes a diverse catalog of half-credit, one-credit, and Advanced Placement (AP) courses, designed to meet the minimum standards for graduation credit. Sylvan for Credit courses are accredited by Cognia and require mandatory credit reciprocity in most states, excluding New England states. New Hampshire schools may accept course credit on a per case basis or through an agreement such as the New Hampshire Learn Everywhere program. Schools in New Hampshire are required to accept Learn Everywhere credits.

Each Sylvan for Credit student is assigned a course teacher to grade items, track progress, and respond to student questions, a Student Success Coach to monitor the student's progress and notify the Sylvan management and instructional team of issues, and a Sylvan Academic Coach to provide course content support as appropriate and explicit instruction in study skills such as time management, goal-setting, note-taking, and test preparation. The Sylvan Academic Coach is certified in the Sylvan Advanced Study Skills curriculum and has access to all of the student's course resources to provide an integrated experience for students moving between their online course and live coaching time.

### **Course Format**

Sylvan for Credit courses are deployed asynchronously through the learning management system (LMS) within the My Virtual School portal. Each half (0.5) credit course is designed to last 18 weeks or one semester. Each one (1) credit course is designed to last 36 weeks or two semesters. Students are expected to complete one topic each week. Each topic contains approximately four one-hour lessons and an assessment.

The Sylvan for Credit online course environment is thoughtfully designed to support student understanding and achievement. Each topic begins with an introduction, which outlines the topic objectives. The student also has access to a topic study guide and, when applicable, a vocabulary chart. Both resources function as graphic organizers and are intended for the student to fill out as they complete the lessons within the topic to aid in preparing for the topic assessment and the cumulative final exam. Throughout each lesson, the student completes knowledge check questions to self-assess their level of understanding. Each course also offers the student a searchable glossary of terms and, when applicable, a formula sheet. Lastly, activating metacognition is a core component of the Sylvan approach, and, at the end of the session, each Sylvan student writes a learning log response to reflect on their instructional time. High school level learning log prompts include: "How can you use a skill you learned in your session today in another content area, such as math, English, social studies, or science?" "What suggestions would you give to other students working on the concepts you learned today and why?" Within the Sylvan for Credit online course environment, the student uses the built-in journal tool to reflect on what they learned from each lesson.

In addition to the 4-5 hours per week of course content, students receive weekly live academic coaching through Sylvan of Portsmouth or Sylvan of Salem. The Sylvan approach to academic coaching draws upon the findings of a broad range of research, including the Partnership for 21<sup>st</sup> Century Skills, and operates under the philosophy that a student's academic success in the program and in life is directly related to the student's mindset and to real-world and consistent application of study skills.<sup>1</sup> Academic coaching meets the needs of students who may struggle with time management, organization, active reading, note-taking, test preparation, writing and research strategies, and other essential study skills. Researchers have demonstrated that these skills fall under four major clusters of study skills: repetition-based skills, procedural study skills, cognitive-based study skills, and metacognitive skills.<sup>2</sup> These skills, when used in combination with one another, are the key elements in developing efficiency and confidence as a student and becoming a fully empowered learner: one who is able to gain, manage,

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<sup>1</sup> Partnership for 21st Century Skills, 2006.

<sup>2</sup> Gettinger, M., & Seibert, J. K. (2002). Contributions of study skills to academic competence. *School Psychology Review*, 31(3), 350–365.

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understand, and reinforce learning and information. The academic coaching component of the Sylvan for Credit program incorporates all of these components into the program instruction.

Sylvan for Credit students may choose between Sylvan Online Study Hall or Sylvan Personalized Academic Coaching.

Sylvan Online Study Hall is taught in a student-teacher ratio of 6:1 every Monday-Thursday from 4:30-6:30. Although Sylvan Online Study Hall is facilitated virtually within the Kaltura Virtual Classroom environment, students may join from the Sylvan center if they prefer. The Sylvan Academic Coaches in Online Study Hall support students in creating and fulfilling a daily action list for their courses, help with coursework as appropriate, and motivate students to stay on track with independent work too. At the beginning of each day's sessions, the students meet with the Academic Coaches to fill out a check-in sheet. Then, each student is assigned to a dedicated breakout room for quiet study and 1:1 collaboration with the Academic Coaches that join the room. The breakout rooms are equipped with screensharing and filesharing capabilities, an interactive and persistent whiteboard, and a chat feature. Sylvan for Credit students may attend 12 weeks of Online Study Hall throughout the duration of the course for up to 96 hours of Academic Coaching.

Sylvan Personalized Academic Coaching is designed for students who need intensive guided practice or help with course workloads. The Sylvan Academic Coach supports the student in setting and working toward goals, reviewing skills relevant to current course assignments, and establishing a study schedule. Sylvan Personalized Academic Coaching is taught in a student-teacher ratio of 2:1 or 3:1 and offers flexible scheduling during Sylvan's instructional times and based on teacher availability. Sylvan for Credit students receive 24 sessions to schedule throughout the duration of the course. Sessions may be live in-center or virtual via Zoom or a combination of the two.

### **Tuition Scholarship Program**

Sylvan offers tuition scholarship awards based on the financial needs of each family without regard to race, ethnicity, religious affiliation, or sexual orientation. Tuition scholarships are awarded on a first-come, first-served basis, and Sylvan Directors provide a copy of the scholarship application to all families in their welcome packet. To be considered, the family must complete a one-page application and securely provide a copy of the previous year's tax returns that show the student as a dependent and a recent paystub to verify current wages. The family received an award or declination letter within 48 hours of submitting the application materials. Awarded scholarships range from 10-50% off the course package. Sylvan Learning of Portsmouth and Sylvan Learning of Salem each have a finite number of scholarships available at each percent off tier. When a scholarship recipient disenrolls from the program, the award slot reopens immediately.

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**Table A: Courses Offered**

Standard	Course	Description	Credits
N.H. Code Admin. R. Ed 306.27(v) English	English I: Survey of Literature	This course is designed to integrate all aspects of Language Arts standards into engaging and interactive units organized around reading, writing and comprehension skills. Students will analyze the basic elements of plot, setting, mood, character development, and more in a variety of literary genres.	1
	English II: World Literature	This course expands on skills gained in English I. Students will critique arguments, establish patterns of persuasion, and delve into the language of poetry, history and culture by way of Greek tragedy and Medieval romance.	1
	English III: American Literature	In this course, students explore American passages from its beginnings (1600-1800) up to the present day. The course examines the process of writing, vocabulary development, and research in English through interactive and traditional learning exercises.	1
	English IV: British Literature	Students enrolled in this course will explore passages from the Anglo Saxon and Medieval periods (449-1485) up to the Victorian Age (1832-1901). The course examines writing, research, world languages and more through interactive and traditional learning experiences.	1
	AP® English Language and Composition	This course provides high school students with college-level instruction in analyzing and writing various texts. Students learn about the elements of argument and composition as they develop their critical reading and writing skills. Students read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade the reader of something. This course will effectively prepare students for the AP English exam.	1
	AP® English Literature and Composition	The AP® English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures through the reading of literary works and writing of essays to explain and support their analysis of passages they've read. This course prepares students for the AP English Literature and Composition exam.	1
N.H. Code Admin. R. Ed 306.27(v) Mathematics	Algebra I	This course is the foundation for high school mathematics. Students will develop fluency in working with linear equations, tables, graphs, inequalities and more.	1

**Table A: Courses Offered**

	Algebra II	In this course, the basic concepts from Algebra I are enriched. Topics include equations and inequalities; linear equations; linear systems and matrices; quadratic functions and factoring; polynomials and more.	1
	Geometry	Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures and their associated relationships as a mathematical system. Students will extend their pre-existing experiences with algebra and geometry to trigonometry, coordinate geometry, and probability.	1
	Precalculus	This course prepares students for topics covered in an elementary Calculus course at the college level. Facility with these topics is especially important for students to study calculus, physics or other sciences, and/or engineering in college.	1
	Statistics	This course is a practical hands-on approach to the study of statistics and probability. Topics include the use of graphs such as histograms, stem plots, time plots, and scatter plots to display data; using numbers such as median, mean, and standard deviation to describe data; and evaluating data distribution. Students examine relationships using correlations and least square regressions. They calculate the probability of simple and compound events. They learn to estimate with confidence, explore tests of significance, and evaluate the validity of statistics contained within published reports.	1
	AP® Statistics	AP® Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Students explore statistics through discussion and activities, and design surveys and experiments. This course prepares students for the AP Statistics exam.	1



**Table B: Course Objectives and Competencies**

Course	Description	Competencies	Outcomes
<b>N.H. Code Admin. R. Ed 306.27(v) English</b>			
English I: Survey of Literature	<p>This course is designed to integrate all aspects of Language Arts standards into engaging and interactive units organized around reading, writing and comprehension skills. Students will analyze the basic elements of plot, setting, mood, character development, and more in a variety of literary genres.</p>	<ul style="list-style-type: none"> <li>• Writing Arguments</li> <li>• Reading Informational Sources</li> <li>• Research Using Technology</li> <li>• Central Ideas of a Text</li> <li>• Key Ideas of Mythology and Folklore</li> </ul>	<p><u>Writing Arguments</u>                      The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a first draft of an argument, integrates in-text citations, creates a works cited page, analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft.</p> <p><u>Reading Informational Sources</u>                      The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility.</p> <p><u>Research Using Technology</u>                      The uses the internet to find credible and relevant information evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism.</p> <p><u>Central Ideas of a Text</u>                      The student examines themes from <i>Romeo and Juliet</i>, analyzes how two genres address a similar theme such as tragic lovers, determines the theme of <i>The Call of the Wild</i>, <i>The Red Badge of Courage</i>; and recalls details in a story that support a theme.</p> <p><u>Key Ideas of Mythology and Folklore</u>                      The student identifies the importance of myths, identifies the purpose of different myths, identifies gods and goddesses, determines the main lesson in a myth, identifies the theme of a myth, compare two myths, recalls details from creation stories from different cultures, compare and contrast creation stories, identify and sequence the parts of a hero’s journey, identifies qualities of an epic hero and applies them to Odysseus, defines and analyzes epic simile, and understands the impact of mythology in identifying human truth and experiences.</p>

**Table B: Course Objectives and Competencies**

<p>English II: World Literature</p>	<p>This course expands on skills gained in English I. Students will critique arguments, establish patterns of persuasion, and delve into the language of poetry, history and culture by way of Greek tragedy and Medieval romance.</p>	<ul style="list-style-type: none"> <li>• Writing Arguments</li> <li>• Reading Informational Sources</li> <li>• Research Using Technology</li> <li>• Gothic Genre</li> <li>• Influence of Victorian Culture</li> <li>• Understanding Language and Symbolism</li> <li>• Analyzing Multiple Interpretations</li> <li>• Central Ideas of a Text</li> <li>• Author’s Intent</li> <li>• Characterization</li> </ul>	<p><u>Writing Arguments</u>  The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a first draft of an argument, integrates in-text citations, creates a works cited page, analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft.</p> <p><u>Reading Informational Sources</u>  The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility.</p> <p><u>Research Using Technology</u>  The uses the internet to find credible and relevant information evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism.</p> <p><u>Gothic Genre</u>  The student identifies the influence of Romanticism and the Gothic on the work of Mary Shelley and identifies and analyzes themes in Mary Shelley’s <i>Frankenstein</i>.</p> <p><u>Influence of Victorian Culture</u>  The student predicts impacts on literature based on historical events, identifies the characteristics of Realism, identifies the characteristics of Naturalism, identifies social criticism in literature, and identifies Utilitarianism. The student analyzes literature such as Charlotte Brontë’s <i>Jane Eyre</i> and Charles Dickens’ <i>Hard Times</i>.</p> <p><u>Understanding Language and Symbolism</u>  The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p>
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**Table B: Course Objectives and Competencies**

			<p><u>Analyzing Multiple Interpretations</u> The student identifies different interpretations of <i>The Metamorphosis</i> and compares different interpretations of themes such as manifest destiny from authors.</p> <p><u>Central Ideas of a Text</u> The student identifies and analyzes themes and epic conventions in Homer’s <i>The Odyssey</i> and <i>The Nicomachean Ethics</i>, identifies the theme and its impact in poetry, and identifies themes of the Enlightenment and Victorian literature within the reading.</p> <p><u>Author’s Intent</u> The student identifies the author’s purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u>Characterization</u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character’s motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works such as <i>Metamorphoses</i>: “The Transformation of Arachne Into a Spider,” identifies and analyzes how characters use themes such as power and privilege in the text, analyzes how Huckleberry Finn develops morally and emotionally into adulthood (e.g., English III), compares and contrasts characters in the text.</p>
English III: American Literature	In this course, students explore American passages from its beginnings (1600-1800) up to the present day. The course examines the process of writing, vocabulary development, and research in English through interactive and traditional learning exercises.	<ul style="list-style-type: none"> <li>• Narrative Writing</li> <li>• Writing Arguments</li> <li>• Explanatory Writing</li> <li>• Reading Informational Sources</li> <li>• Research Using Technology</li> <li>• Gothic Genre</li> <li>• Influence of Victorian Culture</li> <li>• Gothic Short Stories</li> <li>• Understanding Language and Symbolism</li> <li>• Analyzing Multiple Interpretations</li> <li>• Central Ideas of a Text</li> <li>• Author’s Intent</li> </ul>	<p><u>Narrative Writing</u> The student engages reader interest through use of descriptive language, incorporates dialogue into narrative writing, and transitions from one idea to the next within a narrative. The student also reviews a classmate’s narrative writing for descriptive language, effective and correct dialogue, and transitions and revises narrative writing based on peer feedback.</p> <p><u>Writing Arguments</u> The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a first draft of an argument, integrates in-text citations, creates a works cited page,</p>

**Table B: Course Objectives and Competencies**

		<ul style="list-style-type: none"> <li>• Characterization</li> </ul>	<p>analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft.</p> <p><u>Explanatory Writing</u> The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy.</p> <p><u>Reading Informational Sources</u> The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility.</p> <p><u>Research Using Technology</u> The uses the internet to find credible and relevant information evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism.</p> <p><u>Gothic Genre</u> The student defines American Romanticism and Gothic literature and analyzes how they are embodied within Washington Irving’s “The Devil and Tom Walker.”</p> <p><u>Influence of Victorian Culture</u> The student predicts impacts on literature based on historical events, identifies the characteristics of Realism, identifies the characteristics of Naturalism, identifies social criticism in literature, and identifies Utilitarianism. The student analyzes literature such as Charlotte Brontë’s <i>Jane Eyre</i> and Charles Dickens’ <i>Hard Times</i>.</p> <p><u>Gothic Short Stories</u> The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme.</p> <p><u>Understanding Language and Symbolism</u></p>
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**Table B: Course Objectives and Competencies**

			<p>The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p> <p><u>Analyzing Multiple Interpretations</u> The student identifies different interpretations of <i>The Metamorphosis</i> and compares different interpretations of themes such as manifest destiny from authors.</p> <p><u>Central Ideas of a Text</u> The student identifies the themes of early American literature, Romanticism, modernism, Southern Renaissance literature, Harlem Renaissance, and postmodernism within the text, identifies common American Romantic themes in the writing of the period, identify Dark Romantic and Gothic themes expressed in “The Fall of the House of Usher,” recognize themes and controversy within <i>Adventures of Huckleberry Finn</i>, and identify and analyze themes such as power and privilege and friendship and betrayal within the text.</p> <p><u>Author’s Intent</u> The student identifies the author’s purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u>Characterization</u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character’s motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works such as <i>Metamorphoses</i>: “The Transformation of Arachne Into a Spider,” identifies and analyzes how characters use themes such as power and privilege in the text, analyzes how <i>Huckleberry Finn</i> develops morally and emotionally into adulthood, and compares and contrasts characters in the text.</p>
English IV: British Literature	Students enrolled in this course will explore passages from the Anglo Saxon and Medieval periods (449-1485) up to the Victorian Age (1832-1901). The course	<ul style="list-style-type: none"> <li>• Writing Arguments</li> <li>• Explanatory Writing</li> <li>• Reading Informational Sources</li> <li>• Research Using Technology</li> <li>• Gothic Genre</li> <li>• Influence of Victorian Culture</li> </ul>	<p><u>Writing Arguments</u> The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a</p>

**Table B: Course Objectives and Competencies**

	<p>examines writing, research, world languages and more through interactive and traditional learning experiences.</p>	<ul style="list-style-type: none"> <li>• Gothic Short Stories</li> <li>• Understanding Language and Symbolism</li> <li>• Central Ideas of a Text</li> <li>• Author’s Intent</li> <li>• Characterization</li> </ul>	<p>first draft of an argument, integrates in-text citations, creates a works cited page, analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft.</p> <p><u><i>Explanatory Writing</i></u>  The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy.</p> <p><u><i>Reading Informational Sources</i></u>  The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility.</p> <p><u><i>Research Using Technology</i></u>  The uses the internet to find credible and relevant information evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism.</p> <p><u><i>Gothic Genre</i></u>  The student identifies characteristics of Gothic novels and analyzes the characteristics within <i>The Strange Case of Dr. Jekyll an Mr. Hyde</i>. Analyze how themes within the novel connect to Gothic and Romantic literature.</p> <p><u><i>Influence of Victorian Culture</i></u>  The student predicts impacts on literature based on historical events, identifies the characteristics of Realism, identifies the characteristics of Naturalism, identifies social criticism in literature, and identifies Utilitarianism. In the context of <i>The Importance of Being Earnest</i>, the student analyzes Victoria elements in a play, identifies epigrams, analyzes satire, identifies traditional gender roles in the Victoria era, analyzes how women subvert gender roles in Victorian literature, identifies characteristics of a New Woman, analyzes how the New Woman is portrayed in Victoria literature.</p>
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**Table B: Course Objectives and Competencies**

			<p><u><i>Gothic Short Stories</i></u> The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme.</p> <p><u><i>Understanding Language and Symbolism</i></u> The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p> <p><u><i>Central Ideas of a Text</i></u> The student compares and contrasts central themes within The Canterbury Tales, identifies the themes within a text, and analyzes how themes within the text connect to Gothic and Romantic literature, Modernist literature, and contemporary literature.</p> <p><u><i>Author’s Intent</i></u> The student identifies the author’s purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u><i>Characterization</i></u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character’s motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works such as Metamorphoses: “The Transformation of Arachne Into a Spider,” identifies and analyzes how characters use themes such as power and privilege in the text, and compares and contrasts characters in the text.</p>
<p>AP® English Language and Composition</p>	<p>This course provides high school students with college-level instruction in analyzing and writing various texts. Students learn about the elements of argument and composition as they develop their critical reading and writing skills.</p>	<ul style="list-style-type: none"> <li>• Explanatory Writing</li> <li>• Gothic Short Stories</li> <li>• Understanding Language and Symbolism</li> <li>• Central Ideas of a Text</li> <li>• Author’s Intent</li> <li>• Characterization</li> </ul>	<p><u><i>Explanatory Writing</i></u> The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy.</p> <p><u><i>Gothic Short Stories</i></u></p>

**Table B: Course Objectives and Competencies**

	<p>Students read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade the reader of something. This course will effectively prepare students for the AP English exam.</p>		<p>The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme.</p> <p><u>Understanding Language and Symbolism</u> The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p> <p><u>Central Ideas of a Text</u> The student compares and contrasts central themes within a text, identifies the themes within a text, and analyzes how themes within the text connect to Gothic and Romantic literature, Modernist literature, and contemporary literature.</p> <p><u>Author’s Intent</u> The student identifies the author’s purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u>Characterization</u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character’s motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works.</p>
<p>AP® English Literature and Composition</p>	<p>The AP® English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures through the reading of literary works and writing of essays to</p>	<ul style="list-style-type: none"> <li>• Explanatory Writing</li> <li>• Gothic Short Stories</li> <li>• Understanding Language and Symbolism</li> <li>• Central Ideas of a Text</li> <li>• Author’s Intent</li> </ul> <p>Characterization</p>	<p><u>Explanatory Writing</u> The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy.</p> <p><u>Gothic Short Stories</u> The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme.</p> <p><u>Understanding Language and Symbolism</u></p>



**Table B: Course Objectives and Competencies**

	<p>explain and support their analysis of passages they've read. This course prepares students for the AP English Literature and Composition exam.</p>		<p>The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p> <p><u>Central Ideas of a Text</u> The student compares and contrasts central themes within a text, identifies the themes within a text, and analyzes how themes within the text connect to Gothic and Romantic literature, Modernist literature, and contemporary literature.</p> <p><u>Author's Intent</u> The student identifies the author's purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u>Characterization</u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character's motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works.</p>
<p>N.H. Code Admin. R. Ed 306.27(v) Mathematics</p>			
<p>Algebra I</p>	<p>This course is the foundation for high school mathematics. Students will develop fluency in working with linear equations, tables, graphs, inequalities and more.</p>	<ul style="list-style-type: none"> <li>• Exponential Functions</li> <li>• Inequalities</li> <li>• Linear Functions</li> <li>• Polynomial Functions &amp; Factoring</li> <li>• Quadratic Functions</li> <li>• Systems of Equations</li> <li>• Radical Expressions</li> <li>• Rational Expressions</li> </ul>	<p><u>Exponential Functions</u> The student simplifies expressions raised to the power of <math>(1/n)</math> and <math>(m/n)</math> and uses the Laws of exponents to simplify expressions with rational exponents. The student simplifies expressions with exponents using the Product and Power Properties for Exponents, the Product to a Power Property, and the Quotient and Power Properties for Exponents. The student applies the definition of a negative exponent.</p> <p><u>Inequalities</u> The student graphs inequalities on a number line, writes the solution to linear inequalities using interval notation, solves inequalities using the Subtraction and Addition Properties of Inequality, solves inequalities using the Division and Multiplication Properties of Inequality, solving multi-step inequalities, and translates verbal statements to algebraic inequalities. The student verifies solutions of linear inequalities with two variables and graphs them.</p> <p><u>Linear Functions</u> The student solves linear functions using the Subtraction and Addition Properties of Equality and verifies a solution of a function. The student determines if a given</p>

**Table B: Course Objectives and Competencies**

			<p>function is linear and if a given point is a solution to the linear function. The student graphs the linear function using a table of values, writes functions in standard form, and finds the x- and y-intercepts for the equation of a line. The student finds the slope of a linear function, writes and graphs functions in slope-intercept form, writes functions given the slope and a point on the line, and writes equations of parallel and perpendicular lines.</p> <p><u>Polynomial Functions &amp; Factoring</u> The student identifies polynomials, evaluates polynomials for a given value, uses the Distributive Property, FOIL method, and vertical method to multiply a binomial by a binomial; squares a binomial, recognizes and uses appropriate special product patterns, and divides polynomials. The student finds the greatest common factor from a polynomial, factors by grouping, and factors trinomials, including perfect square trinomials and sums and differences of cubes.</p> <p><u>Quadratic Functions</u> The student solves quadratic equations by using the Zero Product Property and factoring.</p> <p><u>Systems of Equations</u> The student solves systems of linear equations by graphing, elimination, and substitution.</p> <p><u>Radical Expressions</u> The student simplifies expressions with square roots, adds and subtracts like square roots, and multiplies and divides square roots.</p> <p><u>Rational Expressions</u> The student evaluates and simplifies rational expressions. The student multiplies and divides rational expressions and adds and subtracts rational expressions with and without a common denominator. The student simplifies a complex rational expression by writing it as division and by using the LCD.</p>
Algebra II	In this course, the basic concepts from Algebra I are enriched. Topics include equations and inequalities; linear equations; linear systems and matrices; quadratic functions and factoring; polynomials and more.	<ul style="list-style-type: none"> <li>• Exponential Functions</li> <li>• Inequalities</li> <li>• Linear Functions</li> <li>• Polynomial Functions &amp; Factoring</li> <li>• Quadratic Functions</li> <li>• Systems of Equations</li> <li>• Radical Expressions</li> <li>• Rational Expressions</li> </ul>	<p><u>Exponential Functions</u> The student graphs exponential growth and decay functions and interprets the characteristics of exponential functions.</p> <p><u>Inequalities</u> The student determines a solution for a given inequality and solves inequalities with absolute value.</p> <p><u>Linear Functions</u></p>

**Table B: Course Objectives and Competencies**

			<p>The student graphs linear functions in standard form, determines whether relations are functions, and finds the domain and range of functions.</p> <p><u>Polynomial Functions &amp; Factoring</u> The student adds and subtracts polynomials and factors polynomials using the greatest common factor, difference of squares, and factoring by grouping. The student demonstrates the ability to multiply a polynomial by a polynomial.</p> <p><u>Quadratic Functions</u> The student solves quadratic equations using different methods, including the quadratic formula and with complex number solutions. The student applies the Fundamental Theorem of Algebra for Quadratics and the N-Root Theorem. The student finds the x-intercepts, vertex, axis of symmetry, and y-intercept of a parabola, analyzes the graph of a quadratic function, writes quadratic functions in vertex, intercept, and standard form.</p> <p><u>Systems of Equations</u> The student determines whether an ordered pair is the solution to a system of linear equations, solves linear systems using elimination and substitution, solves linear systems in three variables, and determines the best method to use to solve a system of equations.</p> <p><u>Radical Expressions</u> The student simplifies radical expressions and graphs square root and cube root functions.</p> <p><u>Rational Expressions</u> The student simplifies rational expressions involving factorable polynomials, multiplies and divides two or more rational expressions and simplifies, and demonstrates the ability to add and subtract rational expressions.</p>
<p>Geometry</p>	<p>Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures and their associated relationships as a mathematical system. Students will extend their pre-existing experiences with algebra and geometry to trigonometry, coordinate</p>	<ul style="list-style-type: none"> <li>• Circles</li> <li>• Congruence</li> <li>• Expression Geometric Properties with Equations</li> <li>• Right Triangles and Trigonometry</li> <li>• Similarity</li> <li>• Solid Geometry</li> </ul>	<p><u>Circles</u> The student applies formulas and pi to find the area and circumference of a circle. The student performs translations and/or dilations to prove that two circles are similar. The student defines the measure of central angles and arcs, applies the properties of circles to solve for missing measures in circles, identifies chords and arcs, applies the properties of inscribed angles to find the measure of angles and arcs, identifies the incenter and circumcenter, and constructs inscribed and circumscribed circles of triangles.</p> <p><u>Congruence</u></p>

**Table B: Course Objectives and Competencies**

	<p>geometry, and probability.</p>		<p>The student applies the properties of angles to determine if two shapes are congruent. The student determines if triangles are congruent based on SSS, SAS, ASA, AAS, and HL.</p> <p><u>Expression Geometric Properties with Equations</u> The student demonstrates the ability to create the equation of ellipses, hyperbolas, and circles based on given information. The student determines the equation of parallel lines to a given line. The student determines the equation of a perpendicular bisector of a line segment in the coordinate plane.</p> <p><u>Right Triangles and Trigonometry</u> The student identifies and uses the ratios involved with 45-45-90 and 30-60-90 triangles to find missing side lengths. The student applies the tangent, sine, and cosine ratios to find missing sides in right triangles. The student identifies and applies the cosine and sine ratios of complementary angles.</p> <p><u>Similarity</u> The student uses ratios to determine if two shapes are similar, evaluates transformations to determine if two shapes are similar, and uses scale factor and similarity to find missing values. The student applies AA, SAS, and SAS Triangle Similarity criteria to determine if triangles are similar. The student dilates a shape by a scale factor.</p> <p><u>Solid Geometry</u> The student identifies polyhedrons and the number of faces, vertices, and edges and finds the surface area of 3D prisms, including cylinders, pyramids, cones, and rectangular and triangular prisms.</p>
<p>Precalculus</p>	<p>This course prepares students for topics covered in an elementary Calculus course at the college level. Facility with these topics is especially important for students to study calculus, physics or other sciences, and/or engineering in college.</p>	<ul style="list-style-type: none"> <li>• Exponential Functions</li> <li>• Polynomial Functions &amp; Factoring</li> <li>• Systems of Equations</li> <li>• Rational Expressions</li> </ul>	<p><u>Exponential Functions</u> The student applies the properties of exponential functions to solve mathematical problems and to analyze exponential functions.</p> <p><u>Polynomial Functions &amp; Factoring</u> The student determines how many roots a polynomial function has by applying the Fundamental Theorem of Algebra and writes a polynomial function given its linear factors or roots.</p> <p><u>Systems of Equations</u> The student solves systems of equations using the process of elimination and solves systems of equations with three unknown values.</p> <p><u>Rational Expressions</u></p>

**Table B: Course Objectives and Competencies**

			The student simplifies rational expressions, multiplies and divides rational expressions, and adds and subtracts rational expressions.
Statistics	This course is a practical hands-on approach to the study of statistics and probability. Topics include the use of graphs such as histograms, stem plots, time plots, and scatter plots to display data; using numbers such as median, mean, and standard deviation to describe data; and evaluating data distribution. Students examine relationships using correlations and least square regressions. They calculate the probability of simple and compound events. They learn to estimate with confidence, explore tests of significance, and evaluate the validity of statistics contained within published reports.	<ul style="list-style-type: none"> <li>• Introduction to Statistics</li> <li>• Surveys and Sample Sets</li> <li>• Experimental and Observational Studies</li> <li>• Rules of Probability</li> </ul>	<p><u>Introduction to Statistics</u> The student demonstrates an understanding of key terms, differentiates between levels of measurement, and creates and interprets frequency tables.</p> <p><u>Surveys and Sample Sets</u> The student calculates the mean and standard deviation of the sampling distribution of the mean and of a proportion.</p> <p><u>Experimental and Observational Studies</u> The student identifies the different parts of an experimental study, identifies the variables within a study, and identifies quantitative methods and measures used in experimental research.</p> <p><u>Rules of Probability</u> The student calculates and interprets probability results, including conditional probability and independent events results.</p>
AP <sup>®</sup> Statistics	AP <sup>®</sup> Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Students explore statistics through discussion and activities, and design surveys and experiments. This course prepares	<ul style="list-style-type: none"> <li>• Introduction to Statistics</li> <li>• Surveys and Sample Sets</li> <li>• Experimental and Observational Studies</li> <li>• Rules of Probability</li> </ul>	<p><u>Introduction to Statistics</u> The student demonstrates an understanding of key terms, differentiates between levels of measurement, and creates and interprets frequency tables. The student describes and displays data and demonstrates an understanding of the normal distribution.</p> <p><u>Surveys and Sample Sets</u> The student calculates the mean and standard deviation of the sampling distribution of the mean and of a proportion. The student describes sampling and survey methods.</p> <p><u>Experimental and Observational Studies</u></p>

**Table B: Course Objectives and Competencies**

	students for the AP Statistics exam.		<p>The student identifies the different parts of an experimental study, identifies the variables within a study, and identifies quantitative methods and measures used in experimental research.</p> <p><i>Rules of Probability</i> The student calculates and interprets probability results, including conditional probability and independent events results. The student demonstrates understanding of binomial and geometric random variables.</p>
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# **Sylvan Learning Statement of Program Changes**



Sylvan of Portsmouth and Salem, NH  
800 Islington St. Unit 10-B  
Portsmouth, NH 03801

Date: January 20<sup>th</sup> 2024

To Whom It May Concern:

I am writing to state that we have not changed anything from our previous application to the Learn Everywhere program other than the removal of the U.S. Government and AP U.S. Government and Politics courses from our course list.

Sincerely,  
Eui Choi

A handwritten signature in black ink, appearing to read "Eui Choi".

Executive Director  
Sylvan of Portsmouth and Salem





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  
25 Hall Street  
Concord, NH 03301  
TEL. (603) 491-8060

February 2024  
State Board of Education Meeting  
Learn Everywhere Program Initial Application  
Elements MMA  
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the initial application for the Elements MMA Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Arian Deihim  
Elements MMA  
310 Marlow Street, Suite 264  
Keene, NH 03431  
603-685-4209

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve the application [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this initial application will allow the applicant to award students that complete the Learn Everywhere program a certificate for credit toward meeting high school graduation requirements for a period of one year.

E. Possible Motion

I move that the State Board of Education approve the Elements MMA Learn Everywhere initial 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**  
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Division of Education Analytics and Resources  
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Concord, NH 03301  
TEL. (603) 491-8060  
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January 8, 2024

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

Re: Elements MMA  
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 the Elements MMA Learn Everywhere initial program application, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

### **Background**

Elements MMA, located in Keene, New Hampshire, empowers individuals with the skills and confidence they need to conquer any challenge in life. Our unique, holistic approach to martial arts ensures that you will never be out of your element, whether facing a physical opponent or overcoming personal obstacles.

Elements MMA has submitted this Learn Everywhere program application, in accordance with Ed 1403.01, requesting an initial one-year approval to issue certificates for ½ credit for their Teen Mixed Martial Arts course to be applied toward meeting high school graduation requirements in Physical Education.

### **Elements MMA Learn Everywhere Program Application Review Process**

- Elements MMA submitted its initial application to NHED on September 5, 2023.
- As required by Ed 1403.02, NHED reviewed the application and notified Elements MMA that the application was considered incomplete on October 19, 2023. The AEP provided Elements MMA feedback on the application and discussed what was needed to bring the application to a complete status. Elements MMA submitted a revised application to NHED on December 14, 2023. Following a second review of the application by the AEP, Elements MMA was notified that their application was complete on December 18, 2023.
- 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.

**Anne Wallace** – Ms. Wallace is the NHED Education Consultant in Mathematics and STEM. Prior to coming to NHED, she had taught at the elementary through high school levels within private and public schools for approximately twenty years. During this time, she served as teacher, math department lead/facilitator, math coach and interventionist, math specialist, and building curriculum coordinator. Over the past 15 years, Anne has also taught elementary and secondary math methods, along with facilitating the New Hampshire TCAP Capstone Seminar at the post-secondary level. Along with teaching, Anne has been involved in education through serving on and participating in the following: the Professional Standards Board, the New Hampshire Teachers of Mathematics executive board, as a program reviewer for the New Hampshire Council for Teacher Education, New Hampshire STEM Education Task Force, and the New Hampshire Quantitative Literacy Project. She holds a Bachelor of Business Administration, Master’s in Education, Post-Graduate Certificate in Curriculum and Assessment, and Certificate of Advanced Graduate Studies in Educational Leadership. Ms. Wallace’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of curriculum competency expertise.

**Joyce Lewis** – Joyce Lewis currently works at Goffstown High School as the School Counseling Director. She began her educational career in 2007 as a School Counselor and transitioned to the Director role in 2015. In addition to her role as Director she works with students on ELO opportunities and serves as the K-12 504 Coordinator for SAU 19. Her participation on the committee, as a member of the Extended Learning Opportunities Network (ELON), fulfills the intent of Ed 1403.02(a)(2)a. by providing expertise in the area of extended learning programming.

- The AEP reached out directly to five public high school teachers holding a physical education credential in an attempt to fulfill the intent of Ed 1403.02(a)(2)b. by providing expertise in the

area of physical education programming. Of the five members contacted only one teacher responded indicating they did not wish to participate. 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 Elements MMA initial 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 January 2, 2024. The review committee comments were consolidated and relayed to Elements MMA for their consideration on January 3, 2024 as discussed below. Elements MMA provided their response to the reviewer comments back to the AEP on January 3, 2024.

### **Summary of the Committee Review**

Listed below in italics are the comments and/or concerns provided by the individual Committee member's reviews. Below each reviewer comment or concern is the response from the AEP and Elements MMA in bold text.

#### **General Comments**

- 1. Think about tightening up the competencies with outcomes via the rubric. As written above: Has competencies and outcomes; however, outcomes are not aligned to the competencies. The rubric is only for outcomes. Recommend they align outcomes to the stated competencies and then keep same rubric format, but one for each competency with the aligned outcomes to each given competency. Some outcomes may align with more than one of the stated competencies. Or on the rubric, state the competency number(s) that the outcomes align to. This then supports/mirrors the progress report, which is well designed.*
- 2. Also, are the outcome rubrics provided to student and parent/guardian so that the rubric score is attached to what that means in the learning progression?*

**Both the AEP and Elements MMA provided the following response to the above comments -**

- 1. In response to providing better alignment of the outcomes to the assessment rubric, the rubric in Section 10 was modified to clearly show which outcomes are associated with each competency.**
- 2. In response as to whether assessment rubrics are "provided to students and parent/guardian", a separate assessment rubric document suitable for providing to families has been created and will be attached to the student progress reports to provide additional clarity.**

An updated Elements MMA application reflecting the revisions noted above is attached.

**Closing**

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, and the attached Elements MMA Learn Everywhere initial application, along with a recommendation to the State Board of Education. You may recommend that the State Board of Education deny, approve, or conditionally approve the Elements MMA initial application.

Please let me know if you have any questions or need additional information to inform your recommendation.

Respectfully submitted,



Timothy C. Carney  
Administrator of Educational Pathways

Attachment – Elements MMA Learn Everywhere Initial Application

# **Elements MMA Learn Everywhere Initial Application**



New Hampshire

# Department of Education

## Learn Everywhere Program Initial Application

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

**Organization Name:** Elements MMA

**Name of Primary Contact:** Arian Deihim

**Mailing Address:** 310 Marlboro Street, Suite 264, Keene, NH 03431

**Email Address:** [ari@soulshineyoga.com](mailto:ari@soulshineyoga.com)

**Phone Number:** 603-685-4209

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

Elements MMA empowers individuals with the skills and confidence they need to conquer any challenge in life. Our unique, holistic approach to martial arts ensures that you will never be out of your element, whether facing a physical opponent or overcoming personal obstacles.

### 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)].

Instructors at Elements MMA are required to have at least five years of training in their discipline, as well as competition experience. We vet our instructors to have the personality to be able to pass their knowledge and skills on to students effectively. Instructors must be timely and be able to handle large groups with gentle assertiveness. Our instructors are required to demonstrate the value of our Four Pillars system by cross training in other disciplines. This allows them to properly educate students on the applicability of their own art within various scenarios, such as self-defense and competition. Finally, instructors are required to be non-discriminate and all-inclusive towards the student body.

### 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)].

Elements MMA 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

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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. Elements MMA will inform parents of its criminal history records check policy upon enrollment of their child 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)].**

Elements MMA is proposing to offer their Teen Mixed Martial Arts course through the Learn Everywhere program. Students completing the Teen Mixed Martial Arts course will be awarded a certificate for credit toward meeting high school graduation requirements in Physical Education as listed in Ed 306.27(v).

**6.0 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)].**

**Teen Mixed Martial Arts**

**Course Description:**

Elements MMA's Teen Mixed Martial Arts course is designed to instill confidence, body awareness, and valuable life skills in a fun, safe and supportive environment. Our expert instructors are dedicated to helping children develop essential skills that will serve them both on and off the mat. The Teen Mixed Martial Arts course includes four units. These units are referred to as Technique, Control, Respect, and Teamwork. Students would need to successfully complete each of the four units to earn a Learn Everywhere certificate. Also, a student would need to attend a minimum of twenty-four of the one-hour long classes.

**Goals:**

The goals of the Teen Mixed Martial Arts program are broken down by the following four units:

**Technique Unit** - Through mastering various techniques and the gradual progression of challenges, students will learn to trust their abilities, face their fears, and embrace a positive self-image that will help them succeed in all aspects of life.

**Control Unit** - By learning the importance of body awareness, balance, and coordination students will better understand their bodies and how to move efficiently. This increased awareness allows them to unlock their full physical potential and improves overall fitness and well-being.

**Respect Unit** – Elements MMA understands that students face challenges in their everyday lives, including bullying and peer pressure. The Teen Mixed Martial Arts program will teach students to identify and address these situations safely and effectively. Through discussions and practical exercises, students learn to stand up for themselves and develop strong, supportive friendships.



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**Teamwork Unit** - Through partner drills, group exercises, and team-building activities, students learn to work together, support one another, and develop camaraderie beyond the mat. This focus on teamwork fosters a strong sense of community within the studio, where every student is valued and encouraged to succeed.

**Competencies:**

The Teen Mixed Martial Arts course is based on the following four competencies.

1. Students will learn to trust their abilities, face their fears, and embrace a positive self-image.
2. Students will learn the importance of general fitness, body awareness, balance, and coordination.
3. Students will become proficient in a baseline of martial arts techniques.
4. Students will learn to work together, support one another, and develop camaraderie beyond the mat.

**Outcomes:**

Student's enrolled in the Teen Mixed Martial Arts course are expected to realize the following outcomes.

1. Student can display confidence in performing warm up drills.
2. Student can take constructive criticism in stride when honing techniques.
3. Student can display confidence when working on new techniques.
4. Student displays body control and spatial awareness.
5. Student displays growing mobility, strength, cardiovascular fitness, and balance.
6. Student remarks of their own volition how improving their general fitness feels important.
7. Student is capable of performing at least one sequence of martial arts techniques that is applicable to self-defense.
8. Student can perform at least one sequence of martial arts techniques that is applicable to competition.
9. Student can train with familiar and unfamiliar training partners alike.
10. Student adds something of value to the general team dynamic of classes they attend.
11. Student displays respect for their fellow students and their instructors.

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

The ongoing student evaluation process provides regular opportunities for feedback to the student on progress and in-depth meetings with families to discuss the steps students are making towards mastery of the competencies and outcomes. In addition, informal discussions with parents and students about their progress happen before or after class, and staff are available for additional discussions of student progress at any time, at the request of the family.

Instructors are consistently engaged in a continuous feedback loop with students throughout the program, including verbal feedback to both the student and their parent(s). We will provide students monthly Progress Reports (see attached example Progress Report), letting them know

where their assessments stand and what their progress toward a certificate is. A copy of the Assessment Rubric (see attached) will also be provided to the parent(s).

Should the student receive a 3 or higher (as described in Section 10.0 below) in all the outcome categories for their certificate, they will be informed that they have completed the requirements and have earned a certificate. All scores are calculated based on their progress in the course, as observed by the instructor, as well as qualitative feedback from their instructor.

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

Our instructors carefully observe student work and development in our small, in-person classes, noting and recording student progress towards mastery of competencies through assessment of the defined outcomes.

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

Students that successfully complete Teen Mixed Martial Arts course will be awarded a Learn Everywhere certificate for ½ credit to be applied toward meeting high school graduation requirements.

**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)].**

Assessment of Learn Everywhere student competency attainment through outcome assessment is expressed on a four-point scale. These four achievement levels generally are as follows:

- Level 1 (Beginning): The student is beginning competency outcome attainment.
- Level 2 (Approaching): The student is approaching competency outcome attainment.
- Level 3 (Meeting): The student is meeting competency outcome attainment.
- Level 4 (Exceeding): The student is exceeding competency attainment.

Instructors prepare progress reports for all Learn Everywhere students, evaluating each of the relevant competency outcomes and assigning the student a value between 1 and 4 for each. Students who receive a 3 or 4 in a competency have met or exceeded expectations for developing proficiency in the competency outcome. Once a student achieves this proficiency in each of the required outcomes for the course, the student is awarded a Learn Everywhere certificate. To ensure that our instructors have a clear and sufficient basis on which to establish assessments, we require that students complete their program before receiving their certificate.

<b>Teen Mixed Martial Arts Program Outcome Assessment Rubric</b>				
<b>Learning Outcome</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Competency #1</b>				

Student can display confidence in performing warm up drills.	The student is beginning to process the basic understanding of the warm up drills but still requires outside instruction.	The student understands parts of the warm up drills and with further outside instruction or peer help can complete the routine.	The student has fundamental understanding how to complete the warm up drills on a consistent and repeatable basis.	The student shows an exceptional understanding of the warm up drill routine and can assist peers as needed.
Student can take constructive criticism in stride when honing techniques.	The student has a negative response to constructive criticism.	The student is beginning to accept negative criticism with only occasional negative reactions.	The student accepts constructive criticism with no negative reaction.	The student accepts constructive criticism with no negative reactions and demonstrates an acceptance of the criticism by employing suggestions in honing their techniques.
Student can display confidence when working on new techniques.	The student demonstrates a visible lack of confidence when working on new techniques.	The student demonstrates an increase in confidence in working with new techniques but still is occasionally apprehensive and unsure.	The student consistently demonstrates confidence when working on new techniques.	The student consistently demonstrates confidence when working on new techniques and volunteers to demonstrate for peers and instructors.
<b>Competency #2</b>				
Student displays body control and spatial awareness.	The student has does not have the ability to display body control and spatial awareness.	The student can demonstrate a modest understanding of their body control and spatial awareness with assistance from	The student can demonstrate an understanding of body control and spatial awareness with no assistance from instructors	The student can demonstrate a strong understanding of body control and spatial awareness.

		instructors or peers.	or peers needed.	
Student displays growing mobility, strength, cardiovascular fitness, and balance.	Student does not display growing mobility, strength, cardiovascular fitness, and balance.	Student is beginning to grow their mobility, strength, cardiovascular fitness, and balance with instructor assistance.	Student is demonstrating consistent growth in their mobility, strength, cardiovascular fitness, and balance without any instructor assistance.	Student is demonstrating exemplary growth in their mobility, strength, cardiovascular fitness, and balance and is seeking out instructor direction on more challenging experiences.
Student remarks of their own volition how improving their general fitness feels important.	Student has not made any remarks of their own volition how improving their general fitness feels important.	Student remarks of their own volition how improving their general fitness feels important.	Student has made more than one remarks of their own volition how improving their general fitness feels important.	Student has made numerous remarks of their own volition how improving their general fitness feels important.
<b>Competency #3</b>				
Student can perform at least one sequence of martial arts techniques that is applicable to self-defense.	Student cannot perform at least one sequence of martial arts techniques that is applicable to self-defense.	Student can perform at least one sequence of martial arts techniques that is applicable to self-defense but requires assistance from the instructor.	Student can perform at least one sequence of martial arts techniques that is applicable to self-defense without assistance from the instructor.	Student can perform more than one sequence of martial arts techniques that is applicable to self-defense without assistance from the instructor.
Student is capable of performing at least one	Student is not capable of	Student can perform at least	Student can perform at least	Student can perform more

sequence of martial arts techniques that is applicable to competition.	performing at least one sequence of martial arts techniques that is applicable to competition.	one sequence of martial arts techniques that is applicable to competition but requires assistance from the instructor.	one sequence of martial arts techniques that is applicable to competition without assistance from the instructor.	than one sequence of martial arts techniques that is applicable to competition without assistance from the instructor.
<b>Competency #4</b>				
Student can train with familiar and unfamiliar training partners alike.	Student struggles when training with unfamiliar training partners.	Student struggles when training with unfamiliar training partner but is able to move forward with the assistance of instructor.	Student can successfully train with both familiar and unfamiliar training partners without instructor assistance.	Student demonstrates confidence when training with either familiar or unfamiliar training partners.
Student adds something of value to the general team dynamic of classes they attend.	The student does not add value to the team dynamic by being present.	The student is beginning to add value to the team dynamic by being present but not on a consistent basis.	The student consistently adds value to the team dynamic by being present.	The student consistently adds value to the team dynamic by being present. Students' absence is detrimental to the team dynamic.
Student displays respect for their fellow students and their instructors.	The student does not display respect for their fellow students and/or instructors.	The student does not consistently display respect for their fellow students and/or instructors without reminders or prompts from instructors.	The student consistently displays respect for their fellow students and/or instructors without needing reminders or prompts from instructors.	The student consistently displays respect for their fellow students and/or instructors and will prompt

				peers to do the same.
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**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)].**

All students are encouraged, through the website, social media, and personal references, to drop into any class for a free trial to see if they enjoy the offerings, environment, and instructors. Students may also call ahead for a free consultation to answer any questions or address any concerns. Students may also watch classes without being required to participate before attending their free trial class. Once the student feels comfortable with committing, they are offered the opportunity to sign up for a membership. The admissions processes are not 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, Elements MMA 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, Elements MMA will contact the student’s Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the Elements MMA programs. Although Elements MMA 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 Elements MMA 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 Elements MMA 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)].**

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

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- 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)].**

Elements MMA 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 as required in Ed 1403.01(b)(2)(d).

- 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)].**

Elements MMA at 310 Marlboro Street in Keene, New Hampshire has 2,000 square feet of training space. This includes private changing rooms for all genders, a large open space with 2-inch tatami mats for grappling and yoga classes, a ring-like area with padded walls and 1 inch tatami mats for striking classes and sparring, a fully equipped strength and conditioning area, an office for private sessions, and a waiting/viewing area for parents to watch and students in transition. In addition, there are multiple bathrooms available just outside the space and adequate parking. The facility is well-suited to meet the priorities of the proposed Learn Everywhere 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)].**

Elements MMA affirms all facilities will comply with all applicable federal and state health and safety laws, rules, and regulations as required in Ed 1403.01(b)(3)(b).

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

Elements MMA agrees to disclosed to Learn Everywhere program participants insurance Elements MMAs maintains, if any, which would cover the participants in the Learn Everywhere program.

- Attachments** Teen Mixed Martial Arts Student Progress Report  
Teen Mixed Martial Arts Program Assessment Rubric for Parents/Students

Teen Mixed Martial Arts Student Progress Report		Student:	Date:		
Competency	Related Outcome	Proficiency Score (Level 1 – 4) <sup>(1)</sup>	Strengths	Challenges	Opportunities and Recommendations
#1 - Students will learn to trust their abilities, face their fears, and embrace a positive self-image.	Student can display confidence in performing warm up drills.				
	Student can take constructive criticism in stride when honing techniques.				
	Student can display confidence when working on new techniques.				
#2 Students will learn the importance of general fitness, body awareness, balance, and coordination.	Student displays body control and spatial awareness.				
	Student displays growing mobility, strength, cardiovascular fitness, and balance.				
	Student remarks of their own volition how improving their general fitness feels important.				
#3 - Students will become proficient in a baseline of martial arts techniques.	Student is capable of performing at least one sequence of martial arts techniques that is applicable to self defense.				
	Student is capable of performing at least one sequence of martial arts techniques that is applicable to competition.				
#4 - Students learn to work together, support one another, and develop camaraderie beyond the mat.	Student can train with familiar and unfamiliar training partners alike.				
	Student adds something of value to the general team dynamic of classes they attend.				
	Student displays respect for their fellow students and their instructors.				

(1) - Level 1 (Beginning), Level 2 (Approaching), Level 3 (Meeting), Level 4 (Exceeding)



Teen Mixed Martial Arts Program Outcome Assessment Rubric				
Learning Outcome	Level 1	Level 2	Level 3	Level 4
<b>Competency #1</b>				
Student can display confidence in performing warm up drills.	The student is beginning to process the basic understanding of the warm up drills but still requires outside instruction.	The student understands parts of the warm up drills and with further outside instruction or peer help can complete the routine.	The student has fundamental understanding how to complete the warm up drills on a consistent and repeatable basis.	The student shows an exceptional understanding of the warm up drill routine and can assist peers as needed.
Student can take constructive criticism in stride when honing techniques.	The student has a negative response to constructive criticism.	The student is beginning to accept negative criticism with only occasional negative reactions.	The student accepts constructive criticism with no negative reaction.	The student accepts constructive criticism with no negative reactions and demonstrates an acceptance of the criticism by employing suggestions in honing their techniques.
Student can display confidence when working on new techniques.	The student demonstrates a visible lack of confidence when working	The student demonstrates an increase in confidence in working with new	The student consistently demonstrates confidence when working	The student consistently demonstrates confidence when working

	on new techniques.	techniques but still is occasionally apprehensive and unsure.	on new techniques.	on new techniques and volunteers to demonstrate for peers and instructors.
<b>Competency #2</b>				
Student displays body control and spatial awareness.	The student has does not have the ability to display body control and spatial awareness.	The student can demonstrate a modest understanding of their body control and spatial awareness with assistance from instructors or peers.	The student can demonstrate an understanding of body control and spatial awareness with no assistance from instructors or peers needed.	The student can demonstrate a strong understanding of body control and spatial awareness.
Student displays growing mobility, strength, cardiovascular fitness, and balance.	Student does not display growing mobility, strength, cardiovascular fitness, and balance.	Student is beginning to grow their mobility, strength, cardiovascular fitness, and balance with instructor assistance.	Student is demonstrating consistent growth in their mobility, strength, cardiovascular fitness, and balance without any instructor assistance.	Student is demonstrating exemplary growth in their mobility, strength, cardiovascular fitness, and balance and is seeking out instructor direction on more challenging experiences.

Student remarks of their own volition how improving their general fitness feels important.	Student has not made any remarks of their own volition how improving their general fitness feels important.	Student remarks of their own volition how improving their general fitness feels important.	Student has made more than one remarks of their own volition how improving their general fitness feels important.	Student has made numerous remarks of their own volition how improving their general fitness feels important.
<b>Competency #3</b>				
Student can perform at least one sequence of martial arts techniques that is applicable to self-defense.	Student cannot perform at least one sequence of martial arts techniques that is applicable to self-defense.	Student can perform at least one sequence of martial arts techniques that is applicable to self-defense but requires assistance from the instructor.	Student can perform at least one sequence of martial arts techniques that is applicable to self-defense without assistance from the instructor.	Student can perform more than one sequence of martial arts techniques that is applicable to self-defense without assistance from the instructor.
Student is capable of performing at least one sequence of martial arts techniques that is applicable to competition.	Student is not capable of performing at least one sequence of martial arts techniques that is	Student can perform at least one sequence of martial arts techniques that is applicable to competition but requires	Student can perform at least one sequence of martial arts techniques that is applicable to competition without	Student can perform more than one sequence of martial arts techniques that is applicable to

	applicable to competition.	assistance from the instructor.	assistance from the instructor.	competition without assistance from the instructor.
<b>Competency #4</b>				
Student can train with familiar and unfamiliar training partners alike.	Student struggles when training with unfamiliar training partners.	Student struggles when training with unfamiliar training partner but is able to move forward with the assistance of instructor.	Student can successfully train with both familiar and unfamiliar training partners without instructor assistance.	Student demonstrates confidence when training with either familiar or unfamiliar training partners.
Student adds something of value to the general team dynamic of classes they attend.	The student does not add value to the team dynamic by being present.	The student is beginning to add value to the team dynamic by being present but not on a consistent basis.	The student consistently adds value to the team dynamic by being present.	The student consistently adds value to the team dynamic by being present. Students' absence is detrimental to the team dynamic.
Student displays respect for their fellow students and their instructors.	The student does not display respect for their fellow	The student does not consistently display respect for their fellow students and/or	The student consistently displays respect for their fellow students and/or	The student consistently displays respect for their fellow

	students and/or instructors.	instructors without reminders or prompts from instructors.	instructors without needing reminders or prompts from instructors.	students and/or instructors and will prompt peers to do the same.
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# MEET OUR COACHES

## ARI DEIHIM

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**OWNER, JIU JITSU INSTRUCTOR, YOGA INSTRUCTOR, FITNESS INSTRUCTOR, KIDS MMA INSTRUCTOR**

Ari has been practicing martial arts since age 5. As an adult Ari became very serious about training in multiple disciplines, focusing on martial arts that felt the most practical for self defense and competition. The majority of Ari's experience is in grappling arts, particularly BJJ in which he has a Brown Belt under John Fain from Triumph Brazilian Jiu-Jitsu in Nashua, NH. Ari also has experience in Judo, Wrestling, Russian Sambo, Boxing, Muay Thai, and Tae Kwon Do.

## ABBIE HOYE

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**TAE KWON DO INSTRUCTOR, KIDS MMA INSTRUCTOR, WOMEN'S SELF-DEFENSE INSTRUCTOR**

Abbey has dabbled in martial arts her whole life, beginning with training under her dad in Uechi Ryu Karate. She has been formally training in Moo Duk Kwon Tae Kwon Do for 10 years and holds a 3rd-degree black belt under Master Gary Castor. She has spent the last 3 years working towards her black belt in Shorin Ryu Karate, currently holding the rank of sankyu, under Renshi Matthew Butler. She started training in Judo and BJJ at Elements this year to round out her martial arts experience. She has been training in the Superfoot system under Kyosah Dennis Campo and Sensei Jeremy Lesniak, and will be testing for her 1st-degree black belt under Grandmaster Bill "Superfoot" Wallace in April 2023.

## SHANE ZABROWSKI

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**MUAY THAI INSTRUCTOR, BOXING INSTRUCTOR, MMA INSTRUCTOR, FITNESS INSTRUCTOR**

Shane has been practicing martial arts for over 10 years. Starting out competing in amateur MMA as a teenager and continued to learn from various styles through his time in the military. He has developed a passion for striking martial arts, including Muay Thai, Lethwai, Boxing, and others. He has worked with different school groups and individuals to learn how to apply grappling and striking for self-defense in many settings, from nurses with volatile patients to sororities looking to know how to defend themselves from aggressors.

## KEVIN WARZECHA

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**JUDO INSTRUCTOR**

Kevin has been practicing Judo since he was a teenager. He has studied under various skilled instructors, including Sensei Richard "Dick" Therrian from Portsmouth Judo Club. Kevin received his Judo Brown Belt from Phil Porter of the National Judo Institute. Kevin is passionate about passing on American-style Judo to all levels of practitioners, from beginners to avid martial artists. He is especially interested in teaching women, teens, and first responders, as he has been a volunteer firefighter for many years. Kevin is currently enrolled in the Fuji Judo instructor program to continue his martial arts education.

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 507.11, Elementary Education Teacher Expire Date: March 27, 2024

Submitted to the State Board of Education, February 15, 2024:

**A. ACTION NEEDED**

A vote is needed by the state board to approve the initial proposal to readopt with amendment Ed 507.11, relative to the qualifications for elementary education teachers.

**B. RATIONALE FOR ACTION**

There is currently a sub-committee within the Professional Standards Board (PSB) reviewing and updating these rules. However, with an upcoming expiration date, the recommendation is to bring these rules forward with minor editorial changes to avoid expiration and allow the sub-committee to continue their work and bring forward their proposed substantive changes at a later date.

**C. EFFECTS OF THIS ACTION**

If the board votes to approve this initial proposal, the rule will be submitted to OLS to begin the rulemaking process. A public hearing for these rules could be held as early as the regularly scheduled April state board meeting.

**D. POSSIBLE MOTION**

I motion to approve the initial proposal for Ed 507.11, relative to licensure requirements for elementary education teachers.

**Readopt with amendment Ed 507.11, effective 3-27-14 (Document #10558), to read as follows:**

Ed 507.11 Elementary Education Teacher.

(a) To be certified as an elementary education teacher for grades K-6, the candidate shall:

- (1) Have at least a bachelor's degree;
- (2) Qualify for certification under one of the alternatives in Ed 505.054 – Ed 505.075; and
- (3) Complete the requirements in (c) below.

(b) To be certified as an elementary education teacher for grades K-8 the candidate shall:

- (1) Have at least a bachelor's degree;
- (2) Have a content concentration in English/language arts, mathematics, social studies or general science;
- (3) Have a passing middle school content Praxis II score in the given content area listed in (2);
- (4) Qualify for certification under one of the alternatives in Ed 505.054 – Ed 505.075; and
- (5) Complete the requirements in (c) below.

(c) A candidate for certification as an elementary education teacher for grades K-6 or K-8 shall have the following skills, competencies and knowledge developed through a combination of academic and supervised practical experiences in the following areas:

(1) In the area of curriculum and assessment, demonstrate the ability to promote student learning in:

a. Literacy and language arts across media, genres, and content areas through knowledge and application of:

1. Five components of basic early literacy:

- (i) Phonemic awareness;
- (ii) Phonics;
- (iii) Fluency;
- (iv) Vocabulary; and
- (v) Comprehension;

2. Text complexity measures, qualitative, quantitative, and reader and task, and other strategies to identify and select appropriate text;



3. The writing process to compose a variety of text types and structures including informational, opinion, research, and narrative, in print and digital formats on and off-line;

4. Standard English and English language conventions to speaking and writing including:

(i) Usage;

(ii) Spelling;

(iii) Grammar;

(iv) Mechanics;

(v) Syntax; and

(vi) Semantics;

5. Speaking and listening skills through the use of effective communication, collaboration, and presentation skills demonstrated in diverse formats, for varied audiences and purposes;

6. Gross motor, fine motor, and graphomotor skills and their relationship to reading, writing, handwriting, and other literacy learning; and

7. Characteristics of the 3 tiers of words, every-day language, general academic words, and domain-specific words;

b. Mathematics across content areas through knowledge and application of:

1. Conceptual and procedural knowledge with:

(i) Counting and cardinality;

(ii) Operations and algebraic thinking;

(iii) Number and operations;

(iv) Measurement and data;

(v) Geometry;

(vi) Ratios and proportional relationships;

(vii) Number systems;

(viii) Expressions and equations; and

(ix) Statistics and probability; and

2. Mathematical practices to include:

- (i) Solving to mastery;
- (ii) Abstract and quantitative reasoning;
- (iii) Constructing arguments and critiquing student reasoning;
- (iv) Modeling and strategic use of mathematical tools and manipulatives;
- (v) Attention to precision;
- (vi) Finding and making use of structure; and
- (vii) Expressing regularity in repeated reasoning;

c. Social studies through knowledge and application of:

1. Basic concepts in the 5 strands of social studies:

- (i) Civics;
- (ii) Economics;
- (iii) Geography;
- (iv) NH, US, and world history; and
- (v) Contemporary issues;

2. The 10 themes of social studies:

- (i) Culture;
- (ii) Time, ~~continuity,~~ and change;
- (iii) People, ~~places,~~ and environments;
- (iv) Individual development and identity;
- (v) Individuals, ~~groups,~~ and institutions;
- (vi) Power, ~~authority,~~ and governance;
- (vii) Production, ~~distribution,~~ and consumption;
- (viii) Science, ~~technology,~~ and society;
- (ix) Global connections and civic ideals and practices; and

(x) Their interdisciplinary nature;

d. Science through knowledge and application of:

1. Basic concepts, structure of knowledge, and history in the 4 domains of science:

(i) Earth and space science;

(ii) Life science;

(iii) Physical science; and

(iv) Engineering, technology, and applications of science; and

2. The scientific method through the use of the observation and inquiry processes; and

e. Technology and information literacy through knowledge and application of:

1. The ability to develop and use spreadsheets, data systems, analysis tools, and statistical measures;

2. Digital citizenship, ethics, and internet safety; and

3. How to use changing instructional technologies in daily instruction;

(2) In the area of communication and collaboration, demonstrate the ability to promote student learning through:

a. Knowledge of the roles, responsibilities, and interdependency of personnel indigenous to elementary schools; and

b. Application of technology as a tool to communicate with members of the professional community and parents; and

(3) In the area of integration across content areas, demonstrate the ability to promote student learning through knowledge and application of:

a. Visual arts, music, theatre, dance, and media arts; and

b. Health, wellness, and safety.

**Appendix I**

Rule	Statute
Ed 507.11	RSA 21-N:9, II(aa); RSA 186:8, V



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## EXECUTIVE SUMMARY

### Initial Proposal: Ed 306, Minimum Standards for Public School Approval Expire Date: March 27, 2014

Submitted to the State Board of Education, February 15, 2024:

**A. ACTION NEEDED**

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendments Ed 306, relative to minimum standards for public school approvals.

**B. RATIONALE FOR ACTION**

Ed 306 has been split into two documents – Ed 306.01-Ed 306.25, and Ed 306.31-Ed 306.46. This will allow for work to continue on the academic content sections of the rules, which will be occurring over the next few months.

**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 special public hearing will be scheduled to give the public an opportunity to speak or submit their testimony for the tentative date of April 8th, separate from the regularly scheduled board meeting.

**D. POSSIBLE MOTION**

I move that the State Board of Education approve the initial proposal for Ed 306.01-306.25, and Ed 306.31-306.46, Minimum Standards for Public School Approval.

PART Ed 306 MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL

**Readopt with amendment Ed 306.01, effective 3-27-14 (Document #10556), to read as follows:**

Ed 306.01 Applicability. ~~In order to be an approved school,~~

(a) Public schools, and public academies shall meet the applicable criteria established in these standards to be an approved school.

(~~ba~~) Except as provided in (~~cb~~) below, a public school shall be approved as an elementary school if it contains ~~any of the grades~~ kindergarten through 8 and meets the rules applicable to all schools and to each elementary school.

(~~cb~~) As determined by vote of the local school board, any combination of the grades 4 through 8 may be organized as a public middle school, and so approved if it meets the rules applicable to all middle schools. ~~and~~

(~~de~~) A public school or a public academy shall be approved as a high school if it contains any of the grades 9 through 12 and meets the rules applicable to all schools and to each high school.

**Adopt Ed 306.02, previously effective 12-17-11 (Document #10047), and expired 12-17-21, to read as follows:**

Ed 306.02 Definitions. Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:

- (a) “Academic standards” means “academic standards” as defined in RSA 193-E:2-a, VI(b);
- (b) “Achievement of competencies” means a student has demonstrated competencies at a proficient level;
- (c) “Career and technical education (CTE)” means CTE as defined in RSA 188-E:2, III;
- (d) “Competencies” means the knowledge and skills a student will be able apply as a result of a specific set of learning opportunities;
- (e) “Competency-based education” means an educational approach in which student progress is measured by the student’s ability to demonstrate proficiency in required competencies;
- (f) “Course of study” means a progression of competencies leading to credit;
- (g) “Credit” means the official record that a student has achieved competencies associated with learning opportunities;
- (h) “Curriculum” means curriculum as defined in RSA 193-E:2-a, (VI)(c);
- (i) “Department” means the New Hampshire department of education;
- (j) “Differentiation” means the adjustments made to learning opportunities for groups of learners based on similar learning needs;
- (k) “Educator” means administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter and transliterators, school nurses, and any other individuals credentialed by the state board;

(l) “Equity” means the practice of designing programming, distributing resources, and implementing policies to individuals based on their identified needs in order to adjust for nonachievement of competencies or other barriers to success. The term also includes “equitable”;

(m) “Extended learning opportunities (ELOs)” means the personalized learning process that allows for achievement of competencies through means outside of the classroom;

(n) “Individualization” means adjustments made to learning opportunities based on specific needs of individual learners;

(o) “Instruction” means the act or practice of teaching;

(p) “Instructional time” means the period of time during which instruction is offered;

(q) “Learning level” means a student’s identified readiness to receive instruction in a competency;

(r) “Learning opportunities” means educational experiences, including but not limited to online, blended, and self-guided classes, ELOs, work-based learning, and alternative learning plans that lead to achievement of competencies;

(s) “Local school board” means the local school board of a district under RSA 189:1-a;

(t) “Personalized learning” means crafting learning opportunities responsive to learner’s interests, talents, passions, and aspirations. The term also includes “personalization”;

(u) “Proficiency” means the minimum student performance required to satisfy the achievement of a competency. The term also includes “proficient”;

(v) “Rigor” means the depth with which students are expected to demonstrate, communicate, and apply knowledge and skills aligned to competencies;

(w) “State board” means the state board of education established in RSA 21-N:10; and

(x) “Work study practices” means collaboration, creativity, and applied learning, logic, and rhetoric as defined by RSA 193-E:2-a, VI(d)-(f).

**Readopt with amendment Ed 306.03, effective 3-27-14 (Document #10556), to read as follows:**

Ed 306.03 Statutory and Policy Requirements.

~~— (a) The local school board shall be responsible for obtaining an up-to-date copy of state education laws, one copy of which shall be distributed free of charge to each school administrative unit by the department, and maintaining an up-to-date copy of the rules of the board in the New Hampshire Code of Administrative Rules.~~

~~— (b) In order for a school to be an approved school under these rules, the school board shall comply with all applicable state laws and rules ~~set forth in the publications enumerated in (a) above.~~~~

**Readopt with amendment Ed 306.04, effective 8-9-19 (Document #12845), to read as follows:**

Ed 306.04 Policy Development.

~~(a) The individual(s) responsible for superintendent services or their designee shall keep students, parents, educators, and all other personnel informed about school policy. Such information shall be readily available, including on the school website.~~

(b#) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures, which shall be available on each school's website, relative to:

- (1) Absenteeism and attendance, which shall:
  - a. Include procedures for the accountability and supervision of students;
  - b. Not penalize students who miss class or a required school event because of a school scheduling conflict; and
  - c. Implement a cooperative approach that clearly explains the parents' or guardians' responsibilities for notification when a student is tardy, absent, or dismissed, as well as the school's responsibility;
- (2) Promoting school safety:
  - a. On school property;
  - b. During authorized school activities, including online and hybrid learning;
  - c. Relative to bullying, cyberbullying, and the use of social media platforms;
  - d. In managing the behavior of students;
  - e. Relative to the use of restraint and seclusion pursuant to RSA 126-U;
  - f. Relative to emergency care consistent with RSA 200:40;
  - g. By including safety instruction in all applicable programs offered by the school; and
  - h. By requiring educators to know and implement safety practices and procedures relative to their area of responsibility;
- (3) Discipline, including behavior management and intervention for students. Such policy shall:
  - a. Include provisions regarding student rights and responsibilities, rules of conduct, and penalties for misbehavior;
  - b. Include provisions regarding suspension and expulsion of pupils pursuant to RSA 193:13 and Ed 317;
  - c. Be written in age-appropriate language;
  - d. Be disseminated to parents and guardians; and
  - e. Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever necessary;
- (4) Records retention, including electronic files, requiring:
  - a. Complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe;
  - b. A schedule for the retention and disposition of original records and information be established in accordance with RSA 189:29-a; and

c. Access to all student records and information be controlled by written procedures designed to protect individual rights and to preserve the confidential nature of the various types of records in compliance with applicable federal and state laws;

(5) Character and citizenship, which shall;

a. Include the elements to be incorporated in courses of study or instilled by example in a caring educational environment, not limited to the following:

1. Self-discipline, self-respect, and self-control;

2. Humanity, benevolence, and truth and honesty with self and others, pursuant to Part 2, Article 83 of the New Hampshire Constitution;

3. Fairness, integrity, and justice;

4. Civility, respect, courtesy, and human worth;

5. Responsibility to oneself and others;

6. Community service; and

7. The rights and responsibilities of citizenship; and

b. Be developed in consultation with school staff, administration, parents, and other representatives of the community;

~~(6) Meeting the instructional needs of each individual student;~~

~~(67) Student hazing;~~

~~(78) Student harassment, including bullying and cyberbullying, as required by RSA 193-F:4, II;~~

~~(89) Sexual harassment, as detailed in Ed 303.01(j) and (k);~~

~~(94) Reporting of suspected abuse or neglect;~~

~~(104) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships, including;~~

a. Engagement opportunities for parents and family members of students of all ages and learning levels;

b. Parent activities throughout the school year to help parents support their children's learning;

c. Curricular and learning materials made available to parents, consistent with copyright licensure of such materials;

d. Frequent communication of school performance, student progress, and learning plans, using both print and online formats;

e. Initiating community-based developmental activities that prepare students for school and promote ongoing achievement;

f. Promoting collaboration among parents, schools, and community on school improvement and student achievement projects;



g. Development of a sustained plan to harness relevant community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each student in achieving necessary skills and knowledge; and

h. Development of business partnerships to assist students in the successful transition to employment or further education;

~~(11)2) Remote learning~~Distance education, if the district chooses to offer distance education as provided in Ed 306.1822;

~~(13) Providing alternative means of earning credit toward a high school diploma or equivalent such as extended learning opportunities, and distance education to meet the requirements of RSA 193:1, (h) until July 1, 2015;~~

~~(12)4) Providing alternative means of demonstrating proficiencyachievement of identified graduation competencies toward resulting in the awarding of a credit for a high school diploma or equivalent such as extended learning opportunities, career and technical education courses, and distance education no later than July 1, 2015 to meet the requirements of RSA 193:1, (h);~~

~~(15) How a credit can be earned, as provided in Ed 306.27(e) until July 1, 2015;~~

~~(16) How a credit used to track achievement of graduation competencies can be earned no later than July 1, 2015, as provided in Ed 306.27(e);~~

~~(17) Recommending developmentally appropriate daily physical activity and exercise;~~

~~(18) Behavior management and intervention for students;~~

~~(13)9) Homeless students;~~

~~(20) Wellness as required by Section 204 of the federal Child Nutrition and WIC 42 USC 1751;~~

~~(21) Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities;~~

~~(14)22) SupportingMeeting the special physical and emotional health needs of students and providing appropriate interventions;~~

~~(15)23) Supporting the availability and distribution of healthy foods and beverages that create a healthy environment in all schools, including standards for nutrient dense foods and beverages as identified and defined by 7 CFR Part 210.10 throughout all school buildings during the school day;~~

~~(16)24) Air quality in school buildings as required by RSA 200:48;~~

~~(17) Promoting students from one learning level to another based on achievement of competencies in alignment with RSA 193-C:3;~~

~~(18) How high school credit is awarded to students based upon demonstrated proficiency of competencies:~~

~~a. Regardless of age or enrollment status; and~~

~~b. Pursuant to the requirements enumerated in Ed 306.21;~~

(19) How students can graduate early, which outlines:

- a. The requirement of parental or guardian involvement for students under the age of 18;
- b. The approval process by the high school principal if it is determined that all state and local graduation requirements will be met; and
- c. How, upon meeting local graduation requirements, the student is awarded a high school diploma;

(20) Basic learning standards, including:

- a. Homework, including how it is accessed and assessed;
- b. Promoting students from one learning level or grade to another based on achievement of competencies;
- c. Digital literacy;
- d. How students can pursue learning opportunities, including:
  - 1. Advanced placement (AP) courses;
  - 2. Career-related credentials and certifications;
  - 3. Dual and concurrent enrollment in college courses; and
  - 4. VLACS and Learn Everywhere programs; and
- e. How students can pursue ELOs and career readiness activities, addressing:
  - 1. The administration and supervision of the program;
  - 2. How certified school personnel oversee an individual student's curriculum;
  - 3. The requirement that each ELO aligns to competencies;
  - 4. Access to ELOs by middle school students;
  - 5. How high school credit is awarded through ELOs; and
  - 6. How students can include summer activities;

(21) Exploration of career pathways in a developmentally appropriate manner; and

~~(25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas as follows;~~

- ~~a. Arts education;~~
- ~~b. Digital literacy;~~
- ~~c. English;~~
- ~~d. Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis;~~

- ~~e. Physical sciences;~~
- ~~-~~
- ~~f. Biological sciences;~~
- ~~-~~
- ~~g. US and NH History;~~
- ~~-~~
- ~~h. US and NH government/civics;~~
- ~~-~~
- ~~i. Economics, including personal finance;~~
- ~~-~~
- ~~j. World history, global studies, or geography;~~
- ~~-~~
- ~~k. Health education; and~~
- ~~-~~
- ~~l. Physical education; and~~
- ~~-~~

~~(26) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation no later than July 1, 2015, that encompass multiple content areas outlining the knowledge, skills and work study practices necessary for success in colleges and careers.~~

~~— (b) The policies and procedures required by (a) above shall apply to each school except that (13) (16), (25) and (26) shall not apply to elementary or middle schools.~~

~~— (c) The policy relative to absenteeism and attendance shall specify procedures for the accountability and supervision of students. The policy relative to absenteeism shall not penalize students who miss class or a required school event because of a school scheduling conflict. Districts shall implement a cooperative approach which places responsibility for notification when a student is tardy, absent, or dismissed on both the parents/guardians and the school.~~

~~— (d) The policy relative to promoting school safety shall require school administrators to implement procedures which relate to safe practices:~~

- ~~(1) On school buses and on the school grounds, including playgrounds;~~
- ~~-~~
- ~~(2) During authorized school activities, such as field trips;~~
- ~~-~~
- ~~(3) Within the school building, including classrooms and laboratories;~~
- ~~-~~
- ~~(4) Off school grounds during school sanctioned activities, including, but not limited to, work-based learning and internships;~~
- ~~-~~
- ~~(5) In the use of online resources; and~~
- ~~-~~
- ~~(6) In managing the behavior of children including, describing how and under what circumstances restraint shall be used pursuant to RSA 126-U.~~

~~— (e) Educators shall be required to know and implement the appropriate safety practices and procedures applicable to their assigned areas of responsibility and to include safety instruction in all applicable programs offered by the school.~~

~~— (f) The policy relative to student discipline shall:~~

- ~~(1) Include provisions regarding:~~
- ~~-~~
- ~~a. Student rights and responsibilities;~~
- ~~-~~

~~b. Rules of conduct; and~~

~~c. Penalties for misbehavior;~~

~~(2) Be written in age appropriate language;~~

~~(3) Be disseminated to parents and guardians; and~~

~~(4) Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever practical.~~

~~—(g) The local school board shall review with the superintendent or chief administering officer the conditions and methods for suspension and expulsion of students developed and implemented by the superintendent or chief administering officer and the local school board in accordance with RSA 193:13. The superintendent, chief administering officer, or designee shall keep students, parents, educators, and all other school personnel informed about school rules. Such information shall be readily available.~~

~~—(h) The policy relative to records retention, including electronic files, disposition, and access shall require that complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire resistant file, vault, or safe. A schedule for the retention and disposition of original records and information shall be established in accordance with RSA 189:29 a. Access to all student records and information shall be controlled by written procedures designed to protect individual rights and to preserve the confidential nature of the various types of records in compliance with the federal "Family Educational Rights and Privacy Act," 20 U.S.C. §1232g, and RSA 91 A, Access to Public Records.~~

~~—(i) The policy relative to character and citizenship development shall:~~

~~(1) Include those elements of character and citizenship to be incorporated in courses of study or instilled, by example, in a caring educational environment, including but not limited to:~~

~~a. Self-discipline, self-respect, and self-control;~~

~~b. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others;~~

~~c. Fairness, integrity, and justice;~~

~~d. Respect, courtesy, and human worth;~~

~~e. Responsibility to oneself and others;~~

~~f. Community service; and~~

~~g. Pursuant to RSA 186:13, the rights and responsibilities of citizenship; and~~

~~(2) Be developed in consultation with school staff, administration, parents, and other representatives of the community.~~

~~—(j) The policy relative to meeting the instructional needs of each student shall require administrators and educators to consider students' differing talents, interests, and development when planning the educational programs specified in Ed 306.~~

~~—(k) The policy relative to partnerships among schools, families, and communities shall comply with the following standards:~~

- ~~(1) Schools shall strive to involve parents and family members of students of all ages and learning levels;~~
- ~~(2) Schools shall provide parent educational activities throughout the school year to help parents support their children's learning;~~
- ~~(3) Schools shall frequently communicate school performance, student progress, personalized learning strategies as adopted by the local school board and in accordance with district and graduation competencies, and academic opportunities, using both print and online formats;~~
- ~~(4) Schools shall work with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;~~
- ~~(5) Schools shall promote collaboration among parents, schools, and community on school improvement and student achievement projects;~~
- ~~(6) Schools shall strive to harness all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each student in achieving necessary skills and knowledge; and~~
- ~~(7) Schools shall encourage business partnerships to assist students in the successful transition to employment or further education.~~

~~(22)~~ ~~The policy relative to d~~Developmentally appropriate daily physical activity pursuant to Ed 310. shall recommend that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. ~~The developmentally appropriate daily physical activity policy shall be in addition to and shall not replace the physical education program requirement in Ed 306.41.~~

**Readopt with amendment Ed 306.05 through Ed 306.08, effective 3-27-14 (Document #10556), to read as follows:**

Ed 306.05 School Philosophy, Goals, and Objectives. The local school board shall direct each school in its district to adopt a written philosophy and a statement of goals and objectives consistent with the rules of the state board ~~of education~~. Provisions shall be made for the review of the philosophy, goals, and objectives at least every 5 years.

Ed 306.06 Culture and Climate.

(a) The local school board shall adopt policies ~~adopted by the local school board shall reflect~~ that address:

- ~~(1) The acknowledgement of diversity and r~~Respect for differences, and affording all students equitable opportunities;
- (2) Shared ~~ownership and~~ responsibility for the ~~success of the school~~ culture and climate among students, their families, school administration and staff, and the community;
- (3) Student leadership through involvement in decision-making; and
- ~~(4) Civil, nondiscriminatory, and R~~respectful use of language and behavior ~~by all school members that is void of ethnic, racial, and sexual stereotypes and biases.~~

(b) The school administration and staff shall:

(1) Review ways in which equity gaps ~~in achievement~~ can be reduced, and develop and implement a plan to address academic under-performance of individual students to eliminate barriers to learning~~can be eliminated~~; and

(2) ~~Work together to e~~Establish a fair and equitable code of discipline that is fairly and consistently implemented and which supports students' understanding of the importance of norms, rules, and expectations for behavior.

(c) The school administration shall provide professional development opportunities directed at understanding the policies and reporting requirements that support an equitable, safe, and healthy school environment.

Ed 306.07 School Facilities. The local school board shall require that the facilities operated by the school district for K-12 educational purposes are approved to operate or are conditionally approved to operate in accordance with Ed 320. :

~~(a) Require that the facilities for each school provide the following:~~

~~(1) Consistent with RSA 189:24, a clean, healthy, and safe learning environment for all areas of the school building, grounds, and school-related activities;~~

~~(2) Lighting in compliance with the state building code as provided in RSA 155-A;~~

~~(3) Exhaust and outdoor air ventilation, proper temperature and humidity conditions in compliance with the state building code as provided in RSA 155-A; and~~

~~(4) Policy and procedures to comply with RSA 200:48 to minimize pollution caused by idling motor vehicles and an annual evaluation of potential causes of poor indoor air quality utilizing a checklist provided by the department; and~~

~~(b) With regard to school facilities:~~

~~(1) Customize classrooms and other school-related environments to the needs of different content areas. Any lack of specialized spaces for arts, science, technology education and similar requirements shall be addressed as part of the next construction project at the school that receives school building aid under RSA 198:15-a;~~

~~(2) Provide for accessibility for students with disabilities;~~

~~(3) Demonstrate compliance with Saf C 6000 through completion of a life safety inspection by the local fire department or other authority having jurisdiction as required by RSA 153:14;~~

~~(4) Document compliance with regulations relating to school building, sanitation, sewage disposal, water supply, and other matter affecting public health through inspection by the local health officer, other authority having jurisdiction, or an individual, if no municipal officer is available who has received a master's degree in public health; and~~

~~(5) Demonstrate compliance for all furniture and electrical appliances approved by the school administration and comply with requirements of the state fire code, Saf C 6000.~~

Ed 306.08 Instructional Learning Resources.

~~(a) The local school board shall require that each school:~~

- ~~(a1)~~ Provides a developmentally appropriate collection of ~~instructional~~ resources aligned to all learning levels, including online and print materials, equipment, and ~~instructional~~ technologies; that shall be ~~current, comprehensive, and~~ necessary to support the curriculum as well as the ~~instructional-learning~~ needs of all students~~the total school population~~;
- ~~(b2)~~ Provides that ~~learning~~~~instructional~~ resources are, as appropriate:
- ~~a.~~ Catalogued and classified according to practices accepted by the American Library Association as specified in the Anglo American Cataloguing Rules, Second Edition (AACR2), 2005 update as referenced in Appendix II;
  - ~~(1)b.~~ Organized ~~and to make them~~ accessible to students, ~~and staff, and parents~~; and
  - ~~(2)e.~~ Managed through circulation policies and procedures that are designed to maximize the use of the resources; ~~and~~
  - ~~d.~~ Utilize ~~community resources~~;
- ~~(c3)~~ Provides—Integrates the following learning opportunities across curricular areas when appropriate: instructional resources to all students and staff from designated space(s) in each school, including:
- ~~a.~~ Ready access to instructional resources, including those available online or through interlibrary loan;
  - 
  - ~~b.~~ Instruction in:
- ~~(1).~~ Accessing information efficiently and effectively;
  - ~~(2).~~ Evaluating information and sources critically and competently;
  - ~~(3).~~ Citing sources and not plagiarizing;
  - ~~(4).~~ Using information accurately and creatively;
  - ~~(5).~~ Pursuing information related to personal interests;
  - ~~(6).~~ Appreciating literature and other creative expressions of information;
  - ~~(7).~~ Striving for excellence in information-seeking and knowledge generation;
  - ~~(8).~~ Recognizing the importance of information to a democratic society;
  - ~~(9).~~ Practicing ethical behavior in regard to information and information technology; ~~and~~
  - ~~(10).~~ Participating effectively in groups to pursue and generate information; and
  - ~~(11)e.~~ Activities to promote the development of reading, viewing, and listening skills; and
- ~~(d4)~~ Implements a ~~written~~ plan approved by district administration for ~~the~~ ongoing development, organization, acquisition, maintenance, replacement, and updating of ~~instructional~~curriculum and learning resources necessary to support the needs of ~~the user population and the curriculum~~students.
- ~~(b)~~ At a minimum, the plan implemented under (a)(4) above shall:
- - ~~(1)~~ Provide an analysis and assessment of the present instructional resources based on:
  - 
  - ~~a.~~ The needs of the user population and the curriculum;

- 
- ~~b. Accessibility of instructional resources to all students and staff;~~
- 
- ~~c. Strengths and weaknesses of the present instructional resources; and~~
- 
- ~~d. Resources available within the district, the local community, and beyond;~~
- 
- ~~(2) Reflect developing instructional technologies; and~~
- 
- ~~(3) Establish priorities, criteria, timelines, and procedures for the selection, acquisition, maintenance, and replacement of instructional resources which shall include but not be limited to:~~
- 
- ~~a. Online materials;~~
- 
- ~~b. Print materials;~~
- 
- ~~c. Equipment; and~~
- 
- ~~d. Instructional technologies.~~

**Repeal Ed 306.09, effective 3-27-14 (Document #10056), as follows:**

~~Ed 306.09 Custodial and Maintenance Services.~~

- 
- ~~— (a) The local school board shall provide for each school such custodial services as are necessary to ensure a clean, sanitary, and safe physical plant and grounds. The school plant shall be cleaned on a daily basis when school is in session. School repairs and maintenance shall be performed on a regular basis.~~
- 
- ~~— (b) All school staff, including custodians, maintenance workers, food service workers, educators, support staff, and administrators shall receive training on their roles in maintaining clean, healthy school facilities and the importance of quality indoor air; and~~
- 
- ~~— (c) Schools shall minimize the use of toxic chemicals for cleaning and pest control. Staff shall not be permitted to bring cleaning products or pesticides into a school without approval from the school administration.~~

**Readopt with amendment and renumber Ed 306.10 and Ed 306.11, effective 3-27-14 (Document #10056), as Ed 306.09 and Ed 306.10 to read as follows:**

Ed 306.~~09~~<sup>10</sup> Administrative Support Services. The local school board shall ~~ensure that provide for each school staff to maintain~~ all school records are maintained in accordance with local policy, state laws and rules, and federal laws and regulations.

Ed 306.~~10~~<sup>11</sup> Food and Nutrition Services.

(a) The local school board shall:

- (1) Require that each school makes a meal available during school hours to every student under its jurisdiction, in accordance with RSA 189:11-a, I-II;
- (2) Provide a qualified individual(s), ~~such as, but not limited to, a school nutrition/food service director,~~ to:
  - ~~a.~~ Oversee the operation of school meals; ~~to~~
  - ~~b.~~ Maintain proper resources that meet state and federal regulations; and
  - ~~c.~~ Maintain state health requirements for each school site within the district; and



(3) Require that each newly constructed school or renovated kitchen or cafeteria provide space for the preparation and consumption of meals in compliance with Ed 321.12(d).

(b) All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.

~~(c) If a school nutrition/food service director is employed, each food service director shall, whenever feasible, obtain certification or credentials from an approved program, including but not limited to School Nutrition Association (SNA) certification, within the first 5 years of employment.~~

(cd) Students shall be provided with an adequate time to consume meals in each elementary, middle, and high school in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).

~~(e) Students shall be provided with an adequate time to consume meals in each middle and high school in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).~~

(df) If a waiver is granted pursuant to (a)(1) above due to inadequate space, the school district shall make provisions in the next school physical plant expansion provisions to house a food service preparation and consumption area that is in compliance with Ed 321.12(d).

~~(g) The policy relative to distribution of healthy foods and beverages that create a healthy environment required by Ed 306.04(a)(21) shall include:~~

~~(1) Standards for nutrient dense foods and beverages for learning level needs of elementary, middle and high school as identified and defined by 7CFR Part 210.10;~~

~~(2) Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;~~

~~(3) Nutrition targets for foods and beverages made available outside the federally regulated school meals program. The targets shall follow those developed by a nationally recognized research based organization, such as but not limited to USDA, or as determined by the department to have standards equivalent to the USDA;~~

~~(4) Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research based nutrition standards; and~~

~~(5) Annual communication information about the policy and procedure and related curricula to the school community, including, but not limited to school staff, school board, parents and students.~~

(ch) Any school ~~in (g)(3)~~ choosing a standard for foods available at school which is not consistent with the USDA standard for Child Nutrition Programs, shall request a waiver from the ~~bureau of nutrition programs and services~~ department. The ~~department~~ bureau shall evaluate the alternative standards and shall grant the waiver if the alternative standards are determined to be equivalent to the nutrition standards of 7 CFR Part 210.

**Readopt with amendment and renumber Ed 306.12, effective 11-14-17 (Document #12418) as Ed 306.11 to read as follows:**

Ed 306.~~11~~12 School Health Services.

(a) In accordance with federal and state law, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, RSA 141-C, RSA 169-C,

RSA 200:26-41, and RSA 326-B, the local school board shall require that each school provides qualified personnel to carry out appropriate school health-related activities.

~~(b) Each school nurse employed by a school district shall hold a current license as a registered nurse under RSA 326-B and a current school nurse certificate under Ed 504.07, Ed 504.08 or Ed 504.09.~~ Each registered nurse, licensed practical nurse or licensed nursing assistant employed by a school district shall hold such current license under RSA 326-B.

~~(c) If a school nurse or licensed practical nurse is not available to a school for any reason, at least one other person who has a current first aid and cardiopulmonary resuscitation certification (CPR) certification shall be available.~~

**Repeal Ed 306.14, effective 8-9-19 (Document #12845), as follows:**

~~Ed 306.13 RESERVED~~

~~Ed 306.14 Basic Instructional Standards.~~

~~(a) The local school board shall require that each school has an instructional program which includes the following:~~

- ~~(1) A policy on homework, including its relationship to the grading system;~~
- ~~(2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193 C:3;~~
- ~~(3) A policy for promoting students from one learning level to another based on achievement of district competencies in alignment with RSA 193 C:3;~~
- ~~(4) Instructional materials and resources matched to the appropriate skill levels of students;~~
- ~~(5) A policy that outlines how digital literacy will be integrated in a developmentally appropriate manner across grades 1-12 instruction, and how the district or graduation competencies associated with digital literacy will be assessed either alone or in combination with other district or graduation competencies and assessments;~~
- ~~(6) A policy outlining how students will demonstrate achievement of district and graduation competencies including the awarding of credit for required subjects and open electives;~~
- ~~(7) A policy encouraging students to pursue and demonstrate advanced course work, including advanced placement courses in high school, dual enrollment in college courses; and~~
- ~~(8) A policy encouraging students to have a plan for summer activities that support student learning.~~

~~(b) The instructional program shall enable students to demonstrate achievement of graduation competencies in alignment with RSA 193 C:3.~~

**Readopt with amendment and renumber Ed 306.15, effective 3-27-14 (Document #12845), and amended effective 8-9-19 (Document #12845), as Ed 306.12 to read as follows:**

Ed 306.~~12~~<sup>15</sup> Provision of Staff and Staff Qualifications.

(a) To carry out the educational program established by these rules and local school board policy, the local school board shall require that each school provides:

- (1) The services of a ~~licensed~~certified principal, a ~~licensed~~certified library media specialist, and a ~~licensed~~certified ~~guidance~~ school counselor(s);
  - (2) For the hiring and training of educators ~~certified~~licensed under Ed 500 to ~~teach classes and or courses~~facilitate learning in their ~~credentialed~~certified content area;
  - (3) In each elementary school, the services of a licensed reading specialist and library media specialist to facilitate the delivery of ~~the~~ language arts and reading ~~curriculum~~program established in Ed 306.37(a);
  - (4) In each middle and high school, a library media specialist to support the management of instructional learning resources ~~program and facility~~ requirements of Ed 306.08; and
  - (5) Educators, ~~including art, music, health, and physical education teachers~~, in accordance with class size requirements in Ed 306.147.
- (b) ~~The local school board shall require that i~~n carrying out the school counseling program~~established by Ed 306.39, the local school board shall require that:~~
- (1) The counseling load in each elementary school shall not exceed the equivalent of one full-time ~~licensed~~certified school counselor per 500 students enrolled;
  - (2) The counseling load in each middle school and each high school shall not exceed the equivalent of one full-time ~~licensed~~certified school counselor per 300 students enrolled;
  - (~~2~~3) High schools with more than 4 school counselors shall provide a high school level ~~licensed~~certified director of school counseling to coordinate the implementation of the school counseling program plan and policy, unless (4) below applies; and
  - (~~3~~4) District level ~~certified~~licensed directors of school counseling to coordinate K-12 implementation of the school counseling program plan and policy shall be provided in districts where the number of school counselors across all schools exceeds 10.
- (c) The local school board shall require that each school with an enrollment of 500 or more students provides the services of an ~~assistant~~associate principal or 2 or more persons with administrative ~~certification~~licensure under Ed 506 who together act as a full-time equivalent to carry out administrative duties assigned by the superintendent in accordance with local school board policy.
- (d) The local school board may provide for each school the services of additional staff to facilitate the use of the ~~learning~~instructional resources described in Ed 306.08 and the technological resources needed to facilitate the digital literacy program ~~described in Ed 306.42~~.
- (e) Pursuant to RSA 189:24, and in accordance with Ed 500 and Ed 600, the local school board shall require that each professional staff member is ~~license~~certified for assignment by the department.
- ~~(f) In accordance with Ed 509, the local school board shall require that each professional staff member shall improve the content knowledge and teaching skills through participation in a local professional development plan.~~
- ~~(g) An educator with sufficient content knowledge as determined by the school principal may be given a minor assignment to teach in a program area in which he or she is not certified. A minor assignment shall be less than fifty percent of the individual's weekly work time and be reviewed on an annual basis to insure that the individual has the appropriate level of content knowledge.~~

**Readopt with amendment and renumber Ed 306.16 and Ed 306.17, effective 3-27-14 (Document #10056), as Ed 306.13 and Ed 306.14 to read as follows:**

Ed 306.13 ~~16~~ Professional Development. ~~In accordance with Ed 512:~~

~~(a) The local school board shall require that schools shall comply with the professional development requirements enumerated in Ed 513.:~~

~~(1) That each professional and paraeducator staff member improves the content knowledge and teaching skills through participation in professional development activities as described in the district professional development master plan;~~

~~(2) That the goals in the professional development master plan align with the district/school improvement goals;~~

~~(3) That the professional development master plan guides each professional staff member's individual professional development plan in its design, implementation, and evaluation; and~~

~~(4) The regular assessment and evaluation of the needs, design, implementation, and impact on student learning of professional development activities and programs; and~~

~~(b) The school administration shall require that:~~

~~(1) Each certified educator's individual professional development plan required under Ed 512.03 is aligned with the professional development master plan;~~

~~(2) The professional development activities included in the professional development master plan are designed to improve professional knowledge, as measured in its success in meeting students' needs and improving students' learning; and~~

~~(3) The professional development activities included in the local professional development master plan under Ed 512.02(c)(7):~~

~~a. Are:~~

~~1. Student focused;~~

~~2. Data driven;~~

~~3. Research based;~~

~~4. Intensive; and~~

~~5. Sustained; and~~

~~b. Include:~~

~~1. Job embedded activities;~~

~~2. Research;~~

~~3. Collaboration;~~

~~4. Practice; and~~

~~5. Reflection.~~

Ed 306.1417 Student-Educator Ratios/Class Size.

(a) The local school board shall establish student-educator ratios that promote student learning as appropriate for each learning opportunity and learning level. Class size for instructional purposes, in each school shall be:

~~(1) Kindergarten—grade 2, 25 students or fewer per educator, provided that each school shall strive to achieve the class size of 20 students or fewer per educator;~~

~~(2) Grades 3—5, 30 students or fewer per educator, provided that each school shall strive to achieve the class size of 25 students or fewer per educator; and~~

~~(3) Middle and senior high school, 30 students or fewer per educator.~~

~~—(b) These class size requirements may be exceeded for study halls, band and chorus, and other types of large group instruction, including but not limited to, lectures, combined group instruction, and showing of educational television and films.~~

~~(be) In the interest of safety, the maximum number of students in laboratory classes in such areas as science and career and technical education CTE shall be determined by the number of work-stations and the size and design of the area. In no case shall the number of students in laboratory classes exceed 24.~~

**Readopt with amendment and renumber Ed 306.18, effective 2-19-22 (Document #13356), as Ed 306.15 to read as follows:**

Ed 306.1518 School Year.

(a) Each school shall maintain a school calendar which provides for 180 days of instruction or the required number of instructional hours, which may result in fewer than 180 days, pursuant to RSA 189:1.

~~(ba) Pursuant to RSA 189:1 and RSA 189:24, e~~Each school district shall maintain a school year as provided below, which shall identify the total instructional hours offered and recognize that students advance upon achievement of competencies, not based on seat time, pursuant to Ed 306.21(j):

~~(1) The school district shall maintain in each elementary school, a school year of~~

~~(1) at least 945 hours of instructional time and in each kindergarten a~~At least 450 hours of instructional time in kindergarten;

~~(2) At least 945 hours of instructional time in elementary school; and~~

~~(3) The school district shall maintain in each middle and high school, a school year of a~~At least 990 hours of instructional time in each year grades 7-12. Districts shall provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that include grades 7, or 8, or both;

~~(c3) The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;~~

~~(d4) The school shall have in its school year an additional 60 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, staff development, and parent-teacher conferences. At least 30 of the 60 additional hours shall be available for rescheduling hours lost due to inclement weather or other emergencies. Schools shall use these additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless~~

~~extraordinary circumstances exist that would place an unreasonable burden on the school or students such as, but not limited to, substantial building damage;~~

~~(5) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:~~

~~a. On that day, the school would normally have had at least 5.25 hours of instructional time; and~~

~~b. The school remained open for at least 3.5 hours of instructional time;~~

~~(e6) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; and~~

~~(f7) Remote learning Distance education~~ conducted in accordance with Ed 306.1822(c) shall count toward the required amount of instructional time.

(g) Advisory periods in middle and high schools shall be counted as instructional time.

~~(hb) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.~~

~~(ie) The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4) earlier than the completion of the required 990 hours of instructional time.~~

**Readopt with amendment and renumber Ed 306.19-Ed 306.21, effective 3-27-14 (Document #10556) as Ed 306.16-Ed 306.17 to read as follows:**

~~Ed 306.19 School Calendar. Each school shall maintain a school calendar.~~

Ed 306.1620 CTE career and Technical Education Programs.

(a) ~~CTE career and technical education~~ programs (CTE), as defined in Ed 306.02(c), shall be available to meet specific educational, district, and graduation requirements, as outlined below:

(1) Every public high school shall be identified within a CTE region as established in accordance with RSA 188-E and Ed ~~1302+402~~, and ~~shall~~ be included in the regional agreement established pursuant to Ed ~~1304.02+402.01~~; and

(2) Every public high school shall make all students aware of programs available at the regional CTE center.

(b) Receiving districts shall ~~strive to make every effort to offer opportunities space available~~ to every qualified student in the region who desires to participate in a program at the CTE center, in accordance with the formula for participation prescribed in ~~or as a result of~~ the respective regional agreement.

(c) CTE cooperative agreements shall require sending and receiving school districts to coordinate calendars and schedules to maximize students access to CTE programming pursuant to Ed 1304.02.

(de) Every public high school student shall have access to programs at the regional CTE center subject to attainment of prerequisites and space availability within the program in a CTE center, and sending school budget restrictions.

(ed) Prerequisites shall ~~include requirements to ensure~~ be directly related to a student's ability to:

~~(1) Successful~~ successfully completion of the CTE program of core technical competencies vetted by business and industry and postsecondary institutions.;

~~(2) Seamless transition into postsecondary institutions; and~~

~~(3) Employment preparedness;~~

~~(e) Prerequisites shall have a direct and necessary relationship to the CTE program.~~

Ed 306.1721 Alternative Course of Study Programs.

(a) “Alternative course of studyprogram” means the ~~regular~~ delivery of ~~the majority of~~ a student’s learning opportunities ~~instruction~~ through personalization and differentiated methods ~~classroom or other methods~~ designed to address the needs of individual students or ~~particular~~ groups of students that might be different from the ~~methods of instruction~~ learning opportunities used by the ~~standard~~ schools of the district for the student population.

(b) An alternative course of studyprogram may be housed in the same facility as a ~~standard~~ school or at a different location.

(c) An alternative course of studyprogram shall be:

(1) Designed to address the personalized and differentiated needs of students, ~~including, but not limited to, dropout prevention;~~ and

(2) Approved by the local school board in a plan that:

a. States the goals of the program and curriculum to be provided;

b. Enables students to opt into the program at the request of the students' parent or guardian;

~~cb.~~ Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3, III;

~~de.~~ Specifies when the program would be offered, which may be at a time other than during the regular school day;

~~ed.~~ Demonstrates how the alternative program will enable the participating students to achieve the same ~~district and graduation~~ competencies outlined for all students and consistent with RSA 193-C:3; and

~~fe.~~ Explicitly dDetails how ~~extended learning opportunities~~ ELOs, remote learning pursuant to Ed 306.18, and other learning opportunities will be incorporated as a learning option for all students.

(d) Alternative course of studyprograms for students with disabilities shall meet the requirements of Ed 1119.

(e) ~~Prior to implementing an alternative program~~ Annually, a school administrative unit (SAU) that implements an alternative course of study shall ~~report the program~~ submit to the department ~~the following~~:

~~(1) A copy of the local school board's approval, including the plan submitted;~~

~~(2) The location of the alternative program; and~~

~~(3) Copies of inspection reports from the municipal health officer and fire department if the alternative program is to be housed in a building other than an approved school.~~

(f) Each student participating in an alternative ~~program~~ course of study shall participate in the state assessment exam, when applicable.

(g) Assignment of students to alternative ~~programs~~ course of study shall be voluntary and ~~shall~~ require written approval from the parent or guardian.

(h) Staff assigned to alternative ~~course of study~~ programs shall meet the same ~~certification-licensure~~ requirements as staff assigned to ~~standard~~ schools in accordance with Ed 306. ~~1245~~.

(i) Students in alternative ~~course of study~~ programs shall be provided student services equivalent to those provided in ~~standard~~ schools including, but not limited to:

~~(1) Food and nutrition services under Ed 306.1011;~~

~~(2) Health services under Ed 306.1112;~~ and

~~(3) guidance and eCounseling services under Ed 306.39.~~

(j) The school year for alternative ~~course of study~~ programs shall meet the requirements of Ed 306. ~~1518~~.

(k) Alternative ~~programs~~ courses of study which result in the awarding of a high school diploma shall meet the requirements of Ed 306. ~~2227~~ (c).

(l) Alternative ~~programs~~ course of study which are supervised by the principal of a ~~standard~~ school shall be considered part of that ~~standard~~ school for reporting and assessment purposes ~~under Ed 306.23, for assessment under Ed 306.24,~~ and for school approval under Ed 306. ~~2328~~.

(m) Alternative ~~programs~~ courses of study which are supervised by a district level administrator shall be considered a separate school of the district for reporting and assessment purposes ~~under Ed 306.23, for assessment under Ed 306.24,~~ and for school approval under Ed 306. ~~2328~~.

**Readopt with amendment and renumber Ed 306.22, effective 2-19-22 (Document #13356), as Ed 306.18 to read as follows:**

Ed 306. ~~1822~~ Remote Learning ~~Distance Education~~.

(a) All students shall have access to full-year, full-day instruction, in-person as required in RSA 189:1 and RSA 189:24. ~~Distance education~~ Remote learning, as defined in Ed 306.22(b), shall ~~not~~ satisfy the requirement for in-person instruction ~~when~~ except as conducted in accordance with 306.22(c) below.

(b) ~~In this section, "distance education" means any instructional mode that is not in person instruction including~~ Remote learning opportunities may include, but not be limited to, correspondence, video-based, blended or hybrid online and in-person, completely online, video-based, internet-based courses of



~~study, internet-based, online courses, remote instruction, or any combination thereof. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.~~

~~(c) Distance education may be offered only~~Remote learning shall satisfy the requirements of RSA 189:1 and RSA 189:24 under the following conditions:

(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction;~~or~~

(2) As an option for a parent or guardian making a request for remote learning; ~~distance education or~~

(3) As articulated in a parent-approved alternative course of study approved by the local school board pursuant to Ed 306.17(c).

(d) When the district offers remote learning~~distance education~~, the school board shall be responsible for the development of a policy for the governance and administration of remote learning~~distance education~~.

(e) If a student participating in ~~distance education~~remote learning is not making educational progress, as determined by the district's educational assessments, the option to participate in ~~distance education~~remote learning may be rescinded by the district.

(f) A parent or guardian may appeal a district determination that a student is not making educational progress pursuant to the district's educational assessments to the state board ~~of education~~ under Ed 200.

(g) A student shall remain in ~~distance education~~remote learning until the conclusion of the appeal in (f) above. If the state board ~~of education~~ upholds the district's conclusion that the student is not making educational progress pursuant to the district's educational assessments, the student shall immediately be disqualified from continued participation in the district's ~~distance education instruction~~remote learning opportunity.

(h) School districts may cooperate to share delivery of ~~distance education~~remote learning opportunities.

**Readopt with amendment and renumber Ed 306.23-Ed 306.25, effective 3-27-14 (Document #10056), as Ed 306.19, to read as follows:**

~~Ed 306.23 Statistical Reports; Accountability.~~

~~— (a) Each school district shall establish a local education accountability system in order to collect data needed for evaluation of the district's compliance with state and federal laws on school accountability. The department shall integrate its accountability system with local accountability systems so as to allow for comparison and analysis of such data.~~

~~— (b) Each district shall file statistical reports with the department as required under RSA 189:28. A request from a district to the department for statistical data needed by a district for filing a statistical report shall be submitted to the department at least 60 days before the district's report is due.~~

~~— (c) Each school district required under RSA 193-H:4 to create a local education improvement plan shall file such a plan with the department within 90 days of being found to be in need of improvement under RSA 193-H:3. The plan shall be aligned to meet state goals and student performance indicators.~~

~~— Ed 306.24 Assessment.~~

~~— (a) The local school board shall require that each school:~~

~~(1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards as provided in (b) below;~~

~~(2) Participates in the state-wide education improvement and assessment program as provided in (c) below;~~

~~(3) Participates in the New Hampshire performance assessments;~~

~~(4) When selected by the United States Department of Education, National Center for Education Statistics participates in the National Assessment of Education Progress (NAEP); and~~

~~(5) Supports student development of individual student digital portfolios.~~

~~— (b) The following elements shall be used as evidence by the department in determining whether a school complies with the requirements of (a) above:~~

~~(1) The school has a process for the selection, use, and interpretation of local assessment instruments;~~

~~(2) The school supports the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments, including, but not limited to:~~

~~a. Educator observation of project-based learning, including off-site learning projects;~~

~~b. Competency-based or performance-based assessments;~~

~~c. Educator observations of student performance; and~~

~~d. Project evaluation rubrics used to evaluate program proficiencies applied to integrated curriculum assignments, extended learning opportunities, career and technical education opportunities, and out-of-school learning environments;~~

~~(3) The school provides professional development for educators in the use of diagnostic tools to adjust instruction to meet personalized needs of students and to monitor progress; and~~

~~(4) The school has a systematic process for collecting and analyzing assessment data to:~~

~~a. Identify needs for improvement; and~~

~~b. Determine the effectiveness of educational programs in meeting student performance goals.~~

~~— (c) Each school shall maintain the following as evidence of participation in the state-wide education improvement and assessment program established under RSA 193-C:~~

~~(1) Written guidelines for the inclusion of and accommodations for student participation, including, but not limited to, inclusion of and accommodations for:~~

- ~~a. Students in major racial and ethnic groups;~~
- ~~b. Students with disabilities;~~
- ~~c. Economically disadvantaged students; and~~
- ~~d. Students with limited English proficiency;~~
- ~~(2) Procedures for test security and the accurate inclusion of student data; and~~
- ~~(3) Procedures by which assessment results are communicated to:~~
  - ~~a. Parents;~~
  - ~~b. Faculty; and~~
  - ~~c. The community.~~
- ~~— (d) For programs at all K-12 levels, schools shall report the academic performance of all students on a regular basis by providing the following:~~
  - ~~(1) A summary of individual student performance to parents at least 3 times each year; and~~
  - ~~(2) The opportunity for parents to meet individually with each of their students' teachers about their students' performance at least once during each school year.~~

Ed 306.1925 Comprehensive School Psychological Services.

(a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the standards in (b)-(e), in addition to the requirements below, shall apply:-

- (1) Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist;
- (2) All such psychological services must comply with federal Every Student Succeeds Act (ESSA) requirements, including informed written consent; and
- (3) All such services must comply with state and federal student privacy laws and rules, including parental notification and consent requirements.

(b) Employing school districts shall require that school psychological services are provided by certified school psychologists in a coordinated, organized fashion, and are deployed in a manner that results in the provision of a comprehensive continuum of services. ~~Comprehensive school psychological services shall be based on this section and The National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, published by NASP in 2010 as referenced in Appendix H.~~

~~— (c) The school psychologist shall provide comprehensive psychological services throughout various learning environments to help children and youth develop academic, social, behavioral, and emotional competence through:~~

- ~~(1) Data-based decision-making and accountability methods that use psycho-educational assessment results, data-collection strategies, and technology resources to design and implement services and programs and to evaluate outcomes;~~

- ~~(2) Consultation, collaboration, and communication with educators, families, health care professionals including mental health, social services and other systems to promote effective and coordinated implementation of services;~~
- ~~(3) Interventions and instructional supports to develop academic skills, incorporating available research and assessment data to develop and implement evidence-based instructional strategies designed to support students' cognitive and academic skills;~~
- ~~(4) Interventions and mental health services to develop social and life skills in collaboration with others, using assessment and data collection methods to implement and evaluate developmentally appropriate services that support socialization, learning, and mental health;~~
- ~~(5) School-wide practices to promote learning, developing and implementing evidence-based practices and strategies to create and maintain effective and supportive learning environments for children and others, including multi-tiered systems, to support students' academic, social, emotional, and behavioral goals;~~
- ~~(6) Preventative and responsive services employing theories and research related to resilience, risk factors, and multi-tiered prevention, to support evidence-based strategies for effective counseling, crisis response, and behavioral intervention;~~
- ~~(7) Family school collaboration services to facilitate and provide effective collaborative partnerships between families and schools that support children's learning and mental health utilizing a strength-based, culturally sensitive approach;~~
- ~~(8) Diversity in development and learning to provide professional services that promote effective functioning for individuals, families and schools with diverse characteristics, cultures and backgrounds, across multiple contexts;~~
- ~~(9) Research and program evaluation to support educational decision-making and evaluate programs; and~~
- ~~(10) Legal, ethical, and professional practice consistent with legal requirements and ethical and professional standards including the NASP Principles of Professional Ethics (2010) as referenced in Appendix II.~~

~~(cd)~~ School psychologists shall ~~use~~ utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.

~~(de)~~ Employing school districts shall ensure that an effective program of supervision and evaluation of school psychological services exists.

~~(e)~~ School psychologists in cooperation with their employing districts or agencies shall be responsible for the overall development, implementation, and professional supervision of school psychological service programs.

~~(f)~~ Professional supervision shall be available to all school psychologists to an extent sufficient to ensure the provision of effective and accountable services.

~~Beginning school psychologists in their first year of employment as a school psychologist shall receive a minimum of one hour of face-to-face supervision contact per week.~~

~~Supervisors shall meet Ed 500 requirements for certification as a school psychologist and have at least 3 years of professional experience as a school psychologist in a school system.~~

(f) Employing school districts shall ~~ensure~~<sup>insure</sup> that parental consent and student information are protected as required under applicable state and federal law.

**Readopt with amendment and renumber Ed 306.26, effective 8-9-19 (Document #12845), as Ed 306.20 to read as follows:**

Ed 306.~~2026~~ Kindergarten Through Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is: an

~~(1) A broad and well-balanced~~ elementary school curriculum aligned to state academic standards that outlines ~~district~~ competencies for the grades 1-8, ~~program in compliance with RSA 193-C:3, III;~~ and includes:

~~(2) An instructional program that includes:~~

~~(1)a.~~ Procedures for diagnosing-identifying personalized learner needs, ~~learning styles,~~ and interests;

~~(2)b.~~ Methods and strategies for facilitating learningteaching students, including but not limited to personalization, individualization, and differentiation;

~~e. Research-based learning opportunities;~~

~~(3)d.~~ Techniques for the evaluation of student outcomes, including performance assessment of ~~district~~ competencies; and

~~(4)e.~~ Provision of differentiated instruction for students based on learning styles, needs, and interests. Opportunities for students to receive timely, personalized, and differentiated support based on their individual learning needs.

(b) The local school board shall adopt where applicable, for each school, a ~~broad and well-balanced~~ kindergarten~~-school~~ curriculum ~~that outlines a play-based kindergarten program~~ in compliance with RSA 193-E:2-a, II-a that supports:

(1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;

(2) Child development and learning in all domains, including, but not limited to:

- a. Physical;
- b. Social;
- c. Cognitive; and
- d. Language;

(3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:

- a. Movement;
- b. Creative expression;
- c. Exploration;
- d. Socialization; and

e. Music; and

(4) A reading curriculum that includes, but is not limited to, phonemic awareness, phonics, vocabulary, fluency, and comprehension~~guided reading literacy program.~~

(c) The local school board shall ~~adopt, for each school, a local time schedule which specifies the distribution of instructional time to allow each student to make progression towards competency proficiency in the among the following learning areas to be taught in grades 1-8 at all learning levels in the school~~following areas:

(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:

- a. ~~Ed 306.31, relative to an a~~Arts education;
- b. ~~Ed 306.37, relative to an~~ English/language arts and reading ~~program;~~
- c. ~~Ed 306.40, relative to a h~~Health education ~~program;~~
- d. ~~Ed 306.41, relative to a p~~Physical education ~~program;~~
- e. ~~Ed 306.42, relative to d~~Digital literacy ~~program;~~
- f. ~~Ed 306.43, relative to a m~~Mathematics ~~program;~~
- g. ~~Ed 306.45, relative to a s~~Science ~~education;~~
- h. ~~Ed 306.46, relative to a s~~Social studies ~~program;~~ and
- i. ~~Ed 306.49, relative to~~ Holocaust and genocide education, as applicable; and
- j. An optional world language, if offered.

(2) For middle school:

- a. ~~Ed 306.31, relative to an a~~Arts education;
- b. ~~Ed 306.37, relative to an~~ English/language arts and reading ~~program;~~
- c. ~~Ed 306.40, relative to a h~~Health education ~~program;~~
- d. ~~Ed 306.41, relative to a p~~Physical education ~~program;~~
- e. ~~Ed 306.38, relative to a f~~Family and consumer science ~~education;~~
- f. ~~Ed 306.42, relative to d~~Digital literacy ~~program;~~
- g. ~~Ed 306.43, relative to a m~~Mathematics ~~program;~~
- h. ~~Ed 306.45, relative to a s~~Science ~~education;~~
- i. ~~Ed 306.46, relative to a s~~Social studies ~~program;~~
- j. ~~Ed 306.47, relative to a t~~Technology and engineering; ~~education; and~~
- k. ~~Ed 306.49 relative to~~ Holocaust and genocide education; and
- l. An optional world language, if offered.

~~— (d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.~~

~~(de) If a co-curricular program are offered, they shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community. As outlined in Ed 306.21(g), achievement of competencies through co-curricular activities shall be counted towards graduation credit.~~

~~— (f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.~~

~~(eg) If a district chooses to offer extended learning opportunities ELOs in a middle school or a student requests an ELO and the district has the available resources, the extended learning opportunities ELOs shall:~~

~~(1) Consist of activities designed to:~~

~~a. Allow a student to provide demonstrate achievement of competencies or supplement learning opportunities; credit or supplement regular academic courses; and~~

~~b. Promote the schools and individual students' educational goals and objectives;~~

~~(2) Be governed by the ELOa policy adopted by the local school board that as outlined in Ed 306.04(b)(20)c.;~~

~~a. Provides for the administration and supervision of the program;~~

~~b. Outlines how certified school personnel oversee an individual student's program;~~

~~c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;~~

~~d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and~~

~~e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;~~

~~(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities ELOs; and~~

~~(4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and~~

~~(45) Be available to all students.~~

~~— (h) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this paragraph shall be construed to prevent~~

~~developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.~~

**Readopt with amendment and renumber Ed 306.27, effective 8-9-18 (Document #12845), as amended effective 1-15-21 (Document #13159), as Ed 306.21 and Ed 306.22 to read as follows:**

Ed 306.~~21~~<sup>27</sup> High School Curriculum, Credits, ~~Graduation Requirements~~, and Co-curricular Programs.

(a) The local school board shall require that the curriculum content and learning opportunities developed for each high school outlines ~~district and graduation~~ competencies ~~and is consistent with RSA 193-C:3, III.~~

(b) School districts shall develop course competencies, based on New Hampshire academic standards where applicable, for all courses of study. School districts may use state model course competencies to develop minimum course competencies.

~~(c)~~ (b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those ~~courses~~ learning opportunities in which students demonstrate achievement of competencies ~~as well as other educational experiences and instructional activities required outlined by Ed in table 306-1;~~

(2) Learning opportunities, including ELOs, ~~Courses~~ shall be planned for the ~~achievement attainment of specific educational district and graduation~~ competencies leading to ~~the~~ high school graduation diploma;

(3) The ~~instructional program~~ learning opportunities shall include:

a. Procedures for ~~identifying~~ diagnosing learner needs and interests;

b. Methods and strategies for ~~teaching that incorporate learner needs~~ facilitating learning, including but not limited to personalization, individualization, and differentiation;

~~c. Resource-based learning opportunities;~~

~~cd.~~ Techniques for the evaluation of student outcomes, including performance assessment of ~~district~~ competencies; and

~~de.~~ Opportunities for students to receive timely, personalized, and differentiated support based on their individual learning needs; ~~The provision of remedial instruction as needed.~~

~~(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;~~

~~(45)~~ (4) ~~The extended learning opportunities in (4) above~~ ELOs shall:

a. ~~Consist of activities designed to:~~

~~1. Provide acknowledgement of achievement or supplement regular academic courses; and~~

~~2. Promote the school's and individual students' educational goals and objectives;~~



~~a~~b. Be governed by a policy adopted by the local school board as outlined in Ed 306.04(b)(20)~~e~~.that:

- ~~1. Provides for the administration and supervision of the program;~~
- ~~2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;~~
- ~~3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193 C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;~~
- ~~4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and~~
- ~~5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;~~

~~b~~e. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and

~~c~~d. Be available to all students; and

~~(56)~~ A ~~e~~ “Co-curricular program” shall be offered means an opportunity for students to participate in activities designed to meet their needs and interests that provides opportunities for all students to participate in activities designed to meet their needs and interests, including activities that; but not limited to:

- ~~a. Intramural and interscholastic athletics;~~
- ~~b. Performing groups;~~
- ~~c. Academic clubs and societies;~~
- ~~d. Student government;~~
- ~~e. Activities and services that afford students with disabilities an equal opportunity to participate; and~~
- ~~f. Any other activities that:~~

- ~~a~~1. Supplement, ~~and~~ enrich, ~~and make~~ regular academic courses accessible;
- ~~b~~2. Provide opportunities for social development;
- ~~c~~3. Encourage participation in the arts, athletics, and other cooperative groups; ~~and~~
- ~~d~~4. Encourage service to school and community; ~~;~~ and
- ~~e~~. Earn credit leading to graduation through achievement of competencies.

(d) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

~~(ce) The local school board shall require that a program of studies shall be offered for each high school that enables each high school students to engage in and demonstrate achievement proficiency of competencies in the following outlined for graduation as well as other educational experiences and instructional activities as follows:~~

- ~~(1) Ed 306.31, relative to an aArts education;~~
- ~~(2) Ed 306.33, relative to a bBusiness education;~~
- ~~(3) Ed 306.34, relative to a career and technical education CTE;~~
- ~~(4) Ed 306.35, relative to a career education;~~
- ~~(45) Ed 306.37, relative to an English language arts and reading program;~~
- ~~(56) Ed 306.38, relative to a fFamily and consumer science education;~~
- ~~(7) Ed 306.39, relative to a school counseling program;~~
- ~~(68) Ed 306.40, relative to a Hhealth education program;~~
- ~~(79) Ed 306.41, relative to a pPhysical education program;~~
- ~~(810) Ed 306.42, relative to dDigital literacy program;~~
- ~~(911) Ed 306.43, relative to a mMathematics program;~~
- ~~(1012) Ed 306.44, relative to a eComputer science education;~~
- (11) Logic and rhetoric;
- ~~(1213) Ed 306.45, relative to a sScience education;~~
- ~~(1314) Ed 306.46, relative to a sSocial studies program;~~
- ~~(1415) Ed 306.47, relative to a tTechnology and engineering education;~~
- ~~(1516) Ed 306.48, relative to a wWorld languages program;~~
- ~~(1617) Ed 306.49, relative to Holocaust and genocide education;~~
- ~~(1718) Ed 306.27(b)(4), relative to ELO extended learning opportunities; and~~
- (18) Personal finance and financial literacy.

~~(fd) Each high school shall offer maximum student learning opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.~~

~~(ge) Students shall be awarded credit leading to graduation by demonstration of proficiency of competencies by completion of:~~

- (1) A competency-based assessment that supports a collection of a defensible body of evidence in how students demonstrate proficiency of competencies;

~~A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:~~

~~(21) The student demonstrates knowledge and skills on a~~n assessment approved by the local school district for a particular course; or

~~(32) The student demonstrates knowledge and skills on a~~n assessment approved by the department if the local school district has not developed an assessment.

~~— (f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.~~

~~(hg)~~ The local school board shall require that graduation be based on demonstrated proficiency of mastery of required graduation competencies as demonstrated through the accumulation of credits ~~as~~ outlined in Table 306-13 and ~~by a certified by the school principal or designee educator.~~

~~(i)~~ Each high school shall ~~determine how~~ensure that completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity~~learning opportunities can~~ support student's achievement ~~and demonstration of district or graduation~~ competencies.

~~(jh)~~ Credits shall be awarded based on the for demonstration achievement of district and or graduation competencies. ~~Credits shall not be awarded not~~ on time spent achieving these competencies. ~~The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.~~

~~(ki)~~ Students may achieve receive acknowledgement of achievement for graduation competencies and be awarded credit through student demonstration of a defensible collection of work or other assessment evidence at a proficient level gained through prior learning ~~opportunities activities.~~

~~(lj)~~ The items in ~~(ee)~~ above shall not limit opportunities to develop learning opportunities programs that meet the needs of each student.

~~(mk)~~ The programs of studies in ~~(ee)~~ above may be offered and coordinated individually or through interdisciplinary studies.

(n) Competency in a subject area may be earned through interdisciplinary learning.

~~(ol)~~ Students shall engage with and apply English language arts, and mathematics ~~graduation~~ competencies during every year they are enrolled in high school even if ~~graduation all required~~ competencies for English language arts, and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in learning opportunities courses focused on content areas other than English language arts, or mathematics. ~~Such engagement shall support students to be college and career ready in mathematics and English/language arts.~~ Nothing contained in this section shall preclude a school or district from offering ~~courses and other~~ learning opportunities in addition to the minimum outlined in ~~Ed 306~~this chapter.

~~(pm)~~ There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in ~~(ee)~~ above.

~~(qn)~~ The following shall apply relative to the required program of studies:

(1) ~~Consistent with Ed 306, t~~The local school board shall verify in writing to the commissioner that each high school ~~shall~~ offer learning opportunities in each required program a total of at

~~least 43 courses distributed as shown in Table 306 outlined in (5) below~~ when the school seeks approval or renewal of approval under Ed 306.238;

- (2) Each high school may use any relevant title to identify a particular course of study;
- (3) Local school boards may propose innovative ways to meet or exceed the requirements in ~~Table 306~~ (5) below, pursuant to Ed 306.249;
- (4) Local school boards shall ensure that courses necessary to meet the requirements for ~~achievement of attaining graduation~~ competencies as defined ~~in (5) below~~ in (5) below ~~on Table 306-3~~ are offered to district students enrolled in high school at no additional cost to the students; and does not preclude offering learning opportunities outside of the district resources;
- (5) The following required courses in program areas ~~offered by each high school~~ shall be ~~distributed~~ offered by each high school: as specified in Table 306-1 below:
  - a. Arts education;
  - b. Business education;
  - c. Family and consumer science;
  - d. Digital literacy;
  - e. Personal finance;
  - f. World languages;
  - g. Health education;
  - h. Technology education;
  - i. English;
  - j. Mathematics;
  - k. Science;
  - l. Logic and rhetoric;
  - m. Social studies; and
  - n. Computer science;

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses

English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

(6) Course requirements under ~~Ed 306.27(1)(5)(5)~~ above may be met through school identified and sanctioned ~~distance education programs remote learning~~ under Ed 306.1822 subject to the following:

a. Students shall be provided ~~learning opportunities courses in a classroom setting that will~~ enable them to demonstrate achievement of ~~graduation~~ competencies in courses required for graduation;

b. Students shall not be required to take these courses ~~in order~~ to demonstrate achievement of ~~graduation~~ competencies leading to graduation but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those ~~learning opportunity program~~ areas may be offered through remote learning distance education, extended learning opportunities ELOs, or other alternative course of study methods;

~~cb.~~ Remote learning opportunities Distance education courses or other alternative courses or programs to be counted toward the ~~43~~ courses required in (5) above by Ed 306.27(1)(5) ~~shall meet the district or graduation competencies and~~ shall be identified in the school's program of studies;

~~de.~~ The school shall provide, where necessary, all equipment, software, and internet connectivity necessary to participate in remote learning distance or alternative courses of study education or learning opportunities programs that are to be counted toward the ~~43~~ courses required in (5) above by Ed 306.27(1)(5);

~~ed.~~ In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative courses of study programs to be counted toward the ~~43~~ courses required by Ed 306.27(1)(5) in (5) above; and

~~fe.~~ At least one staff member shall be identified and available to assist students having difficulty with remote learning distance education courses and other alternative courses of study programs;

(7) ~~Introductory level eC~~ courses offered at regional ~~career and technical CTE~~ centers and available to all high school students may be counted toward the ~~43~~ courses required by Ed 306.27(1)(5) in (5) above to be offered at each host or sending high school in the region ~~and. Such courses shall~~ be identified in the school's program of studies;

~~(8) Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Graduation e~~ Students demonstrating achievement of competencies acquired ~~and demonstrated through CTE career courses shall~~ may be counted toward a student's requirements for a high school diploma under Ed 306.27(t) awarded credit leading to graduation;

(98) Nothing in this section shall prevent a high school from offering classroom ~~courses~~learning opportunities, remote learning~~distance education courses~~, independent study programs, ~~career and technical center~~CTE courses, or ~~extended learning opportunities~~ELOs in addition to the courses required ~~by Ed 306.27(1)(5); in (5) above, and~~ Sschools shall not be required to pay for student registration or similar fees for ~~these~~ additional courses or programs; and

(109) Nothing in this section shall prevent a student from demonstrating ~~achieving and demonstrating any number of~~ graduation competencies through classroom ~~courses~~learning opportunities, career and technical centerCTE courses, remote learning~~distance education~~, independent study, or ~~extended learning opportunities~~ELOs to meet the graduation requirements of Ed 306.2227(g†) consistent with local district policies.

#### Ed 306.22 Graduation Requirements.

(ae) The local school board of each high school shall award a regular high school diploma to those students who ~~achieve and demonstrate~~ achievement of all graduation competencies as encompassed in at least 20 credits included in table 306-1.

(bp) Each student, as a prerequisite to receiving a high school diploma from a public school, shall fulfill the requirements of RSA 193:26-a, relative to the Free Application for Federal Student Aid (FAFSA). The local school board shall require that a high school have in place competency assessments for all courses offered through the high school. A model waiver shall be made available to school districts by the state board.

(cq) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's ~~required graduation~~ competencies aligned to graduation requirements.

(df) The local school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy.;

(es) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the ~~graduation~~ competencies that meet graduation requirements;

(2) A school may award a special diploma that recognizes academic achievement;

(3) Graduation e~~C~~ompetencies achieved ~~and demonstrated~~ in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(ft) The 20 credits required for graduation~~district~~ shall be distributed as specified in table 306-1. provide learning opportunities~~Attainment of 20 credits required for graduation that are based on the New Hampshire academic standards shall ensure that students meet the enable students to achieve the district's graduation requirements outlined in (g) below.~~ competencies. Graduation competencies shall align with the skills, knowledge, and work study practices required for success in college and careers.

(g) Graduation expectations shall:

(1) Encompass a complete body of interrelated student accomplishment and be considered as a whole, not as discrete silos; and

(2) Align with appropriate high school academic content standards and require students to demonstrate their ability to apply and transfer their learning in the following areas:

a. In the arts, the ability to demonstrate competency in:

1. Creating, presenting, and performing artistic works; and

2. Responding and connecting to artistic works;

b. In digital literacy, the ability to use diverse technology tools and media to demonstrate competency in:

1. Building new knowledge by inquiring, thinking critically, identifying, and solving problems;

2. Communicating clearly and creatively;

3. Working effectively with others in ways that are safe, legal, and ethical; and

4. Locating and critically assessing digital content to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others;

c. In English, the ability to demonstrate competency in:

1. Listening and speaking thoughtfully and purposefully to understand others and convey meaning;

2. Comprehending, analyzing, and critiquing a variety of literary and informational texts;

3. Creating written explanations, narratives, and logical arguments that effectively convey ideas, analyses, and critiques encompassing broad topics suitable for a variety of audiences; and

4. Correctly using the conventions of standard English such as grammar, punctuation, spelling, capitalization, and word usage in all written work;

d. In mathematics, the ability to demonstrate competency in:

1. Understanding number systems and number sense, including computation concepts, strategies, and procedures;

2. Understanding numerical and graphical representations of data and the underlying logical and relational statements represented by those data;

3. Understanding geometric relationships and representations and underlying mathematical principles; and

4. Reasoning mathematically in the development of argument and logic;

e. In science, the ability to demonstrate competency in:

1. Understanding foundational principles of physical and life sciences;
2. Designing and carrying out investigations to explore biological, chemical, and physical phenomena;
3. Analyzing and interpreting data to engage in argument from evidence; and
4. Recognizing, interpreting, modeling, and explaining evidence such as pattern, scale, proportion and quantity, cause and effect, and other cross-cutting concepts related to observable and non-observable phenomena;

f. In social studies, which includes US and NH history, government and civics, economics, and world history, the ability to demonstrate competency in:

1. Understanding the history of the United States through multiple perspectives, including founding principles and the on-going struggle to realize those principles;
2. Understanding the governance and functioning of local, state, and federal government in a constitutional republic through multiple perspectives;
3. Understanding processes of civic engagement in a democratic society, including tolerance and well-mannered engagement across differences of perspective, philosophy, culture, race, and heritage;
4. Understanding important events marking world history and how those events have shaped cultural, political, and other aspects of civilization through multiple perspectives;
5. Recognizing local, state, national, and global geography, and understanding how geography has influenced humanity through multiple perspectives;
6. Understanding economic systems and their effect on individuals and society;
7. Effective planning and management of personal financial resources; and
8. Researching, inquiring, analyzing, and explaining historical, civic, government, geographic, and economic developments including interaction and interdependence through multiple perspectives;

g. In health and physical education, the ability to demonstrate competency in:

1. Researching and comprehending concepts related to health promotion and disease prevention; and
2. Setting goals, advocating for, and pursuing positive health outcomes for oneself and others;

h. In open electives, an opportunity to demonstrate competency in:

1. Pursuing areas of personal interest that instill a passion for lifelong learning; and
2. Making connections between education and career paths; and



i. In all programs and courses, the ability to demonstrate competency in:

1. Communicating effectively using multiple modalities, interpreting information using multiple senses, and demonstrating ownership of the work;
2. Thinking originally and independently, taking risks, considering alternate perspectives, and incorporating diverse resources;
3. Contributing respectfully, listening and sharing resources and ideas, accepting and fulfilling roles, and exercising flexibility and a willingness to compromise in both an academic and a career setting; and
4. Persevering in completing complex, challenging tasks, using self-reflection to influence work and goals, and engaging stakeholders to gain support.

~~(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless of if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.~~

~~(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:~~

Table 306-~~12~~ Required Courses of Study~~Subjects~~ and Credits for High School Graduation

Required <u>Courses of Study</u> <del>Subj</del>	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	<del>3.5</del> credits, including algebra and at least ½ credit in statistics or data analysis <del>that can be earned through a sequential, integrated applied program</del>
Physical sciences	1 credit
Biological sciences	1 credit
<u>US History</u>	<u>1 credit</u>
<del>US and</del> NH history	<del>½ +</del> credit
<u>Logic and Rhetoric</u>	<u>½ credit</u>
<u>Civics</u>	<u>½ credit</u>
<u>History, government constitution of US and government/civics</u>	<u>1½ credit</u>
<del>Economics, including personal</del> finance	½ credit
<u>Financial literacy</u>	<u>½ credit</u>

World history, global studies geography	<del>1/2</del> 1 credit
Health education	1/2 credit
Physical education	1 credit
Open electives	<del>2.56</del> credits
Totals	20 credits

~~— (w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district:~~

~~Table 306-3 Required Credits for Graduation and Graduation Competencies~~

<del>Required Graduation Competencies by Content Areas</del>	<del>Credit(s)</del>
<del>Arts education</del>	<del>1/2 credit</del>
<del>Digital literacy</del>	<del>1/2 credit</del>
<del>English</del>	<del>4 credits</del>
<del>Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphing presentation and interpretation, statistics and data analysis</del>	<del>3 credits,</del>
<del>Physical sciences</del>	<del>1 credit</del>
<del>Biological sciences</del>	<del>1 credit</del>
<del>US and NH history</del>	<del>1 credit</del>
<del>US and NH government/civics</del>	<del>1/2 credit</del>
<del>Economics, including personal finance</del>	<del>1/2 credit</del>
<del>World history, global studies, or geography</del>	<del>1/2 credit</del>
<del>Health education</del>	<del>1/2 credit</del>
<del>Physical education</del>	<del>1 credit</del>
<del>Open electives</del>	<del>6 credits</del>
<del>Totals</del>	<del>20 credits</del>

~~— (x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.~~

~~— (y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.~~

~~— (z) The graduation competencies in digital literacy education shall be met by either:~~

~~(1) The equivalent of a 1/2 credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or~~

~~(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate~~

~~— (aa) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.~~

~~— (ab) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:~~

~~(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and~~

~~(2) The high school principal may approve a particular interdisciplinary course if the high school principal determines that:~~

~~a. The course has been adopted by a faculty team; and~~

~~b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.~~

~~— (ac) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:~~

~~(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and~~

~~(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.~~

~~(had)~~ In each high school, the minimum yearly course load for a student shall be at least the equivalent of 34 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in ~~(ad) below~~ Ed 306.04(b)(19); or

(3) Those individuals in special or unusual circumstances as provided by local school board policy.

~~(ae) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if the high school principal determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.~~

~~(iaf)~~ The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.

~~— (ag) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:~~

~~(1) Such action is in the best interests of the student; and~~

~~(2) At least one of the following circumstances exists:~~

~~a. The student has a debilitating illness which limits school attendance;~~

~~b. The student has a physical disability which precludes participation in physical education;~~

~~c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or~~

~~d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.~~

~~(ah) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.~~

~~— (ai) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.~~

**Readopt with amendment and renumber Ed 306.28, effective 3-27-14 (Document #10556) and amended effective 8-9-19 (Document #12845), as Ed 306.23 to read as follows:**

Ed 306.23 Approval Process.

(a) Pursuant to RSA 186:8, II, and RSA 21-N:6, V, the department shall administer Ed 306.

(b) The following school approval categories shall apply to the administration of Ed 306:

(1) Approved for a 5--year period provided that a school meets and continues to meet all requirements of Ed 306;

(2) Conditionally approved; and

(3) Unapproved.

(c) A school which does not meet all of the applicable requirements of Ed 306 shall be designated as conditionally approved, provided that:

(1) All identified deficiencies and a timetable for their correction shall be incorporated into the approval designation; and

(2) The department shall work with the school officials and the local school board toward correcting all deficiencies.

(d) A conditionally approved school which fails to meet the requirements of an approved school within 3 consecutive school years shall be designated as unapproved unless approved for delay in full compliance under Ed 306.2530.

(e) One year prior to the expiration of a school's approval, the chairperson of the local school board and the superintendent of the respective district shall provide documentation of compliance with all applicable standards. ~~as follows:~~

~~(f)~~ By October 1, the superintendent of schools shall electronically certify that the schools in the ~~SAU school administrative unit~~ meet all requirements of Ed 306 through the online Education Statistics System (ESS) school approval checklist; and at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

~~(2) All schools shall annually comply with Ed 306.07, School Facilities, through the online ESS in (1) above and Saf C 6000, State Fire Code, through completion of a life safety inspection by the local fire department and inspection by the local health officer or other authority having jurisdiction as required by RSA 153:14.~~

~~(g) Pursuant to Ed 306.07, all facilities operated by the school district for K-12 educational purposes shall be approved to operate or conditionally approved to operate in accordance with Ed 320.~~

~~(hf)~~ A school not meeting the requirements of ~~(g)(f)(2)~~ above shall be designated as unapproved.

~~(ig)~~ If compliance with any other requirement of Ed 306 is in question, the school board chairperson and superintendent shall provide the commissioner with an alternative approval proposal as provided in Ed 306. ~~2429~~. If approved, the alternative approval proposal shall be made publicly available by the school district.

~~(jh)~~ The ~~commissioner of education department~~ shall designate qualified professionals to visit schools to conduct school ~~audits to verify the information and documentation submitted in (a) and (f) above, in conjunction with visits pursuant to RSA 193 E:3 monitoring visits to verify that a school complies with Ed 306.~~

~~(ki)~~ Each year the ~~commissioner department~~ shall provide an ~~proposed~~ approval designation, as identified in (b) above, for each public school and public academy with an expiring approval status.

~~(lj)~~ The ~~department commissioner~~ shall notify in writing the chairperson of the local school board and the superintendent of each school's final approval designation.

~~(mk)~~ If ~~the local school board officials disagrees with the~~ ~~consider the commissioner's proposed~~ approval designation to be in error, the ~~district superintendent shall prepare written~~ ~~may appeal~~ ~~evidence to justify its modification~~ ~~the approval designation to the state board.~~

~~(nl)~~ ~~Such evidence~~ ~~An appeal to the state board~~ shall be ~~submitted filed~~ ~~to the commissioner or designee~~ within 30 days ~~of receipt of the commissioner's proposed~~ ~~after delivery of the approval~~ designation.

~~(om)~~ The ~~commissioner appeal~~ shall ~~review all requests for modification and notify~~ ~~be filed~~, in writing, ~~by giving notice to~~ the chairperson of the ~~state local school~~ board, ~~and the superintendent of his/her final approval designation as identified in (b).~~

~~(pn)~~ The district shall provide all evidence rebutting the ~~If a request for modification of a proposed approval designation~~ ~~with the appeal. Evidence presented to the state board shall be limited to evidence available to the department at the time of the department's monitoring of the district pursuant to (j) above.~~ ~~has not been received within 30 days, it shall become the commissioner's final approval designation and the school shall be designated as approved, conditionally approved, or unapproved as identified in (b).~~

~~(qe)~~ ~~Each year, t~~ ~~The state board of education~~ shall ~~hear the district's appeal at the next regularly scheduled state board meeting.~~ ~~direct the commissioner of education to publish a list of all public schools and public academies by approval category. The term of approval for each school shall also be listed.~~

~~(rp) Should the district wish to present oral argument to the state board, they shall file a separate request for oral argument at the time of the appeal. If the district requests oral argument, the department may provide oral argument. If the commissioner has designated a school as unapproved, the chairperson of the local school board or designee may appeal the decision of the school's final approval designation and request a state board hearing. Said appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the final approval designation and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.~~

(sq) It shall be the responsibility of the superintendent to notify the ~~department~~ commissioner of any change in conditions which affects a school's compliance with these rules.

~~— (r) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.~~

**Readopt and renumber with amendment Ed 306.29 and Ed 306.30, effective 3-27-14 (Document #10556) as Ed 306.24 and Ed 306.25 to read as follows:**

Ed 306.~~24~~<sup>29</sup> Alternative Approval.

(a) In order to meet the provisions of these rules and encourage innovation to achieve high standards for students, a local school board may request approval of an alternative method of compliance with the relevant rule or rules.

(b) To apply for alternative approval, the local school board shall submit a written request to the commissioner ~~of education~~ that includes:

- (1) The name(s) of school(s), ~~district,~~ or both;
- (2) The SAU number;
- (3) The contact person and telephone number;
- (4) The grades covered by the request;
- (5) The number of students affected;
- (6) Identification of the rule(s) for which the alternative plan is being submitted;
- (7) The local school board chairperson's signature;
- (8) A clear and concise written justification of the request; and
- (9) A plan which describes:
  - a. ~~†~~The alternative and consists of a statement of intent;
  - b. ~~‡~~Method of implementation;
  - c. ~~e~~Evaluation procedures;
  - d. ~~†~~Timetable for development and implementation; and

~~e. #A~~ An explanation of how the alternative is consistent with the statement(s) of philosophy, goals, and objectives adopted pursuant to Ed 306.05.

(c) The commissioner shall grant approval of the alternative for that period of time consistent with the school(s) approval designation, issued pursuant to Ed 306.~~2328~~, if the request meets the following criteria:

- (1) The information provided is thorough and complete;
- (2) The school district has demonstrated that it is able to implement the alternative; and
- (3) The alternative is educationally sound and is consistent with the intent of the rule(s).

(d) The commissioner shall notify the local school board chairperson and the superintendent in writing of the decision.

(e) If the commissioner denies the request, the chairperson of the local school board or designee may appeal the decision and request a state board hearing.

~~(f) The appeal shall be filed, in writing, with the state board, office of legislation and hearings within 20 days of the receipt of the decision and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.~~

~~(g) The state board shall hear the district's appeal at the next regularly scheduled state board meeting.~~

~~(h) Should the district wish to present oral argument to the state board, the district shall file a separate request for oral argument at the time of the appeal. If the district requests oral argument, the department may provide oral argument.~~

~~(f) Pursuant to RSA 21 N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.~~

Ed 306.~~2530~~ Delay in Full Compliance.

(a) Notwithstanding any other provision of these rules and in accordance with the provisions of RSA 194:23-b, the state board ~~of education~~ shall approve, for a period of one year, a school, although it does not fully meet the requirements for an approved school, as established in these rules, if any of the conditions listed in ~~(de)~~(1)-(5) below justify delay in full compliance.

(b) A request for delay in full compliance shall be submitted in writing by the chairperson of the local school board to the commissioner.

~~(c)~~ Each request shall specify the standard(s) to be delayed and provide written evidence to justify delay in full compliance, including the reason(s) for the request and a local plan and timetable for bringing the school, ~~district,~~ or both into full compliance.

~~(de)~~ Upon review of the request, the state board shall grant a delay in full compliance and approve the school for a period of one year if any of the following conditions exists at a level that has a significant ~~and/or~~ material impact:

- (1) Reduction in local tax base;
- (2) Closing of a major industry;

- (3) Sudden influx of school-age population;
- (4) Emergency beyond the control of the school district, such as a fire or natural disaster; or
- (5) The district has made progress toward meeting the standards, but more time is required to implement the district's plan for corrective action.

(e) The commissioner shall notify the local school board chairperson and the superintendent of the state board's decision.

(f) If the state board denies the request, the chairperson of the local school board or designee may request a reconsideration of the state board's decision. ~~The reconsideration shall be~~ filed in writing with the office of legislation and hearings within 20 days of receipt of the decision.

(g) The office of legislation and hearings shall schedule a reconsideration in accordance with timelines and procedures established in Ed 213.

DRAFT





Frank Edelblut  
Commissioner

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## EXECUTIVE SUMMARY

### Initial Proposal: Ed 306, Minimum Standards for Public School Approval Expire Date: March 27, 2014

Submitted to the State Board of Education, February 15, 2024:

**A. ACTION NEEDED**

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendments Ed 306, relative to minimum standards for public school approvals.

**B. RATIONALE FOR ACTION**

Ed 306 has been split into two documents – Ed 306.01-Ed 306.25, and Ed 306.31-Ed 306.46. This will allow for work to continue on the academic content sections of the rules, which will be occurring over the next few months.

**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 special public hearing will be scheduled to give the public an opportunity to speak or submit their testimony for the tentative date of April 8th, separate from the regularly scheduled board meeting.

**D. POSSIBLE MOTION**

I move that the State Board of Education approve the initial proposal for Ed 306.01-306.25, and Ed 306.31-306.46, Minimum Standards for Public School Approval.

**Readopt with amendment Ed 306.31, effective 1-8-16 (Document #11020), amended effective 8-9-19 (Document #12845) to read as follows:**

Ed 306.31 Arts Education Curriculum Program.

~~(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall provide that an arts education curriculum program for grades 1-12 in each elementary, middle, and high school consistent with competencies determined pursuant to Ed 306.20 and Ed 306.21, which may include:~~  
provides:

~~(a)~~ Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:

~~(1)a.~~ Create, perform, and respond with understanding;

~~(2)b.~~ Participate actively in at least one of the art forms of dance, music, theatre or visual art;

~~(3)c.~~ Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines;

~~(4)d.~~ Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines;

~~(5)e.~~ Relate various types of arts knowledge and skills within and across the arts and other disciplines;

~~(6)f.~~ Use technology as ways to create, perform, or respond in various arts disciplines; and

~~(7)g.~~ Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;

~~(b)~~ Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:

~~(1)a.~~ A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student;

~~(2)b.~~ The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;

~~(3)c.~~ The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts;

~~(4)d.~~ The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork;

~~(5)e.~~ Developing artistry and artistic skill sequentially over time;

~~(6)f.~~ Critical thinking skills and artistic choices in the creation and evaluation of artworks;

~~(7)g.~~ Addressing opportunities available beyond the regular classroom; and

~~(8)~~ Embedding in the students global arts-related history and culture; and

~~(c3)~~ Sound assessment practices ~~as stated inconsistent with~~ Ed 306.2224.

~~Ed 306.32 RESERVED.~~

**Readopt with amendment and renumber Ed 306.33 and Ed 306.34, effective 3-27-14 (Document #10556) as Ed 306.32 and Ed 306.33 to read as follows:**

Ed 306.3233 Business Education Curriculum Program.

(a) ~~Pursuant to Ed 306.27, the~~ local school board shall ~~require provide~~ that a business education ~~program curriculum at each high school consistent with competencies determined pursuant to Ed 306.21, which may include provides:~~

(1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;

(2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;

(3) Opportunities for students to acquire fundamental business knowledge and skills in:

- a. Business essentials;
- b. Business technology applications; and
- c. Personal finance; and

(4) Courses totaling at least 3 credits in business education which shall be distributed as follows:

a. One credit in business essentials that will encompass career exploration in:

1. Overview of career clusters in business, marketing, and finance;
2. Written and oral communication;
3. Mathematics and economics;
4. Legal and ethical behavior;
5. Safe and secure environmental controls;
6. Management of resources;
7. Employability and personal skills for success in the workplace;
8. Entrepreneurship;
9. Business practices including ethics and social responsibilities; and
10. Global economy;

b. One credit in business technology applications that shall encompass business technologies in:

1. Word processing applications;

2. Spreadsheet development;
  3. Database management;
  4. Presentations;
  5. Electronic communications and internet services;
  6. Graphics;
  7. Desktop publishing including basic web design;
  8. Interactive media;
  9. Ethical issues; and
  10. Careers in business using technology applications; and
- c. One credit in personal finance that will encompass financial literacy in:
1. Personal financial decisions;
  2. Rights and responsibilities of consumers;
  3. Money management;
  4. Understanding scholarships versus loans;
  5. Borrowing and earning power;
  6. Investing;
  7. Financial services and insurance; and
  8. Job application and interviewing.

(b) Each district shall establish and provide a comprehensive, sequentially designed, business education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3, III.

(c) For business education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

~~(d) Examples of such assessment shall include, but not be limited to:~~

- ~~(1) Teacher observations of student performance;~~
- ~~(2) Competency-based or performance-based assessments;~~
- ~~(3) Common assessments developed locally; and~~
- ~~(4) Project evaluation rubrics used to evaluate business education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.~~

~~(c) For all business education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Ed 306.3234 Career and Technical Education Program CTE Curriculum.

(a) Pursuant to Ed 306.27, all high school ~~career and technical education (CTE) programs~~ curriculums shall be a partnership between the high school and the regional CTE center, established under RSA 188-E.

(b) An approved CTE program shall be one that:

- (1) Delivers multi-level career and technical education, as defined in Ed 306.02(c), in sequential fashion, based on curriculum~~program~~-specific competencies endorsed by CTE and business leaders;
- (2) Utilizes competencies aligned with national industry standards that have been vetted through both business and industry and postsecondary education;
- (3) Offer students a career pathway plan of study that establishes an educational progression from secondary through postsecondary, which culminates in a postsecondary educational degree or credential in the student's chosen career field or to a career in the student's identified field in a supportive capacity for students with disabilities whose IEP teams have determined that the student, even with accommodations ~~and~~ or modifications, is unable to meet licensure or certification requirements;
- (4) Implements third-party assessments as recognized and designated by the department;
- (5) Is in one of the following nationally recognized career cluster areas:
  - a. Agriculture, food, and natural resources;
  - b. Architecture and construction;
  - c. Arts, audiovisual technology, and communications;
  - d. Business, management, and administration;
  - e. Education and training;
  - f. Finance, including personal financial literacy;
  - g. Government and public administration;
  - h. Health science;
  - i. Hospitality and tourism;
  - j. Human services;
  - k. Information technology;
  - l. Law, public safety, and security;
  - m. Manufacturing;
  - n. Marketing, sales, and services;

o. Science, technology, engineering, and mathematics including technology education; and

p. Transportation, distribution, and logistics;

(6) Provides instruction that embeds:

a. Program-related, competency-based academic knowledge;

b. High employability skills and performance skills, including:

1. Acting as a responsible and contributing citizen and employee;

2. Applying appropriate academic and technical skills;

3. Attending to personal and financial well-being;

4. Communicating clearly, effectively and with reason;

5. Considering the environmental, social, and economic impacts of decisions;

6. Demonstrating creativity and innovation;

7. Employing valid and reliable research strategies;

8. Utilizing critical thinking to make sense of problems and persevere in solving them;

9. Modeling integrity, ethical leadership, and effective management;

10. Planning education and career path aligned to personal goals;

11. Using technology to enhance productivity; and

12. Working productively in teams while using cultural and global competence;

c. Math, English language arts, and science, consistent with RSA 193-C:3, III;

d. Occupation-specific skills that provide the individual student with the ability to be college and career ready and able to adapt to the changing demands of the workplace; and

e. Supportive capacity for students with disabilities whose IEP teams have determined that even with accommodations the student is unable to meet licensure or certification requirements;

(7) Offers approved CTE programs in a safe environment for students that:

a. Meets safety standards established by national associations and adopted as administrative rules by New Hampshire licensing boards for the particular career;

b. Do not exceed 24 students in each laboratory class; and

c. Comply with all state and federal child labor laws;

(8) Coordinates with postsecondary or apprenticeship programs, or both; and

(9) Coordinates with business and industry-based programs.

(c) Receiving districts shall collaborate with various CTE stakeholders, including, but not limited to:

(1) Business and industry, including, but not limited to:

- a. Regional advisory committee participation;
- b. Program advisory committee participation;
- c. Core competency development and review;
- d. National industry standards adherence; and
- e. State industry economic initiatives and labor demands;

(2) Postsecondary institutions;

(3) Specific program area state governing boards, including, but not limited to, the:

- a. State board of nursing;
- b. State board of cosmetology;
- c. Mechanical licensing board previously known as the plumbing safety and licensing board;
- d. New Hampshire electricians board;
- e. State apprenticeship advisory council;
- f. National automotive technicians education foundation;
- g. Bureau of emergency medical services; and
- h. NH fire standards and training commission;

(4) State department of labor;

(5) U.S. office of vocational and adult education;

(6) U.S. office for civil rights; and

(7) Other such governing bodies as are identified by the department.

(d) Each regional CTE center shall establish and provide a comprehensive, sequentially designed curriculum, providing instruction that supports the achievement of the statewide CTE core competencies offered at that regional CTE center.

(e) For each CTE program within each regional CTE center, the center shall provide for the ongoing, authentic assessment of competencies aligned with the requirements of ~~Ed 306.34(b)(2) above, using multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.~~

~~(f) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance;~~

~~(2) Competency-based or performance-based assessments;~~

~~(3) Common assessments developed locally;~~

~~(4) Project evaluation rubrics applied to integrated curriculum assignments, extended learning opportunities, and out-of-school learning environments; and~~

~~(5) Third party technical assessments that are aligned with industry standards, as recognized and designated by the department.~~

(fg) Each CTE center shall report the academic performance of each student on a regular basis as follows:

- (1) Distribute a summary of individual student performance to parents at least 3 times each year;
- (2) Provide an opportunity for parents to meet individually with their student's teachers about their student's performance at least once during the school year; and
- (3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.

(gh) For the CTE programs at all regional CTE centers, centers shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

**Repeal Ed 306.35, effective 3-27-14 (Document #10556), as follows:**

~~— Ed 306.35 Career Education Program.~~

~~— (a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a comprehensive career education program provides for the infusion of developmentally appropriate knowledge and skill development throughout all areas of the K-12 curriculum, in accordance with RSA 193-C:3, III.~~

~~— (b) At all grade levels, this comprehensive career education program shall include opportunities for students to:~~

- ~~(1) Develop self-knowledge, self-confidence, and self-awareness in defining and refining life and work roles; and~~
- ~~(2) Become familiar with the skills and knowledge essential for making individual career and educational decisions.~~

~~— (c) At the middle and high school level, this program shall include systematic instruction and activities designed to enable students to:~~

- ~~(1) Develop basic knowledge, attitudes, and competencies that promote success on the job;~~
- ~~(2) Collect and evaluate data related to current and emerging employment opportunities;~~
- ~~(3) Use available resources in planning and decision making regarding educational and career objectives;~~
- ~~(4) Understand the wide variety and interrelatedness of occupations; and~~
- ~~(5) Develop career interests and an awareness of the training and skills required for success.~~

~~— Ed 306.36 RESERVED.~~



**Readopt with amendment and renumber Ed 306.37, effective 1-8-16 (Document #11020), as Ed 306.33 to read as follows:**

Ed 306.~~33~~<sup>37</sup> English, Language Arts and Reading Curriculum Program.

(a) ~~Pursuant to Ed 306.26, the~~ local school board shall ~~provide~~require that an English ~~language~~ arts and reading ~~curriculum program~~ in each elementary school, consistent with competencies determined pursuant to Ed 306.24, which may include ~~provides~~:

- (1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;
- (2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;
- (3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;
- (4) An environment which promotes the importance of reading;
- (5) Opportunities for each child to become literate;
- (6) Methods for assessing students for appropriate placement in the reading ~~language arts curriculum program~~, including diagnostic assessment for remediation;
- (7) Support for teachers on interpreting test results;
- (8) Continuous monitoring of each student's progress from grade to grade;
- (9) Early intervention or remediation;
- (10) Instruction for teachers in reading in the content areas; and
- (11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.

(b) ~~Pursuant to Ed 306.26, the~~ local school board shall ~~require that~~provide an English ~~language~~ arts and reading ~~curriculum program~~ in each middle school consistent with competencies determined pursuant to Ed 306.20, which may include ~~provides~~:

- (1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;
- (2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and
- (3) Systematic instruction and activities designed to enable student to:
  - a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause and ~~effect~~, comparison and ~~contrast~~, and problem and ~~solution~~;

- b. Recognize and create literary elements, such as plot, character, setting, and point of view in a variety of genres;
- c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;
- d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;
- e. Apply previously learned reading skills to content materials;
- f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;
- g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;
- h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and
- i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.

(c) Pursuant to Ed 306.27, ~~the~~ The local school board shall ~~provide~~ require that an English language arts program in each high school, consistent with competencies determine pursuant to Ed 306.21, which may include provides:

- (1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;
- (2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;
- (3) Courses totaling at least 6 credits in English which shall be distributed as follows:
  - a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:
    - 1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;
    - 2. The acquisition of knowledge; and
    - 3. The understanding of literature and our literary heritage; and
  - b. At least 2 elective credits designed to provide increased proficiency in the basic language skills ~~and~~ or an expanded knowledge and understanding of literature ~~and~~ which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and
- (4) Systematic instruction and activities designed to enable students to:
  - a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the ~~principal~~ principle idea;

- b. Write and present speeches for a variety of purposes and audiences;
- c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;
- d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;
- e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;
- f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;
- g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;
- h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;
- i. Understand literary analysis through discussion and writing activities;
- j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and
- k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.

**Readopt with amendment and renumber Ed 306.38 and Ed 306.39, effective 3-27-14 (Document #10556) as Ed 306.34 and Ed 306.35 to read as follows:**

Ed 306.~~34~~<sup>38</sup> Family and Consumer Science Education Curriculum Program.

(a) ~~Pursuant to Ed. 306.26 and Ed. 306.27, t~~The local school board shall ~~provide~~<sup>require</sup> ~~that~~ a family and consumer science education ~~program be provided~~<sup>curriculum</sup> in each middle school consistent with competencies determined pursuant to Ed 306.20 and Ed 306.21.

(b) The ~~middle school program~~<sup>curriculum</sup> ~~shall provide~~ may include planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:

~~(1) S~~students with teaching and instructional practice that:

~~(1) a.~~ Prepare students for college, career, and citizenship;

~~(2) b.~~ Promote optimal nutrition education that supports district wellness policies;

~~(3) e.~~ Use critical and creative thinking skills to promote problem solving in diverse family, community, and work environments;

~~(4) d.~~ Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology;

~~(5)e.~~ Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions;

~~(6)f.~~ Supports literacy in math, language arts, and science; and

~~(7)g.~~ Manage the challenges of living and working in a diverse global society;

~~(2) Experiences that support students' 21st-century learning, including, but not limited to:~~

~~a. Collecting, analyzing, organizing, and presenting information;~~

~~b. Decision-making and problem solving;~~

~~c. Self-management;~~

~~d. Communication and conflict resolution; and~~

~~e. Technological literacy; and~~

~~(3) Experiences which develop students' knowledge and skills in:~~

~~a. Managing foods and nutrition;~~

~~b. Consumer financial literacy; and~~

~~c. Human growth and development;~~

(c) The local school board shall ~~require that provide~~ a family and consumer science education curriculum program be provided in at each high school consistent with competencies determined pursuant to Ed 306.21, which may include:

~~(d) The program in each high school shall provide~~ planned learning strategies and opportunities that:

(1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings; and

(2) Provide students with knowledge and experience in the following areas of:

a. Foods and nutrition;

b. Human growth and development;

c. Consumer and resource management; and

d. Textiles and design.

~~(de)~~ Each district shall establish and provide a comprehensive, sequentially designed, family and consumer science curriculum that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.

~~(ef)~~ For family and consumer science programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

~~(g) Examples of such assessment shall include, but not be limited to:~~

~~(1) Teacher observations of student performance;~~

~~(2) Competency based or performance based assessments;~~

~~(3) The use of real life relevant tasks, laboratories, simulations, and community involvement;~~

~~(4) Common assessments developed locally; and~~

~~(5) Project evaluation rubrics used to evaluate family and consumer science competencies applied to integrated curriculum assignments, extended learning opportunities, and out-of-school learning environments.~~

~~— (h) Family and consumer science programs shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 4 times per course; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their students' performance at least once during each school year.~~

~~— (i) For the family and consumer science programs at each grade level, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Ed 306.~~3539~~ School Counseling Program.

~~(a) The local school board shall require that each school in its district provides for the implementation of a comprehensive school counseling program based on this section and “The ASCA National Model: A Foundation for School Counseling Program,” published by the American School Counselor Association (ASCA) in 2012 as referenced in Appendix II as an integral part of the total educational program.~~ The local school board shall require that each district develop and have on file a comprehensive K-12 ~~S~~school counseling program policy and implementation plan consistent with the components in this section and kept current biennially.

(b) The K-12 school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:

(1) A school counseling core curriculum ~~based on the ASCA student competencies and local goals,~~ designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities;

(2) The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities;

~~(3)~~ Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices;

~~(4)~~ Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response;

~~(5)~~ School counseling program management including data-driven decision-making reflective of the school's needs; and

~~(6)~~ Consultation and collaboration with parents, teachers, other educators, and community organizations; and

~~(7)~~ Referral of students for additional assistance.

(c) For the school counseling programs in grades K-12, the performance of the school counselor(s) shall be evaluated on knowledge, abilities, skills, and attitudes necessary to plan, organize, implement, and evaluate the implementation of a comprehensive school counseling program ~~based on the ASCA national model.~~

(d) For the school counseling programs in grades K-12, schools shall demonstrate the effectiveness of the local comprehensive school counseling program through a summary report of student performance in achievement, attendance, and behavior to the local school board at least once a year.

(e) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as set forth in Ed 306.1215(b).

**Readopt with amendment and renumber Ed 306.40 - Ed 306.43, effective 1-8-16 (Document #11020), amended effective 8-9-19 (Document #12845), as Ed 306.36 - Ed 306.39 to read as follows:**

Ed 306.3640 Health Education Curriculum Program.

~~— (a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school health education program for grades 1-12 provides:~~

~~(1) Health education;~~

~~(2) School health services;~~

~~(3) Food and nutrition services;~~

~~(4) A comprehensive guidance and counseling program;~~

~~(5) Healthy school facilities; and~~

~~(6) Family and community partnerships.~~

~~— (b) The local school board shall require that provide each school health education curriculum consistent with competencies determined pursuant to Ed 306.20 and Ed 306.21 program provides and may include:~~

~~(a)~~ Systematic instruction in grades K-12, designed to enable students to:

~~(1)~~ ~~a.~~ Comprehend concepts related to health promotion and disease prevention, linking to all content areas;

~~(2)~~ ~~b.~~ Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;

~~(3)~~ ~~c.~~ Demonstrate the ability to access valid health information and health-promoting products and services;

~~(4)~~ ~~d.~~ Demonstrate the ability to practice health enhancing behaviors and reduce health risks;

~~(5)~~ ~~e.~~ Analyze the effect of culture, media, technology, and other influences on health;

~~(6)f.~~ Demonstrate the ability to use interpersonal communications skills to enhance health;

~~(7)g.~~ Demonstrate the ability to use goal -setting and decision making skills to enhance health;  
and

~~(8)h.~~ Demonstrate the ability to advocate for personal, family, and community health;

~~(b2)~~ A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:

~~(1)a.~~ Alcohol and other drug use prevention, in accordance with RSA 189:10;

~~(2)b.~~ Injury prevention;

~~(3)e.~~ Nutrition;

~~(4)d.~~ Physical activity;

~~(5)e.~~ Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;

~~(6)f.~~ Tobacco use prevention;

~~(7)g.~~ Mental health;

~~(8)h.~~ Personal and consumer health; and

~~(9)i.~~ Community and environmental health; and

~~(3) Sound assessment practices in health education that:~~

~~a. Match goals and objectives;~~

~~b. Require evaluation and synthesis of knowledge and skills;~~

~~c. Emphasize higher order thinking skills;~~

~~d. Clearly indicate what the student is asked to do but not how to do it;~~

~~e. Are at the appropriate reading level;~~

~~f. Have criteria that are clear to students and teachers;~~

~~g. Are engaging and relevant to students;~~

~~h. Link to ongoing instruction;~~

~~i. Provide feedback to students;~~

~~j. Provide cost-effective benefits to students;~~

~~k. Reflect real world situations; and~~

~~l. Emphasize use of available knowledge and skills in relevant problem contexts.~~

~~(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school provide physical education curriculum program for grades 1-12 provides at each school consistent with competencies determined pursuant to Ed 306.20 and Ed 306.21 and may include:~~

~~(1) Physical education as provided in (b) below; and~~

~~(a2) Family and community partnerships;:-~~

~~(b) In the area of physical education, the local school board shall require that each school physical education program provides:~~

~~(b1) Systematic instruction and curriculum in grades 1-12, designed to enable students to:~~

~~(1)a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;~~

~~(2)b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;~~

~~(3)e. Participate regularly in physical activity;~~

~~(4)d. Achieve and maintain a health enhancing level of physical fitness;~~

~~(5)e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and~~

~~(6)f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;~~

~~(2) A planned 1-12 curriculum in physical education that will provide for:~~

~~(7)a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;~~

~~(8)b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;~~

~~(9)e. Development of cognitive concepts about motor skills and fitness;~~

~~(10)d. Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective;~~

~~(11)e. Promotion of regular amounts of appropriate physical activity now and throughout life; and~~

~~(12)f. Utilization of technology in attaining instruction, curricular, and assessment goals; and~~

~~physical education that:~~

~~a. Match goals and objectives;~~

~~b. Require evaluation and synthesis of knowledge and skills;~~

~~c. Emphasize higher-order thinking skills;~~

~~d. Clearly indicate what the student is asked to do;~~



- ~~e. Are at an appropriate skill level according to:~~
  - ~~1. State standards; and~~
  - ~~2. The needs of the individual;~~
- ~~f. Have criteria that are clear to students and teacher;~~
- ~~g. Are engaging and relevant to students;~~
- ~~h. Link to ongoing instruction;~~
- ~~i. Provide feedback to students;~~
- ~~j. Provide cost-effective benefits to students;~~
- ~~k. Reflect real-world situations; and~~
- ~~l. Emphasize use of available knowledge and skills in relevant problem contexts.~~

Ed 306.3842 Digital Literacy Curriculum Program.

(a) The local school board shall ~~provide~~require an integrated approach to the use of ~~21<sup>st</sup>-century digital~~ tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of a ~~digital information and communication technologies literacy (ICT) program curriculum~~ in grades 1 - 12 that provides opportunities at developmentally appropriate levels for students to:

(1) Develop knowledge of ethical, responsible, and safe use of technology tools in a society that relies heavily on knowledge of information in its decision-making;

(2) Become proficient in the use of ~~digital~~21<sup>st</sup>-century tools to access, manage, integrate, evaluate, and create information within the ~~context of the core required~~ subject areas identified in table 306-1;

- ~~a. Reading;~~
- ~~b. Mathematics;~~
- ~~c. English and language arts;~~
- ~~d. Science;~~
- ~~e. Social studies, including civics, government, economics, history, and geography;~~
- ~~f. Arts; and~~
- ~~g. World languages;~~

(3) Use ~~digital~~21<sup>st</sup>-century tools to develop cognitive proficiency in:

- ~~a. Literacy;~~
- ~~b. Numeracy;~~
- ~~a. literacy, numeracy, P~~problem solving;
- ~~b. D~~decision making; and

~~e. Spatial and visual literacy;~~

(4) Use ~~21<sup>st</sup>-century digital~~ tools to develop technical proficiency at a foundation knowledge level in:

- a. Hardware;
- b. Software applications;
- c. Networks; and
- d. Elements of digital technology; and

(5) Create digital portfolios which:

~~a. Address the following components:~~

- ~~a.1. Basic operations and concepts;~~
- ~~b.2. Social, ethical, and human issues;~~
- ~~c.3. Technology productivity tools;~~
- ~~d.4. Technology communications tools;~~
- ~~e.5. Technology research tools; and~~
- ~~f.6. Technology problem solving and decision-making tools;~~

~~b. Represent proficient, ethical, responsible use of 21<sup>st</sup>-century tools within the context of the core subjects; and~~

~~e. Include, at a minimum, such digital artifacts as:~~

- ~~1. Standardized tests;~~
- ~~2. Observation;~~
- ~~3. Student work; and~~
- ~~4. Comments describing a student's reflection on his/her work.~~

(b) The local school board shall provide opportunities for students to demonstrate ~~digital literacy~~ ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher-level computer course to meet the ½ credit requirement.

(c) The local school board shall provide opportunities for students to complete a ½ credit ~~ICT~~ digital literacy 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.~~

Ed 306.3943 Mathematics Curriculum Program.

(a) ~~Pursuant to Ed 306.26, the~~ local school board shall ~~provide~~require that a mathematics ~~curriculum program in~~ at each elementary ~~grade, excluding kindergarten, provides~~school consistent with competencies determined pursuant to Ed 306.21, which may include:

- (1) Opportunities for all students to solve problems by:
  - a. Using multiple strategies;
  - b. Communicating mathematical ideas through speaking and writing; and
  - c. Making logical connections between different mathematical concepts;
- (2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through ~~developmentally~~ appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;
- (3) Opportunities for authentic tasks that:
  - a. Promote student decision making and questioning;
  - b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results;
- (4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;
- (5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;
- (6) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and
- (7) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

(b) ~~Pursuant to Ed 306.26, the~~ local school board shall ~~provide~~require that a mathematics ~~curriculum at~~program in each middle school consistent with competencies determined pursuant to Ed 306.24, which may include~~grade provides:~~

- (1) Opportunities for all students to solve problems by:
  - a. Using multiple strategies;
  - b. Reading and interpreting mathematics;
  - c. Communicating mathematical ideas through speaking and writing; and
  - d. Making connections within and among mathematical ideas and across disciplines;

- (2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through ~~developmentally~~ appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment;
- (3) Opportunities for authentic tasks that:
  - a. Promote student decision making and questioning; and
  - b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;
- (4) Opportunities for all students to explore the historical and cultural development of mathematics;
- (5) Opportunities for all students to:
  - a. Explore mathematically-related careers; and
  - b. Have direct interaction with the mathematics involved in various careers;
- (6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;
- (7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, and an appreciation of mathematical patterns;
- (8) Sustained projects and labs that are designed to:
  - a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and
  - b. Encourage students to solve problems that are meaningful and unique to their lives;
- (9) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and
- (10) A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.

(c) ~~Pursuant to Ed 306.27, the~~ local school board shall ~~provide~~require that a mathematics ~~curriculum program in at~~ each high school consistent with competencies determined pursuant to Ed 306.21, which may include~~provides~~:

- (1) Opportunities for all students to solve problems by:
  - a. Using multiple strategies;
  - b. Reading and interpreting mathematics;
  - c. Communicating mathematical ideas through speaking and writing; and
  - d. Making connections within and among mathematical ideas and across disciplines;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through ~~developmentally~~ appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;

(3) Opportunities for authentic tasks that:

- a. Promote student decision making and questioning; and
- b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof;

(4) Opportunities for all students to explore the historical and cultural development of mathematics;

(5) Opportunities for all students to:

- a. Research mathematically ~~related~~ careers;
- b. Have direct interaction with the mathematics involved in various careers; and
- c. Research the mathematical requirements of various college majors;

(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns;

(8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;

(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;

(10) Opportunities for all students to attain competency in mathematics for each year in which he or she is in high school, through graduation, to ensure career and college readiness.

~~(11) Such competency which~~ may be met by satisfactorily completing:

- a. A minimum of 4 courses in mathematics; or
- b. A minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied, as may be approved by the school board;

~~(11+2)~~ Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and

~~(12+3)~~ A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.

**Readopt with amendment and renumber Ed 306.44, effective 8-9-19 (Document #12845) as Ed 306.40 to read as follows:**

Ed 306.~~40-44~~ Computer Science Curriculum Education.

~~— (a) Each district shall establish and provide a comprehensive, sequentially designed, computer science curriculum, implemented on or before July 1, 2020, that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.~~

~~(ab) Pursuant to Ed 306.26, t~~The local school board shall provide~~require that~~ a computer science education curriculum program for grades 1-8 provides at each elementary and middle school consistent with competencies determined pursuant to Ed 306.20 which may include:

(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:

- a. Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;
- b. Use collaborative tools and processes to effectively work together to create complex artifacts;
- c. Recognize and define computational problems;
- d. Develop and use abstractions to manage complexity;
- e. Create, test, and refine computational artifacts; and
- f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and

(2) 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.

~~(c) Pursuant to Ed 306.27, t~~The local school board shall require~~that~~ a computer science education curriculum program be provided at~~in~~ each high school that~~consistent with competencies determined pursuant to Ed 306.21 that:~~

(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:

- a. Computing systems;
- b. Networks and the internet;
- c. Data and analysis; and
- d. Algorithms and programming; and

(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. Create, test, and refine computational artifacts; and~~
  - ~~f. Provide opportunities for communication about computing.~~

**Readopt with amendment and renumber Ed 306.45, effective 1-8-16 (Document #11020) and amended effective 8-9-19 (Document #12845), as Ed 306.41 to read as follows:**

Ed 306.~~41~~<sup>45</sup> Science Education Curriculum Program.

(a) ~~Pursuant to Ed 306.26, t~~The local school board shall ~~provide~~require~~that~~ a science education curriculum program with competencies determined pursuant to Ed 306.20 in each elementary school, ~~grades,~~ excluding kindergarten, which may include~~provides:~~

- (1) Planned activities designed to:
  - a. Develop students' critical thinking skills;
  - b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and
  - c. Develop an awareness of and involvement with the natural world;
- (2) Planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences; and
- (3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:
  - a. Explore, collect, handle, sort, and classify natural objects;
  - b. Use strategies to organize and identify the questions children ask from natural world observations;
  - c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;
  - d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;
  - e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and
  - f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.

(b) Each district shall establish a comprehensive curriculum that meets the needs of the students as described in (a) above and helps students progress as provided in RSA 193-C:3, III.

(c) ~~Pursuant to Ed 306.26, the~~ local school board shall ~~provide~~require that a science education curriculum program in each middle school consistent with competencies determined pursuant to Ed 306.21 provides which may include:

(1) Planned activities in grades 5-8 designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences;

(2) Instruction in grades ~~6-8~~ which provides a semester or yearlong and content connected experiences in biology life science, physical science, and earth space science;

(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and

(4) Systematic instruction, laboratory experiences and activities designed to enable students to:

a. Gather scientific data through laboratory and field work;

b. Employ safe practices and techniques in the laboratory and on field trips;

c. Apply scientific concepts and skills in solving real problems and in everyday situations;

d. Understand the impact of science and technology on daily life;

e. Be aware of science-related societal issues;

f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;

g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;

h. Become familiar with science and technology related careers;

i. Engage in full and partial inquiries;

j. Use their understanding of background content and theories to guide their design of observations and investigations;

k. Shape and modify their background knowledge through experiments and observations;

l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and

m. Express their understanding through ~~the use of~~ writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations.



(d) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.

(e) Pursuant to Ed 306.27, ~~the~~ The local school board shall ~~provide~~ require that a science education curriculum program ~~at~~ each high school consistent with competencies determined pursuant to Ed 306.21 ~~provides~~ which may include:

(1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;

(2) Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions;

(3) Opportunities for students to develop a knowledge and understanding of attitudes and problem-solving techniques essential for life in an increasingly complex technological society;

(4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:

a. Physical science; ~~which shall include:~~

~~1. Conservation of matter;~~

~~2. Conservation of energy, matter and energy in nuclear phenomena;~~

~~3. Newton's Laws involving the structure and interaction of matter and energy;~~

~~4. Chemical principles, including the ability to distinguish among materials by utilizing observable properties; and~~

~~5. Physical principles, including the application of knowledge of forces and motion to all types of motion in the universe;~~

b. Biology; ~~which shall include:~~

~~1. Molecular and cellular biology;~~

~~2. Genetics;~~

~~3. Plant and animal diversity and the structure and function of plants and animals;~~

~~4. The principles of classification, including fundamental structures, functions, and mechanisms of inheritance found in the major grouping of organisms including bacteria, fungi, protists, plants, and animals;~~

~~5. Population biology;~~

~~6. Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection;~~

~~7. Ecology and animal behavior and how environmental factors affect all living systems, including individuals, communities, biomes, and the biosphere, as well as species to species interactions; and~~

~~8. The concept that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium;~~

c. Chemistry; which shall include:

~~1. Structure of matter;~~

~~2. States of matter;~~

~~3. Chemical classification;~~

~~4. Introductory organic chemistry;~~

~~5. Reactions of matter such as acids, bases, oxidation-reduction, electrochemistry, equilibrium, kinetics; and~~

~~6. Thermodynamics;~~

d. Physics; which shall include:

~~1. Principles of mechanics;~~

~~2. Laws of conservation;~~

~~3. Basics of waves;~~

~~4. Fundamentals of electricity and magnetism; and~~

~~5. Atomic and nuclear physics;~~

e. Earth space science; and which shall include the concepts that the earth:

~~1. Is a unique member of our solar system, located in a galaxy, within the universe;~~

~~2. Is a complex planet with 5 interacting systems, namely:~~

~~(i) Solid earth or lithosphere;~~

~~(ii) Air or atmosphere;~~

~~(iii) Water or hydrosphere;~~

~~(iv) Ice or cryosphere; and~~

~~(v) Life or biosphere; and~~

~~3. Contains a variety of renewable and nonrenewable resources; and~~

~~f. General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above; and~~

(5) Systematic instruction, fieldwork, experimentation, and activities designed to enable students to:

a. Know about the diversity of natural phenomena and the methods of studying and classifying them;

- b. Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world;
- c. Understand the scientific method of investigation, including the role of observation and experimentation, in the advancement of scientific knowledge;
- d. Gather scientific data through laboratory and field work;
- e. Construct tables and graphs from given data and interpret data presented in tables and graphs;
- f. Draw conclusions and inferences from data;
- g. Apply scientific concepts and skills in solving real problems and in everyday situations;
- h. Communicate observations and experimental results both quantitatively, ~~using through the use of~~ mathematical relationships, and qualitatively, in clear and concise spoken or written language;
- i. Appreciate the unifying concepts and principles within the natural sciences;
- j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;
- k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and
- l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.

(f) Science courses in high schools shall teach the fundamentals of science and incorporate all of the content-specific components listed in (e) above, and as many of the other non-course frameworks and concepts, including, but not limited to, science as inquiry, science and technology, and society and ~~unifying~~ themes, as ~~are~~ appropriate.

(g) High school science courses shall be designed to prepare students for meeting or exceeding the end of grade 10 proficiencies in science consistent with RSA 193-C:3, III, regardless of the grade in which the course occurs.

**Readopt with amendment and renumber Ed 306.46, effective 6-10-22 (Document #13394), as Ed 306.40 to read as follows:**

Ed 306.4246 Social Studies Curriculum Program.

(a) ~~Pursuant to Ed 306.26, the~~ local school board shall ~~provide~~ require that a social studies curriculum program consistent with competencies determined pursuant to Ed 306.20 in each elementary school grade, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8<sup>th</sup> grade, which may include provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, ~~as applicable pursuant to Ed 306.26(h),~~ in a program consistent with the requirements under RSA 193-C:3, III; and

b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history, ~~and~~ government, civics, and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) ~~Pursuant to Ed 306.26, the~~ local school board shall ~~provide~~require that a social studies ~~curriculum program~~ in each middle school consistent with competencies determined pursuant to Ed 306.20 provides which may include:

(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as ~~applicable pursuant to Ed 306.26(h)~~, in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

a. Acquire and use information to clarify issues and seek solutions to societal problems;

b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;

c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and

d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.2127, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

a. At least one credit in national and state history pursuant to RSA 189:11;

- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government or civics;
- e. At least ½ credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics, or government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

**Readopt with amendment and renumber Ed 306.47 and Ed 306.48, effective 1-18-16 (Document #11020) as Ed 306.43 and Ed 306.44, to read as follows:**

Ed 306.4147 Technology and Engineering Education Curriculum Program.

~~(a) Technology/engineering education is the discipline devoted to the study of human invention and innovation and their influence on our natural and human-made environment.~~

~~(a)~~ The local school board shall provide~~require that~~ a technology and engineering education curriculum program in each middle school consistent with competencies determined pursuant to Ed 306.21, which may include~~provides~~:

- (1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;
- (2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:
  - a. Medical technologies;
  - b. Agricultural;
  - c. Biotechnologies;
  - d. Energy and power technologies;
  - e. Information and communications technologies;
  - f. Transportation technologies;
  - g. Manufacturing technologies;
  - h. Construction technologies; and
  - i. New and emerging technologies;
- (3) Opportunities for students to develop a knowledge and understanding of how social forces such as~~like~~ demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;

(4) Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology and ~~/~~engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and

(5) Systematic instruction and activities designed to enable students to:

- a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;
- b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;
- c. Understand industry and technology, their systematic structures, and their place in our culture;
- d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;
- e. Learn leadership and group-process skills;
- f. Recognize and build upon individual talents and interests; and
- g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.

(be) The local school board shall ~~provide~~require that a technology and ~~/~~engineering education ~~curriculum program~~ in each high school consistent with competencies determined pursuant to Ed 306.21, which may include~~provides~~:

- (1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;
- (2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;
- (3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;
- (4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:
  - a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;
  - b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;

- c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and
  - d. Engineering principles and design; and
- (5) Systematic instruction and activities designed to enable students to:
- a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;
  - b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;
  - c. Develop skills in specific machine and tool operations;
  - d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;
  - e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;
  - f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient, and respectful of our shared environment;
  - g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and
  - h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.

Ed 306.4448 World Languages Curriculum Program.

(a) The local school board may provide instruction in one or more world languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy.

(b) Pursuant to Ed 306.206, the local school board may provide supplemental instruction in one or more world languages in a middle school.

(c) If world language instruction is offered, the program shall be designed to provide:

- (1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;
- (2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;
- (3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and
- (4) Systematic instruction and activities designed to enable students to:
  - a. Gain basic linguistic knowledge in one or more second language(s);

- b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;
- c. Understand the contributions of other cultures and compare elements of those cultures with American culture;
- d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;
- e. Be aware of the concept of global interdependence; and
- f. Become familiar with the relationship between second language skills and future career choices.

(d) ~~Pursuant to Ed 306.27, t~~The local school board shall ~~require that~~provide a world language ~~curriculum program~~ in each high school consistent with competencies determined pursuant to Ed 306.21, which may include~~provides~~:

- (1) Opportunities for students to become familiar with the linguistic and cultural elements of classical languages, and/or modern languages, or both;
- (2) Opportunities for students to develop a knowledge and understanding of the skills necessary for effective communication in the language(s) studied as well as an understanding of the nature and contributions of the related culture(s); and
- (3) Systematic instruction and activities designed to enable students to:
  - a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;
  - b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;
  - c. Appreciate one's own cultural heritage;
  - d. Plan education and career development in areas related to world languages; and
  - e. Develop career and technical interests and activities associated with the study and use of world languages.

(e) Each high school shall offer courses totaling 5 credits comprised of a 3-year sequence in one world language and a 2-year sequence in a second world language.

(f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for the purpose of meeting a high school world language graduation requirement.

**Readopt with amendment and renumber Ed 306.49, effective 6-10-22, (Document #13394) as Ed 306.46 to read as follows:**

Ed 306.~~46~~49 Holocaust and Genocide Curriculum Education Program.

(a) ~~Pursuant to Ed 306.26, t~~The local school board shall ~~provide~~require that a Holocaust and genocide curriculum education program in each school grade, to begin no later than 8<sup>th</sup> grade, which may include~~provides~~:



(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as described in RSA 193-E:3-a, II-a. through II-c. including:

- a. An understanding of the terms "genocide" and "Holocaust", as defined by RSA 193-E:3-a, II-a. and II-b.;
- b. An understanding of:
  1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;
  2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);
  3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;
  4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and
  5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Armenia, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs;
- c. Historical facts about the causes and events of the Holocaust and other genocides; and
- d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance, and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

- a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;
- b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and
- c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.

DRAFT

Frank Edelblut  
Commissioner



Christine M. Brennan  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
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## EXECUTIVE SUMMARY

### Expedited Revision to Forms, Ed 505.08 Bureau of Credentialing Applications

Expire Date: N/A

Submitted to the State Board of Education, February 15, 2024:

#### A. ACTION NEEDED

A vote is needed by the state board of education to readopt with amendment DOE-BOC forms 1-18 through the expedited revisions to forms procedure pursuant to RSA 541-A:19-c, II.

#### B. RATIONALE FOR ACTION

The application forms, which are also used via the online portal EIS, are being updated to reflect:

- The use of social security numbers being required versus optional pursuant to RSA 21-N:9, II(s);
- Change of questions regard criminal history, disciplinary and pending disposition;
- DOE-BOC 18 (CHRC application for first time applications) changes the documentation to reflect the central registry check per NH/MA MOU with DCF

The rules text is also being amended (included) to reflect the changes to the forms. This included remove text that refers to social security numbers being optional.

#### C. EFFECTS OF THIS ACTION

If the board votes to readopt with amendment DOE-BOC forms 1-18, they will be sent to OLS to be reviewed at the March JLCAR meeting.

#### D. POSSIBLE MOTION

I motion to readopt with amendment DOE BOC forms 1-18.

**Readopt with amendment Ed 505.08, effective 2-22-23 (Document #13562), to read as follows:**

Ed 505.08 General Application Instructions.

(a) Persons interested in holding a New Hampshire educator credential shall complete and submit an application with the bureau either online or by mail as follows:

(1) By creating an account on the myNHDOE Educator Information System (EIS) at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>; or

(2) Bureau of Credentialing  
Department of Education  
101 Pleasant Street  
Concord, NH 03301.

(b) Applicants for any credential shall complete their application through the portal in (a)(1) above, or complete and submit the appropriate form as follows:

(1) DOE-BOC 1 “Application – Statement of Eligibility (SOE)” form, ~~February~~March 2024~~3~~, for applicants seeking an SOE as outlined in Ed 505.06(a);

(2) DOE-BOC 2 “Application for Licensure – Educator Preparation Program Completer” form, February 2024~~3~~, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.05;

(3) DOE-BOC 3 “Educator Transmittal Form”, ~~March~~February 2024~~3~~, for all New Hampshire licensed educators seeking to renew after recommendation as outlined in Ed 509.01;

(4) Renewal application forms for New Hampshire licensed educators seeking to renew directly to the bureau, as outlined in Ed 509.02, as follows:

a. DOE-BOC 4a “DOE Renewal Application – Educator” form, ~~February~~March 2024~~3~~;

b. DOE-BOC 4b “DOE Renewal Form Paraeducator I ~~and~~/ II and Educational Interpreter ~~and~~/Transliterator License” form, ~~February~~March 2024~~3~~; or

c. DOE-BOC 4c “License Renewal Form for School Nurse I, II, and III” form, ~~February~~March 2024~~3~~;

(5) DOE-BOC 5 “Emergency Authorization (EA)” form, ~~February–March~~ 2024~~3~~, for senior educational officials requesting to employ an unlicensed educator as described in Ed 504.04;

(6) DOE-BOC 6 “Application for Emergency Authorization” form, ~~February~~March 2024~~3~~, for any unlicensed educator employed by a school district for which the employer is seeking an emergency authorization as described in Ed 504.04;

(7) DOE-BOC 7 “In Process of Licensure Authorization (IPLA)” form, ~~March~~February 2024~~3~~, for any senior educational official who seeks to hire an educator who is in the process of becoming a licensed educator as outlined in Ed 504.05;

(8) DOE-BOC 8 “Paraeducator License Application” form, ~~March~~February 2024~~3~~, for any applicant seeking a paraeducator license as outlined in Ed 504.06 and Ed 504.07;

(9) DOE-BOC 9 “School Nurse Application” form, ~~March~~February 2024~~3~~, for any applicant seeking a school nurse I or III license, or renewal of a school nurse II license, as outlined in Ed 504.08 through Ed 504.10;

(8) DOE-BOC 10 “Name Change Request” form, ~~March~~February 2024~~3~~, for any credential holder seeking a credential issued with an official name change;

(11) DOE-BOC 11 “Application for Educational Interpreter ~~and~~ Transliterators for Children and Youth ages 3-21 Inclusive” form, ~~March~~February 2024~~3~~, as outlined in Ed 504.11;

(12) DOE-BOC 12 “Application for Credential Verification Request” form, ~~March~~February 2024~~3~~, for any credential holder seeking a verification of their New Hampshire credential;

(13) DOE-BOC 13 “Application for Licensure – Demonstrated Competencies” form, ~~March~~February 2024~~3~~, for any applicant seeking licensure as outlined in Ed 505.07(b), Ed 505.07(c), and Ed 505.07(d);

(14) DOE-BOC 14 “Application for Portfolio and Oral Board Review” form, ~~March~~February 2024~~3~~, for all applicants seeking licensure as outlined in Ed 505.07(a);

(15) DOE-BOC 15 “Intern Authorization Application” form, ~~March~~February 2024~~3~~, for all applicants seeking licensure as outlined in Ed 504.03;

(16) DOE-BOC 16 “Site-Based Licensing Plan Completer Application” form, ~~March~~February 2024~~3~~, for all applicants who have completed their SBLP and are ready for full licensure as outlined in Ed 505.10(f)(17);

(17) DOE-BOC 17 “Criminal History Record Check Clearance” form, ~~March~~February 2024~~3~~, for bus drivers, transportation monitors, and Education Preparation candidates, as referenced in Ed 504.12; or

(18) DOE-BOC 18 “Criminal History Record Check First-Time NH Licenses Only” form, ~~March~~February 2024~~3~~, as referenced in Ed 505.10(g).

(c) ~~The If an applicant’s provides a social security number on any application form, the~~ social security number shall be used by the department for the purposes of generating data on teacher salaries or such other purposes as authorized by law including but not limited to RSA 161-B:11, VI-a.

(d) ~~The If an applicant shall chooses to~~ provide a social security number ~~and, the applicant~~ agrees that the social security number shall be used to search the “National Association of State Directors for Teacher Education and Certification (NASDTEC) Clearinghouse” for action taken against the applicant’s license by other member states or jurisdictions. If any action is found in the NASDTEC Clearinghouse database, the application shall be referred to the governance unit for review, pursuant to Ed 511 and Ed 512.

~~(e) Absent a social security number, applicants will be checked against the NASDTEC clearinghouse as referenced in (d) above using other personally identifiable information, including, but not limited to name, date of birth, and address.~~

~~(f) If an applicant chooses to have the department supply an alternative number, the department shall use the number generated by the EIS and it shall be used as specified in (e) and (d) above.~~

(eg) For Ed 505.08(b)(15), if an assessment of an applicant’s background determines that some or all of the education requirements have been completed prior to application, the applicant shall not be required to repeat any requirement already completed.

(fh) All individuals who have not previously held a New Hampshire state board of education issued credential shall be considered first time applicants, and shall:

- (1) Agree to a criminal history record check as required under RSA 189:13-c, III;
- (2) Agree to a central registry check as described in RSA 169-C:35, VIII; and
- (3) Agree to waive the time limits prescribed by RSA 541-A:29 and acknowledge that the application will not be deemed approved or granted prior to the agency’s actual receipt and review of the applicant’s criminal history record check clearance.

(gi) Filing of the completed application, supporting documentation, and application fee shall be the responsibility of the applicant.

(hj) All applicants for any credential or endorsement issued by the state board shall acknowledge the following statements:

“By checking this box, I certify that I have read the Educator Code of Ethics.

[https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code\\_ethics.pdf](https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf)

By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential. [https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code\\_conduct.pdf](https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf)”.

### Appendix I

Rule	Statute
Ed 505.08	RSA 21-N:9, II(s); RSA 186:11, X(a)-(b); RSA 541-A:29



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

APPLICATION -STATEMENT OF ELIGIBILITY (SOE)

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name

\* Gender: Male Female Other \*Date of Birth  
 \*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:  
 Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY  
(example: Biology (SHORT); Mathematics (CLGRCS); Elementary Education (EEEK8) ;Health Science (CTESA)**

**SHORT** (Critical Shortage List)    **CLGRCS** College-Level Courses    **CTESA** Career and Technical Pathway Specialty Area

**EEEECE** Elementary Education K-6 or Early Childhood Education                      **EEK8** Elementary Education K-8

**NEWEND** New Endorsement                      **NOPATH** No other Available

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

\*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

\*Have you ever surrendered any Educator Credential in New Hampshire or any other jurisdiction to settle a disciplinary action?

\*Have you ever been investigated in your role as (including, but not limited to) an Educator, Education Personnel, Para-educator, Classroom Aid, or "Designated Volunteer" for allegations involving educator misconduct in New Hampshire or any other jurisdiction?

\*Are you currently under investigation in New Hampshire or any other jurisdiction related to allegations of educator misconduct against you while employed as (including, but not limited to) an Educator, Para-educator, Classroom Aid, Transportation Personnel, Education Personnel or "Designated Volunteer" in any public school, private school, charter school, or public academy?

**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
	<p><b>*By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf</a></p>

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE





**State of New Hampshire, Department of Education**  
**Bureau of Credentialing**  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**Approved Educator Preparation Program Application**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

**If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.**

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

<b>Social Security Number *</b>	- -	<b>EdID # (if known)</b>		
<small>The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).</small>				
<b>Name:</b>	<b>* First Name</b>	<b>MI</b>	<b>* Last Name</b>	<b>Previous Name</b>
<b>*Gender:</b>	<b>Male</b>	<b>Female</b>	<b>Other</b>	<b>*Date of Birth</b>
<b>*Select Ethnicity: (check one)</b>	<b>American Indian/Alaskan Native</b>	<b>Asian/Pacific Islander</b>	<b>Hispanic</b>	
	<b>African American/Non-Hispanic</b>	<b>White/Non-Hispanic</b>	<b>Other/do not wish to specify</b>	<b>Multi-ethnic</b>
<b>* Mailing Address:</b>				
	<b>Street / PO Box</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
<b>*Primary Telephone Number</b>	<small>Allow SMS/Text</small>	<b>*Alternate Telephone Number</b>	<small>Allow SMS/Text</small>	
<b>*Primary Email Address</b>		<b>*Alternate Email Address</b>		

**\*COLLEGE INFORMATION**

<i>DEGREE</i>	<i>COLLEGE</i>	<i>STATE</i>	<i>MAJOR</i>	<i>DATE GRANTED</i>
---------------	----------------	--------------	--------------	---------------------

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY**  
**Example: Life Science (AEPPNH) ; Upper Level Mathematics (AEPPoS)**

AEPPNH Approved Educator Preparation Program New Hampshire AEPPoS Approved Educator Preparation Program Out of State

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

\*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

\*Have you ever surrendered any Educator Credential in New Hampshire or any other jurisdiction to settle a disciplinary action?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
	<p><b>*By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf</a></p>

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

## Educator Transmittal Form

License Renewal for Educators recommended for renewal by employer who choose to pay by check

Note: Senior Educational Official will make the renewal recommendation online.

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**ALL \*Fields are Required**

Social Security Number \*

- -

EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

\* First Name

MI

\* Last Name

Previous Name

\*Gender:

Male

Female

Other

\*Date of Birth

\*Select Ethnicity: (check one)

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

African American/Non-Hispanic

White/Non-Hispanic

Other/do not wish to specify

Multi-ethnic

\* Mailing Address:

Street / PO Box

City

State

Zip

\*Primary Telephone Number

Allow SMS/Text

\*Alternate Telephone Number

Allow SMS/Text

\*Primary Email Address

\*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE

COLLEGE

STATE

MAJOR

DATE GRANTED

**PLEASE NOTE: ANY EMPLOYED EDUCATOR WHOSE CREDENTIAL HAS EXPIRED AND HAS NOT RENEWED BY JUNE 30th OF THE YEAR THE CREDENTIAL IS DUE, WILL BE SUBJECT TO A LATE FEE.**

See [Fee Schedule](#) on our website for all fees.

**NOTE: The Special Education Teacher/Early Childhood Special Education Teacher endorsement must be maintained in order to renew a categorical area (Emotional and Behavioral Disabilities, Specific Learning Disabilities, Intellectual and Developmental Disabilities and Physical and Health Disabilities)**

I **DO NOT** wish to renew this endorsement(s) from my list:

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
	<p><b>*By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf</a></p>

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

## DOE RENEWAL APPLICATION - Educator

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Note:** Please add the late fee for renewing an expired license

**ALL \*Fields are Required**

Social Security Number *	-	-	EdID # (if known)
<small>The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).</small>			
<b>Name:</b>			
* First Name	MI	* Last Name	Previous Name
*Gender:	Male      Female      Other	*Date of Birth	
*Select Ethnicity: (check one)	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic
	African American/Non-Hispanic	White/Non-Hispanic	Other/do not wish to specify      Multi-ethnic
<b>* Mailing Address:</b>			
Street / PO Box	City	State	Zip
*Primary Telephone Number	<small>Allow SMS/Text</small>	*Alternate Telephone Number	<small>Allow SMS/Text</small>
*Primary Email Address		*Alternate Email Address	

If you have entered your Professional Development online in EIS and are using this form to pay by check/money order or with cash at the office, please enter "COMPLETED ONLINE" in Section A. **Sections B (Individual Professional Development Plan - IPDP)**

### Section A

(indicate if Professional Development already entered online in EIS)

**30 Continuing Education Units specific to each endorsement** Additional sheets may be attached if necessary.

Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
---------------	------	------------	----------------------------	-------------------

**Section A**

**(indicate if Professional Development already entered online in EIS)**

**45 Continuing Education Units aligned with Ed 505.03 Professional Education**

Additional sheets may be attached if necessary.

Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
---------------	------	------------	----------------------------	-------------------

**Section B Goals for next 3 years**

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN**

Describe how your Individual Plan (IPDP) is linked to the [NH Department of Education Statewide Professional Development Master Plan](#) or for employed Superintendents, your local Professional Development Master Plan.

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b> <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



**Section A**

**(indicate if Professional Development already entered online in EIS)**

**50 Continuing Education Units of related professional development activities is required**

Additional sheets may be attached if necessary.

Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
---------------	------	------------	----------------------------	-------------------

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES    NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
	<p><b>*By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf</a></p>

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE





State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

## License Renewal Form for School Nurse I, II, and III

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**ALL \*Fields are Required**

Social Security Number \*

EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

\* First Name

MI

\* Last Name

Previous Name

\*Gender: Male

Female

Other

\*Date of Birth

\*Select Ethnicity: (check one)

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

African American/Non-Hispanic

White/Non-Hispanic

Other/do not wish to specify

Multi-ethnic

\* Mailing Address:

Street / PO Box

City

State

Zip

\*Primary Telephone Number

Allow SMS/Text

\*Alternate Telephone Number

Allow SMS/Text

\*Primary Email Address

\*Alternate Email Address

License Renewal: Please Check one  
 School Nurse I

School Nurse I- Please submit a verification of enrollment in a BSN program with an expected completion date within 6 years of date of hire  
 School Nurse II

School Nurse III

**Section A**

**(indicate if Professional Development already entered online in EIS)**

**45 Continuing Education Units of School Nurse related professional development activities is required**

Additional sheets may be attached if necessary.

**Activity Type**

**Date**

**# of Hours**

**Activity Title Description**

**Provider/Location**

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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\*Are you currently under investigation in New Hampshire or any other jurisdiction related to allegations of educator misconduct against you while employed as (including, but not limited to) an Educator, Para-educator, Classroom Aid, Transportation Personnel, Education Personnel or "Designated Volunteer" in any public school, private school, charter school, or public academy?

**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
	<p><b>*By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf</a></p>

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE





State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

APPLICATION -EMERGENCY AUTHORIZATION (EA)

This is not an application for licensure.

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

Please also submit with this form a transcript with registrar's signature conferring at least a Bachelor's degree.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**An Emergency Authorization is not a license. Employment by the SAU is authorized for the above individual for one school year, and may be renewed for an additional school year per RSA 189:39-b. School Year 2023 – 2024**

**School Year 2023-2024**

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

\*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

\*Have you ever surrendered any Educator Credential in New Hampshire or any other jurisdiction to settle a disciplinary action?

\*Have you ever been investigated in your role as (including, but not limited to) an Educator, Education Personnel, Para-educator, Classroom Aid, or "Designated Volunteer" for allegations involving educator misconduct in New Hampshire or any other jurisdiction?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



**Information from Employer**

We have confirmed with the Department of Education Credentialing Office that this candidate has applied/paid the fee for full licensure. This candidate has been found by the Credentialing Office to be eligible for issuance of full licensure upon receipt of passing test scores as indicated below.

**Date of Hire**

**Major Assignment Endorsement Area**

**SAU# or Agency Name**

**School Name**

**Praxis Core Test Scheduled (Provide Date)**

**Praxis Content Test Scheduled (Provide Date and Test Number)**

**Pearson’s Foundations of Reading Test Scheduled (Provide Date)**

Please visit [Credentialing HD Knowledge Base](#) to find out more about test center closure status and remote testing options.

THIS FORM ALLOWS THE CANDIDATE UP TO **ONE SCHOOL YEAR** TO COMPLETE THE LICENSURE PROCESS.

AN IPLA IS NOT RENEWABLE.

**THIS IPLA IS ISSUED FOR THE SCHOOL YEAR 2023-2024**

AN IPLA IS NOT RENEWABLE.

Email for SAU receipt of finalized form

**\*Print Name: Senior Educational Official**

**Date**

\_\_\_\_\_  
**\*Senior Educational Official Signature**

**Date**

\_\_\_\_\_  
**Authorized NHDOE Credentialing Signature**

**IF YOU FAX or EMAIL THIS FORM, PLEASE DO NOT ALSO MAIL THE ORIGINAL**



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**PARAEDUCATOR LICENSE APPLICATION**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

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**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic  
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:  
 Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*EDUCATIONAL INFORMATION**  
 DEGREE School STATE MAJOR DATE GRANTED



**PLEASE CHECK WHICH PARAEDUCATOR LEVEL YOU ARE REQUESTING:**

**Paraeducator I:** Submit a notarized copy of High School Diploma or GED with the application.

**Submit the documents described in ONE of the following options.**

**Paraeducator II:**

Official college transcript of Associate’s or Bachelor’s degree conferred OR showing a minimum of 48 college credits.

**OR**

Official High School transcript in a school sealed envelope OR notarized copy of High School Diploma or GED AND A copy of passing scores for the ParaPro Assessment Praxis test or equivalent.

**OR**

Official High School transcript in a school sealed envelope OR notarized copy of High School Diploma or GED

**AND**

Assessment of Candidate’s Strengths and Professional Development Needs form. All competencies must be checked as met with evidence indicated in the assessment column. Activities used as evidence must be at the college level. Evidence for English and Math must be at the second year college level.

All documentation of evidence indicating how all competencies have been met.

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

\*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**SCHOOL NURSE APPLICATION**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

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**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

## Application Type (Please check one)

**School Nurse I:** Submit an official transcript (Associate’s nursing degree level or higher), a copy of a valid New Hampshire issued RN license, an employer verified letter showing 3 years of clinical pediatric nursing or related work experience under a valid RN license.  
 \*\*Must be enrolled in a Nursing Program leading to a BSN within 6 years of hire.

**School Nurse III:** Submit an official transcript (Bachelor’s nursing degree level or higher), a copy of a valid New Hampshire BSN RN license, an employer verified letter showing 3 years of clinical pediatric nursing or related work experience under a valid BSN RN license.

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



**State of New Hampshire, Department of Education**  
**Bureau of Credentialing**  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:

Date Received: \_\_\_\_\_

Fee amount: \_\_\_\_\_

Check #: \_\_\_\_\_

## Name Change Request

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

### OLD INFORMATION

**I have changed my:**                      Name    Address

**Former Name on file\***

**ALL \*Fields are Required**

Social Security Number \*                      -                      -    EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.0:8(d) and RSA 21-N:9, II(s).

**\*New Name:**

\* First Name    MI    \* Last Name    Previous Name

\*Gender:      Male                      Female                      Other    \*Date of Birth

\*Select Ethnicity: (check one)      American Indian/Alaskan Native      Asian/Pacific Islander      Hispanic

African American/Non-Hispanic      White/Non-Hispanic      Other/do not wish to specify      Multi-ethnic

**\* Mailing Address:**

Street / PO Box    City    State    Zip

\*Primary Telephone Number                      Allow SMS/Text    \*Alternate Telephone Number                      Allow SMS/Text

\*Primary Email Address    \*Alternate Email Address

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**APPLICATION FOR LICENSURE -DEMONSTRATED COMPETENCIES**

**INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.**

**PAYMENT:** Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

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**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
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Name: \* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

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\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY**

**Example: Life Science (DCNR) ; Upper Level Mathematics (DCEX); Principal (DCTA)**

DCNR National/Regional License    DCEX Experience Out-of-State    DCTA Transcript Analysis

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**APPLICATION FOR PORTFOLIO AND ORAL BOARD REVIEW**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

**If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.**

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

Social Security Number *			EdID # (if known)	
<small>The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).</small>				
<b>Name:</b>				
* First Name	MI	* Last Name	Previous Name	
*Gender: Male	Female	Other	*Date of Birth	
*Select Ethnicity: (check one)	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	
African American/Non-Hispanic	White/Non-Hispanic	Other/do not wish to specify	Multi-ethnic	
<b>* Mailing Address:</b>				
Street / PO Box		City	State	Zip
*Primary Telephone Number		Allow SMS/Text	*Alternate Telephone Number	Allow SMS/Text
*Primary Email Address		*Alternate Email Address		

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED



**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY**

**Example: Life Science (DCPOB)**

DCPOB Demonstrated Competencies portfolio oral board

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

\*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

\*Have you ever surrendered any Educator Credential in New Hampshire or any other jurisdiction to settle a disciplinary action?

\*Have you ever been investigated in your role as (including, but not limited to) an Educator, Education Personnel, Para-educator, Classroom Aid, or "Designated Volunteer" for allegations involving educator misconduct in New Hampshire or any other jurisdiction?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**Intern Authorization Application**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

Your Site-Based Licensing plan for \_\_\_\_\_ has been submitted.  
 (endorsement to be filled in by applicant)

**ALL \*Fields are Required**

**Social Security Number \*** \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ **EdID # (if known)** \_\_\_\_\_  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

**Name:**

<b>* First Name</b>	<b>MI</b>	<b>* Last Name</b>	<b>Previous Name</b>
---------------------	-----------	--------------------	----------------------

**\*Gender:** **Male**      **Female**      **Other**      **\*Date of Birth**

**\*Select Ethnicity: (check one)**      **American Indian/Alaskan Native**      **Asian/Pacific Islander**      **Hispanic**

**African American/Non-Hispanic**      **White/Non-Hispanic**      **Other/do not wish to specify**      **Multi-ethnic**

**\* Mailing Address:**

<b>Street / PO Box</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
------------------------	-------------	--------------	------------

**\*Primary Telephone Number** \_\_\_\_\_ Allow SMS/Text      **\*Alternate Telephone Number** \_\_\_\_\_ Allow SMS/Text

**\*Primary Email Address** \_\_\_\_\_      **\*Alternate Email Address** \_\_\_\_\_

**\*COLLEGE INFORMATION**

<i>DEGREE</i>	<i>COLLEGE</i>	<i>STATE</i>	<i>MAJOR</i>	<i>DATE GRANTED</i>
---------------	----------------	--------------	--------------	---------------------

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH  
PATHWAY Example: Life Science (SBLP)**

SBLP Site Based Licensing Plan

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**Site-Based Licensing Plan Completer Application**

**INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.**

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Your Site-Based Licensing plan for \_\_\_\_\_ has been submitted.  
 (endorsement to be filled in by applicant)

**ALL \*Fields are Required**

**Social Security Number \*** \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ **EdID # (if known)** \_\_\_\_\_

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

**Name:**

**\* First Name** \_\_\_\_\_ **MI** \_\_\_\_\_ **\* Last Name** \_\_\_\_\_ **Previous Name** \_\_\_\_\_

**\*Gender:** **Male** \_\_\_\_\_ **Female** \_\_\_\_\_ **Other** \_\_\_\_\_ **\*Date of Birth** \_\_\_\_\_

**\*Select Ethnicity: (check one)** **American Indian/Alaskan Native** \_\_\_\_\_ **Asian/Pacific Islander** \_\_\_\_\_ **Hispanic** \_\_\_\_\_  
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**\*Primary Telephone Number** \_\_\_\_\_ Allow SMS/Text **\*Alternate Telephone Number** \_\_\_\_\_ Allow SMS/Text

**\*Primary Email Address** \_\_\_\_\_ **\*Alternate Email Address** \_\_\_\_\_

**\*COLLEGE INFORMATION**

*DEGREE* \_\_\_\_\_ *COLLEGE* \_\_\_\_\_ *STATE* \_\_\_\_\_ *MAJOR* \_\_\_\_\_ *DATE GRANTED* \_\_\_\_\_

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH  
PATHWAY Example: Life Science (SBLP)**

SBLP Site Based Licensing Plan

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

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\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



# Application Type

Is this a new Application or Renewal? Please check one       New Applicant       Renewal

**School Bus Driver**      Submit this application, a copy of a valid drivers license, and fee.  
All applicants for school bus driver licensure are subject to a criminal history records check in accordance with RSA 189:13-b.

**Ed Prep Program Candidates**      Submit this application, a government issued ID, and fee.  
All Educational Preparation Program candidates are subject to a criminal history records check in accordance with RSA 189:13-a,c.

Institution Name:

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

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\*SIGNATURE

\_\_\_\_\_  
\*DATE





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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge. By signing this document I agree that I am subject to a criminal history records check in accordance with RSA 189:13-c as well as a check for findings of abuse on the Division for Children Youth & Families (DCYF) central registry pursuant to RSA 169:C-35, and subject to other states central registry lists. I understand that the central registry check will identify whether there are any substantiated allegations of child abuse against me and/or the existence of any open child abuse investigations, where I have been identified as an alleged perpetrator of child abuse. Further, I understand that any investigatory reports related to such substantiated allegations and/or open investigations may be received as part of this application. By executing this agreement, I hereby waive the time limits prescribed by RSA 541-A:29 and acknowledge that this application will not be deemed approved or granted prior to the agency's actual receipt and review of my Criminal History Record Check.

\*SIGNATURE

\*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

APPLICATION -Educational Interpreter/Transliterators for Children and Youth ages 3-21 Inclusive  
 INSTRUCTIONS: **This is a fillable form, please type directly into it, print and sign before mailing.**

PAYMENT: Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

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A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name  
 \*Gender: Male Female Other \*Date of Birth  
 \*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic  
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:  
 Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**Educational interpreter/transliterater” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;**

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_

\*SIGNATURE

\_\_\_\_\_

\*DATE





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

### Final Proposal, Ed 1400 Learn Everywhere

Submitted to the State Board of Education, February 15, 2024:

**A. ACTION NEEDED**

A vote is needed by the state board to approve the final proposal to readopt with amendment Ed 1400, relative to Learn Everywhere.

**B. RATIONALE FOR ACTION**

This final proposal addresses all of the substantive and editorial comments associated with the draft, which includes adding definitions for clarity, and elaborating on what constitutes "support from the department" in the application process.

**C. EFFECTS OF THIS ACTION**

If the board votes to approval this final proposal, it will be submitted to the Office of Legislative Services (OLS) to be reviewed for addition to the March JLCAR agenda.

**D. POSSIBLE MOTION**

I motion to approve the final proposal for Ed 1400 regarding Learn Everywhere.

**Readopt with amendment Ed 1400, effective 6-10-22 (Document #13393), to read as follows:**

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b), relative to the approval of alternative programs for granting credit leading to graduation, referred to as learn everywhere programs. The ~~department shall~~~~commissioner will~~ develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity applying to offer an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Successful completion of ~~A~~ approved learn everywhere programs shall result in a certificates award by the learn everywhere program redeemable for high school credit that leading to high school graduation in the approved subject matter pursuant to Ed 306.27 (v) table 306-2~~credit~~.

(d) These rules shall apply to all school districts, chartered public schools, public academies, or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) “Administrator” means the administrator of the learn everywhere program.

(b) “Alternative” means a choice of one or more opportunities.

(c) “Alternative program” means a learn everywhere program as defined in Ed 1402.01(j).

(d) “Applicant” means any for-profit or non-profit entity applying to offer an educational program consistent with these rules.

(e) “Commissioner” means the commissioner of the department of education.

(f) “Competency” means “state competency”ies as defined in Ed 1402.01(ok).

(g) “Department” means the department of education.

(h) “Individualized education program (IEP)” means “individualized education program” as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(i) “Instructor” means an individual who is employed, a volunteer, or contract by and provides instruction in a learn everywhere program. An instructor is not required to hold an educator credential.

(j) “Learn everywhere program” means a state board approved alternative program for granting credit leading to graduation.

(k) "Local education agency (LEA)" means "local education agency" as defined in 34 CFR 300.28.

(l) "Sponsor organization" means an entity that submits an application for a learn everywhere program that is approved by the state board of education.

(m) "Program" means a sequence of instruction over a period of time, which meets the state competencies of a subject or subjects listed in Ed 306.27(v) resulting in a granting of credit leading to high school graduation.

(n) "School" means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(o) "State competency" means the expected content, concepts, and skills to be mastered in a course deemed equivalent to graduation competencies in accordance with Ed 306.02(k) solely for the purpose of granting credit in the areas enumerated in Ed 306.27(v) table 306-2.

(p) "State board" means the New Hampshire state board of education.

## PART Ed 1403 PROGRAM APPROVAL

### Ed 1403.01 Initial Application Requirements.

(a) An applicant, as described in Ed 1401.02(a), seeking state board approval for ~~an alternative learn everywhere~~ program shall submit to the department ~~for review an application that includes all of the following elements: the information in (b) below in any format, which may be on a template provided by the department upon request.~~

(b) The information submitted by the applicant shall include the following items:

- (1) The sponsoring organization's purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications and a statement assuring that the instructors satisfy ~~ies~~ those qualifications, which shall not be construed to imply that instructors require ~~an educator credential New Hampshire educator license~~; and
- (4) In the area of criminal records check policy, either:
  - a. A criminal history records check policy that provides for an annually recurring records check or a one-time records check upon employment and 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~~;
  - or
  - b. A statement that a criminal history records check policy is not included in the applicant's learn everywhere program.

(c) The applicant shall agree ~~s~~ to notify the parents, in writing, regarding ~~its~~ the criminal records check policy prior to the enrollment of a student in the learn everywhere program.

(~~de~~) The applicant's criminal records check policy ~~status~~ shall be included with the learn everywhere program information on the department's website as described in Ed 1404.01(~~fd~~).

(~~ed~~) In addition to the ~~application~~ requirements outlined in (~~ba~~) above, an applicant shall also submit:

(1) In the area of instructional program:

- a. Identification of the ~~education, program, or opportunity~~ required subject from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s);
- b. An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes;
- c. A plan for recording student progress in meeting expected student outcomes;
- d. A description of assessments of student learning outcomes, including, but not limited to:
  1. Instructor observation of project-based learning, including off-site learning projects;
  2. Competency-based or performance-based assessments;
  3. Instructor observations of student performance;
  4. Project evaluation rubrics used to evaluate program proficiencies; and
  5. Other assessment approaches as determined by the applicant's learn everywhere program;
- e. The number of credits the program will fulfill; and
- f. A description of the competency-based grading system;

(2) In the area of admission:

- a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;
- b. A description of how the program will liaison with the LEA for students with an education plan pursuant to section 504 of the Rehabilitation Act;
- c. A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP to include, but not be limited to coordinating:
  1. Required special education programs;
  2. Support services; and
  3. Least restrictive environment; and
- d. A statement that the ~~applicant~~ program understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations;



(3) In the area of facilities:

a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program; and

b. A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations, including, but not limited to the following:

1. Fire safety; and

2. Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008; and

~~c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and~~

(4) Disclosure of insurance, if any, which would cover the participants in the learn everywhere program.

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Upon receipt of an application, the department shall form a learn everywhere program application evaluation team comprised of the following members appointed by the commissioner or designee:

(1) From the department:

a. The administrator ~~of the learn everywhere program~~, or designee; and

b. Department representatives with content area expertise, curriculum competency expertise, or both; and

(2) Additional members, whose ~~reasonable~~ availability shall not interfere with the timely review of the application ~~pursuant to RSA 541-A:29~~, including:

a. ~~An representative from the~~ extended learning opportunity representative network; and

b. No less than one and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(nj).

(b) If the proposed program is not directly related to a licensed content area, the administrator ~~of the learn everywhere program~~ shall determine the closely related content area license.

(c) ~~Pursuant to RSA 541-A:29, †~~The department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

(1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and

(2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(d) The department shall provide support to the applicant during the application process, which may include but not be limited to:

(1) Providing example applications for guidance;

(2) Meeting either in person or remotely to review and discuss the application; and

(3) Offering feedback to ensure completeness of the application.

(e) The learn everywhere program evaluation team shall review the completed application for submission to the board using the following criteria:

(1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;

(2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served, and that facilities need not comply with any state or federal law specifically applicable to a school that the facility does not otherwise have to satisfy;

(3) The program outline being proposed aligns with the selected Ed 306.27(v) subject ~~and the subject program as outlined in Ed 306.31 through Ed 306.48;~~

(4) ~~There are~~ educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;

(5) An adequate description is provided for staff member qualifications;

(6) Verification of a criminal background check policy pursuant to Ed 1403.01(a)(4) and an assurance that it will be disclosed to parents in writing upon enrollment; and

(7) ~~The~~ program description ~~includes~~ how ~~the program will~~ coordination with LEAs ~~will take place~~ to address student needs and to ensure that the program meets the requirements of Ed 1403.01~~(e)~~(2)b. and c.

(e) ~~Pursuant to RSA 541-A:29, w~~ Within 30 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(f) The administrator ~~of the learn everywhere program~~ shall submit the evaluation report to the commissioner, who shall submit such report and a recommendation to the state board along with the application materials for review.

#### Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly scheduled state board meeting, not to exceed 60 days after receipt of a completed application ~~to which the applicant has responded to any review team comments.~~

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards ~~referenced in (e) above~~ set forth in Ed 1403.01, the application shall be conditionally approved if the state board determines that the remaining issues

can be addressed in a time frame not to exceed 90 days ~~from notification by the state board~~, otherwise the application shall be denied.

(e) If the state board conditionally approves an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for conditional approval;
- (2) The conditions the applicant shall meet for final approval;
- ~~(3) Whether students are awarded completion certificates during the conditional approval period;~~
- ~~(4)~~ (3) The deadline for submission of the conditional approval response; and
- ~~(5)~~ (4) The consequence for failure to comply with the conditional approval requirements.

(f) If the state board denies an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply for approval at any time.

(g) When the state board receives ~~the a timely response to a~~ conditional approval ~~response~~ from ~~an~~ the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, ~~conditional approval~~, or a denial of the application.

(h) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) Ninety days prior to the expiration of a ~~provisional program~~ approval, ~~pursuant to Ed 1404.01(a), or a full approval,~~ pursuant to Ed ~~1403.03(c)1404.01(b)~~, an applicant seeking renewal of a learn everywhere program approval shall submit ~~an application pursuant to Ed 1403.01 to the department, along with~~ the following to the department:

- (1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or
- (2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

(b) Upon receipt of a ~~request for renewal application~~ and a statement provided in accordance with (a)(1) above, the ~~administrator~~ ~~department~~ shall provide the application and related documentation to the commissioner for a recommendation to the state board, in accordance with Ed 1403.03.

(c) Upon receipt of a renewal application and a statement provided in accordance with (a)(2) above, the department shall follow the review procedures as outlined in Ed 1403.02.

(d) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

(e) The state board shall not issue a renewal of a 3-year ~~provisional~~ approval without reviewing all student program evaluations received pursuant to Ed 1407.01 and any written monitoring reports prepared pursuant to Ed 1408.01.

Ed 1403.05 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 during either the 3-year ~~provisional~~ approval period or any subsequent 5-year renewal periods shall be submitted in writing to the department for review and submitted to the state board following the procedures enumerated in Ed 1403.03.

#### PART Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

##### Ed 1404.01 State Board Approval.

(a) If the state board approves an initial application or a conditional approval of an initial application for ~~a learn everywhere program establishing an alternative program for high school graduation credit~~, the state board shall issue a 3-year ~~provisional~~ approval, which can be renewed following the procedures outlined in Ed 1403.04.

(b) If the state board approves a renewal application ~~or a conditional approval of a renewal application for an alternative program for high school graduation credit~~, the state board shall issue a 5-year approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.

(c) If the state board conditionally approves a renewal application for a learn everywhere program, the ~~applicant shall have no more than state board shall issue a conditional approval, not to exceed 180 days to satisfy the conditions of the conditional approval.~~ The renewal applicant shall provide a response to the state board before the ~~with a specific~~ deadline ~~demonstrating satisfaction of the~~ ~~for~~ conditions ~~for approval to be met~~.

(d) ~~When the state board receives the conditional approval response from the renewal applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a 5-year program approval or the denial of the renewal application.~~

~~(e) If the renewal applicant fails to provide a response to the state board before the deadline demonstrating satisfaction of the conditions for approval, the conditional approval shall expire and the program shall terminate. The program shall not be authorized to issue completion certificates after the termination of the program approval.~~

(f) A list of approved learn everywhere programs and their approval status shall be maintained on the department's website.

#### PART Ed 1405 REPORTING REQUIREMENTS

##### PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements. Each approved program shall annually, in October, submit to the state board a report including, at a minimum, the following:

- (a) A brief statement explaining how the program is meeting the goals of its mission statement; and
- (b) The number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

##### PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

(1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and

(2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

(1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and

(2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team ~~shall~~ may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

(1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable post-secondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;

(2) The program is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) The program is not safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program and submission of a learn everywhere program evaluation, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(~~ba~~)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

(1) Course title;

(2) Course minimum standard alignment as indicated in Ed 1403.01(~~ed~~)(~~13~~)a.;

(3) Number of credits awarded; and

(4) Either:

- a. "Mastery" to indicate completion of the program having met or substantially met all state competencies which results in a granting of credit; or
- b. "Participate" to indicate the program was completed without having met or substantially met all state competencies.

(d) An IEP team may conclude that participation shows growth toward one or more of a student's annual or appropriate measurable post-secondary goals.

~~(e) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(v). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.~~

#### Ed 1407.02 Issuing Credit for Graduation.

(a) Notwithstanding Ed 306, schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit, leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

(c) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

~~(d) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(v). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.~~

### PART Ed 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

#### Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01, each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by the administrator ~~of the learn everywhere programs~~ as follows:

- (1) One on-site visit during the 3-year provisional approval; and
- (2) At the discretion of the department any time during any approval period.

(b) The administrator ~~of the learn everywhere program~~ shall issue a written report of findings related to the monitored learn everywhere program's indicating compliance or noncompliance with ~~thesestatutes and rules relative to all programmatic components of the approved learn everywhere program~~ to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that an approvedthe program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department identifying one or more of, but not limited to, the following circumstances which the complainant alleges:

- (1) The ~~sponsor organization~~program committed a material violation of any of the conditions, standards, or procedures set forth in its application;
- ~~(2) The program or sponsor organization knowingly violated Ed 1403.01(a)(4);~~
- ~~(23)~~ (3) The ~~program or~~ sponsor organization failed to disclose or violated its disclosed criminal history records check policy;
- (4) The ~~program or~~ sponsor organization made a material misrepresentation in its application;
- (5) The ~~program or~~ sponsor organization became insolvent; or
- (6) The ~~sponsor organization~~program is in violation of any violates a law and the violation that undermines the purpose of the program.

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the ~~program and~~ sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(c) After completion of an investigation, the department shall present its findings to the state board ~~of education~~ at the next regularly scheduled state board meeting.

(d) If the board determines that the ~~program or~~ sponsor organization has not met one or more of the circumstances enumerated in (a) above, the ~~program or~~ sponsor organization shall be notified in writing within 10 days of the board's finding.

Ed 1409.02 Suspension, Revocation, and Withdrawal.

(a) The department shall immediately suspend a program approval if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, ~~pursuant to RSA 541-A:30, III.~~

(b) The state board shall revoke a program approval prior to the expiration of its term if the state board ~~determines that the program meets~~finds any of the circumstances outlined in Ed 1409.01(a), and ~~shall~~ notify the ~~program or~~ sponsor organization in writing within 10 days of the state board’s determination.

(c) A ~~program or~~ sponsor organization may appeal the board’s decision pursuant to Ed 213.

**Appendix I**

Rule	Statute
Ed 1400	RSA 193-E:2-a, V(b)
Ed 1406.01	RSA 186-C:7

***Please note this is a draft, not yet approved by the State Board.***



**New Hampshire State Board of Education  
Department of Education  
25 Hall Street, Concord, NH 03301  
Minutes of the January 11, 2025, Meeting**

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education convened at 10:09 a.m. Drew Cline presided as chair.

**Members present:** Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (chair), and Jim Fricchione. Also in attendance was Deputy Commissioner of Education, Christine Brennan.

**Members absent:** Frank Edelblut, Commissioner of Education, and Ryan Terrell were not in attendance due to prior commitments.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Deputy Commissioner Brennan led the Pledge of Allegiance.

**AGENDA ITEM III. RULEMAKING/LEGISLATIVE UPDATES (part I) – JULIE SHEA, NHED,**  
*Administrative Rules Coordinator*

**January 11, 2024**



***Please note this is a draft, not yet approved by the State Board.***

**A. Conditional Approval Response – Approval of Nonpublic Schools (Ed 400)**

**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education approve the conditional approval response for Ed 400, Approval of Nonpublic Schools.

**Vote:** The motion was approved by the State Board of Education.

**B. Conditional Approval Response – Standards and Procedures for Suspension and Expulsion of Pupils (Ed 317)**

**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education approve the conditional approval response Ed 317, Standards and Procedures for Suspension and Expulsion of Pupils.

**Vote:** The motion was approved by the State Board of Education.

**AGENDA ITEM IV. PUBLIC COMMENT**

There was no public comment.

**AGENDA ITEM V. SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT**

***Please note this is a draft, not yet approved by the State Board.***

*BRIAN BALKE, Superintendent of Schools, Goffstown and New Boston,* reported that they hosted another workshop for the student school board representatives, participation extending beyond the South-Central Region. High School students from 21 different high schools attended this workshop in Concord. Student representatives help boards and administrators understand and view things from the student perspective.

*KATHLEEN MURPHY, Superintendent of Schools, Concord,* also reported about the student representation in the Concord School District. It has always been a priority in Concord to provide their students with opportunities of engagement. She introduced two student representatives, Sophia Anderson and Van MacIver.

*RANDY WORMALD, Superintendent, SAU 46,* highlighted that student representatives are the voice of the students and an important factor in the NHDOE. He introduced Nick Gelinas, who is serving as the student representative for the second year, and Catherine Masterson, Assistant Superintendent.

#### **AGENDA ITEM VI. HEARINGS**

##### **A. Student/Gilford School District – SB-FY-24-09-002**

**Motion:** Phil Nazzaro made the motion, seconded Jim Fricchione, that the State Board of Education enter nonpublic session under RSA 91-A:3, II(c) at 10:57 AM

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (chair) and Jim Fricchione.

**January 11, 2024**

***Please note this is a draft, not yet approved by the State Board.***

**Motion:** Drew Cline made the motion, seconded Kate Cassady, that the State Board of Education accept the hearing officer's report and recommendation.

**Vote:** The motion passed by a 4 to 1 roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (chair) and Jim Fricchione.

**Motion:** Jim Fricchione made the motion, seconded Phil Nazzaro, that the State Board of Education return to public session at 11:34 AM.

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (chair) and Jim Fricchione.

**Motion:** Ann Lane made the motion, seconded Phil Nazzaro that the State Board of Education seal the minutes of the nonpublic session indefinitely.

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (chair) and Jim Fricchione.

**AGENDA ITEM VII. BUREAU OF EDUCATIONAL OPPORTUNITIES**

- A. Office of Charter Schools** – *TAL BAYER, NHED, Administrator, Office of Public Charter Schools*

**January 11, 2024**

***Please note this is a draft, not yet approved by the State Board.***

**1. Heartwood Chartered Public School – 1-year program review/audit.**

*BETHANY BOND, Assistant Head, and ALAYNA SIGNORELLO, Head of Heartwood Chartered Public School, attended the State Board meeting with an update on the school's first year in existence.*

No action needed by the State Board.

**2. Wellheart Chartered Public School – application.**

*TRACI KORHONEN, Wellheart Chartered Public School, introduced some of the founding members: Megan Carignan, Kim Ballentyne, Kyle Morse, Rich Lowney, and Kimberley Bellemore.*

**Motion:** Jim Fricchione made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the charter application for the Wellheart Charter Public School.

**Vote:** The motion was approved by the State Board of Education.

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

**1. Commissioner's Nonpublic School Approval Designation Report – new grade level offered approval.**

**January 11, 2024**

***Please note this is a draft, not yet approved by the State Board.***

*TIM CARNEY* along with representatives of the *Strafford Learning Center* request to add kindergarten to their approved grades 1 and 2 for the John Powers Primary School.

**Motion:** Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accept and approve John Powers Primary School's request to add kindergarten to their offerings for the remaining term of their existing approval.

**Vote:** The motion was approved by the State Board of Education.

AGENDA ITEM VIII. RULEMAKING/LEGISLATIVE UPDATES (part II) – JULIE SHEA, NHED,  
*Administrative Rules Coordinator*

**A. Forms Revision – Expedited Procedure – Bureau of Credentialing Forms (Ed 504.08)**

**Motion:** Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education readopt DOE BOE forms 1 through 4(c) and 18.

**Vote:** The motion was approved by the State Board of Education.

**B. Proposed Interim Rule – Visual Arts Teacher (Ed 507.09)**

**January 11, 2024**

***Please note this is a draft, not yet approved by the State Board.***

**Motion:** Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the proposed interim rule for Ed 507.09 relative to licensure requirements for Visual Arts Teachers.

**Vote:** The motion was approved by the State Board of Education.

**C. Initial Proposal – Emergency Authorization (Repeal) (Ed 504.04)**

**Motion:** Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education repeal Ed 504.04 relative to Emergency Authorization procedures.

**Vote:** The motion was approved by the State Board of Education.

**D. Adopt – Approval of Nonpublic Schools (Ed 400)**

**Motion:** Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education adopt Ed 400, Approval of Nonpublic Schools.

**Vote:** The motion was approved by the State Board of Education.

***Please note this is a draft, not yet approved by the State Board.***

**E. Adopt – Standards and Procedures for Suspension and Expulsion of Pupils  
(Ed 317)**

**Motion:** Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt Ed 317 as amended.

**Vote:** The motion was approved by the State Board of Education.

**AGENDA ITEM IX. DEPUTY COMMISSIONER'S UPDATE**

*DEPUTY COMMISSIONER BRENNAN* shared the newly submitted finance data from the NH School Districts.

Teacher of the Year nominations are coming again, and members of the board are needed to serve on the selection committee.

Tutoring.com is a new program where pupils can get immediate access to support, and this is from Grades 4 to 12.

The Lexi Letters program - phase 5 - has just been launched.

**AGENDA ITEM X. OPEN BOARD DISCUSSIONS**

**Motion:** Ann Lane made the motion, seconded by Kate Cassady, that the public comments procedures be approved by the State Board of Education to read, "The State Board of

**January 11, 2024**

***Please note this is a draft, not yet approved by the State Board.***

Education permits individuals to provide public comment during the designated public comment portion of the meetings. Public comment may be provided in-person at the physical location published in the meeting notice. Public comment is limited to 3 minutes per person. Clarifying questions may be asked, otherwise the Board does not provide feedback during the public comment period. Written public comment may also be sent to [Angela.Adams@doe.nh.gov](mailto:Angela.Adams@doe.nh.gov). To be included in the publicly posted materials for a meeting, written public comment must arrive no later than 4:00 p.m. the day after the meeting. All public comment is provided to members of the Board and posted monthly on the State Board of Education website within 5 days of the meeting of the State Board of Education. The Board will follow the same procedure for in-person testimony at public hearings required under RSA 541-A:11. Public testimony may be provided in-person at the physical location published in the meeting notice."

**Vote:** The motion was approved by the State Board of Education.

**AGENDA ITEM XI. CONSENT AGENDA**

**A. Meeting Minutes of October 11, 2023**

**January 11, 2024**



***Please note this is a draft, not yet approved by the State Board.***

**Motion:** Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the meeting minutes for October 11, 2023.

**Vote:** The motion was approved by the State Board of Education with Phil Nazzaro and Jim Fricchione abstaining.

**B. Meeting Minutes of November 9, 2023**

**Motion:** Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education approve the meeting minutes for November 9, 2023.

**Vote:** The motion was approved by the State Board of Education with Drew Cline abstaining.

**C. Meeting Minutes of December 14, 2023**

**Motion:** Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education approve the meeting minutes for December 14, 2023.

**Vote:** The motion was approved by the State Board of Education with Kate Cassady and Jim Fricchione abstaining.

**AGENDA ITEM XII. NONPUBLIC SESSION**

**January 11, 2024**

***Please note this is a draft, not yet approved by the State Board.***

**Motion:** Phil Nazzaro made the motion, seconded Ann Lane, that the State Board of Education enter nonpublic session under RSA91-A:3, II(c) at 2:07 PM

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (chair) and Jim Fricchione.

**Motion:** Phil Nazzaro made the motion, seconded Ann Lane, that the State Board of Education return to public session at 4:38 PM

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (chair) and Jim Fricchione.

**Motion:** Ann Lane made the motion, seconded Kate Cassady that the State Board of Education seal the minutes of the nonpublic session indefinitely.

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (chair) and Jim Fricchione.

**AGENDA ITEM XIII. TABLE ITEMS**

**A. Initial Proposal – Minimum Standards (Ed 306)**

**January 11, 2024**

***Please note this is a draft, not yet approved by the State Board.***

**B. Initial Proposal – Visual Arts Teacher (Ed 507.09)**

**C. Meeting Minutes of October 11, 2023**

**Motion:** Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education remove the meeting minutes for October 11, 2023.

**Vote:** The motion was approved by the State Board of Education.

**AGENDA ITEM XIV. ADJOURNMENT**

**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education adjourn the meeting at 4:40 PM

**Vote:** The motion was approved by the State Board of Education.

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Secretary

**January 11, 2024**

*Please note this is a draft, not yet approved by the State Board.*



**New Hampshire State Board of Education  
Department of Education  
25 Hall Street, Concord, NH 03301  
Minutes of the January 30, 2024, Emergency Meeting**

**AGENDA ITEM I. CALL TO ORDER**

The emergency meeting of the State Board of Education convened at 12:35 p.m. Drew Cline presided as chair.

**Members present:** Kate Cassady (virtual), Jim Fricchione (virtual), Ann Lane, and Drew Cline (chair). Also in attendance was Commissioner of Education, Frank Edelblut.

**Members absent:** Phil Nazzaro and Ryan Terrell were not in attendance due to prior commitments.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Drew Cline led the Pledge of Allegiance.

**AGENDA ITEM III. BUREAUS of EDUCATIONAL OPPORTUNITIES** ~ TAL BAYER, NHED,  
*Administrator, Office of Public Charter Schools*

1. Great Bay Charter School ~ charter amendment

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***Please note this is a draft, not yet approved by the State Board.***

Peter Stack introduced himself and Stacey Clark and went on to explain the need for adding a 5<sup>th</sup> Grade level.

**Motion:** Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the addition of Grade 5 level to Great Bay Charter School's charter.

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Jim Fricchione, Ann Lane and Drew Cline (chair).

#### **AGENDA ITEM XIV. ADJOURNMENT**

**Motion:** Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education adjourn the emergency meeting at 1:05 p.m.

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Jim Fricchione, Ann Lane and Drew Cline (chair).

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Secretary

**January 30, 2024**