Department of Education
25 Hall Street | Concord, NH 03301

Granite State College Building | Events Center

For the public wishing to listen to the meeting, please register in advance via this link:
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Thursday, February 9, 2023

AGENDA

I. CALL TO ORDER ~ 10:00 AM

II. PLEDGE OF ALLEGIANCE.

III. PUBLIC COMMENT: *The State Board of Education welcomes public commentary. In person commentary is limited to 3 minutes per person and clarifying questions may be asked, otherwise the Board does not provide feedback. All written commentary should be submitted to Angela.Adams@doe.nh.gov. All submitted commentary is provided to the board and when possible, included and posted with the monthly meeting materials located on the State Board of Education's meeting and minutes webpage.*

IV. PRESENTATIONS/REPORTS/UPDATES

A. 2023 Teacher of the Year ~ *CHRISTIAN CHEETHAM*

B. Office of Legislative Budget Assistant (LBA) Special Education Audit ~ *STEVEN GRADY, Senior Performance Audit Manager*

V. PUBLIC HEARINGS

11:00 AM

A. Charter School Lease Aid (Ed 323)
B. Developmentally Appropriate Daily Physical Activity Program (Ed 310)
C. Professional Educator Preparation Programs (Ed 607-608)

11:30 AM

D. ESOL Teacher (Ed 507.17)
E. Manifest Educational Hardship (Ed 307)
F. Approval Procedures for Professional Educator Preparation Programs (Ed 601-602)
G. Special Education 21 Inclusive (Ed 1100)

VI. BUREAU OF EDUCATIONAL OPPORTUNITIES

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

1. Commissioner's Nonpublic School Approval Designation ~ *new grade level offered approval*

B. **Learn Everywhere Programs** ~ *TIM CARNEY, NHED, Administrator*

1. **Comligo ~ renewal**
2. **Portsmouth Aikido ~ renewal**
3. **Signum University ~ renewal**

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

1. **Synergy Academy Chartered Public School ~ new application**

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

A. **Consideration of Petition for Rulemaking per Ed 215.01**

B. **Initial Proposal ~ School Facility Approvals (Ed 320, Ed 318.08 & Ed 318.13)**

C. **Initial Proposal ~ Minimum Standards (Ed 306) ~ If approved a Public Hearing to be scheduled for Thursday, May 4, 2023.**

D. **Final Proposal ~ Comprehensive Business Educator (Ed 507.49)**

E. **Final Proposal ~ Comprehensive Agriculture Educator (Ed 507.04)**

F. **Final Proposal ~ Professional Education Preparation Program Pro Ed Standards (Ed-607.04)**

VIII. COMMISSIONER'S UPDATE

IX. OPEN BOARD DISCUSSIONS

X. CONSENT AGENDA

A. **Meeting Minutes of February 9, 2022**

B. **Meeting Minutes of February 21, 2023**

XI. NONPUBLIC SESSION

XII. ADJOURNMENT ~ 3:00 PM

From: Karen Goyette
To: Shea, Julie
Subject: Feedback on NH ESOL Professional Standards
Date: Wednesday, February 22, 2023 11:33:05 AM

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

Good Morning,

I would like to give feedback on one small section of the NH ESOL Professional Standards, specifically the line that candidates, "(4) Have had the experience of studying a second language, which may include American Sign Language...:"

I have an issue with this line because students who have ASL listed are not considered multilingual learners and eligibile for EL programs. According to information from Wendy Perron, EL and Title III Consultant, "Under ESSA, a deaf student is referred to the ELP screener only if the Home Language Survey indicates that their home language is other than English. ESSA policy specifies that native languages must be related to country of origin, and not disability." In other words, American Sign Language does not qualify a student as an English Learner.

If American Sign Language does not qualify a student as an English Learner (because it is not viewed as a language), then how can it be permitted to be used as a qualifying language for ESOL Teacher Certification candidates?

I would ask you consider removing ASL from this line of the NH ESOL Professional Standards until the time in which ASL students are considered multiingual learners.

Sincerely,

Karen Goyette

From: Sarah Goldsack
To: Shea, Julie
Cc: Perron, Wendy
Subject: ESOL Professional Standards
Date: Friday, February 17, 2023 9:06:32 AM

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

Thank you for the opportunity to provide feedback on the ESOL standards.

On page 2:
1.d. "Communicate with colleagues the ways in which language interference and dialect variations can be misinterpreted as suspected learning disabilities." I understand the need for this, however, it makes me wonder if there needs to be an acknowledgement that our ELL students can have a learning disability. Sometimes schools can also be reluctant to test students for special education when there is a second language present. A suspected language disability can actually be a true disability. It takes careful consideration from a team, including parents and teachers, to decide if the child has a learning disability or a language difference.

On page 3:
4.g. "Use instructional practices to encourage the transfer of student's home language and literacy skills..." I think that there should be something added that states that some students do not have literacy skills in their home language.

On page 4:
4.j. " Employ flexible and fluid group structures to promote language production through a blend of partner work, small group, large group and whole class activities..." Because you mentioned partners, small group and large group, I think you should add individually with the teacher. Students feel the most freedom when they have opportunities to talk with their ELL teacher one on one.

Sarah Goldsack
ELL Teacher
Pelham School District

The Right-To-Know Law provides that most e-mail communications, to or from School District employees regarding the business of the School District, are government records available to the public upon request unless otherwise exempt under the Right-to-Know Law. Therefore, this e-mail communication may be subject to public disclosure. However, confidential information about students, staff, and parents may not be subject to disclosure. The confidentiality of information about students and personnel matters must be maintained by the individual or entity to which this e-mail is addressed. Any unauthorized review, use, disclosure, or distribution of confidential information is prohibited.

Comments on the Initial Proposal to Amend Ed 1100

March 3, 2023

To: Julie Shea, Administrative Rules Coordinator, NH Department of Education
NH State Board of Education

Dear Ms. Shea and Members of the State Board of Education,

Thank you for this opportunity to provide testimony on the initial proposal for revisions to ***Ed 1100, the NH Standards for the Education of Children with Disabilities.*** As the parent of a young man with disabilities who benefited from the special education he received, I value the *NH Standards* and the essential rights and protections that they provide to NH children with disabilities and their families and thank the NH Department of Education and the State Board of Education for all of the work that your team has done on this initial proposal.

Please note that throughout my written testimony, I have highlighted in green any text that I am asking be added or changed.

I appreciate all of the revisions in the initial proposal to make the age of eligibility for special education consistent with RSA 186-C:2 (see below), but am concerned that two other sections of the *NH Standards* that reference ages of eligibility (Ed 1109.03(k) and Ed 1115.08(b)) refer to sections of RSA 186-C (see RSA 186-C:9 and RSA 186-C:14, IV below) that, due to an oversight, were not amended at the same time as RSA 186-C:2, making them inconsistent with RSA 186-C:2. If the sections of Ed 1100 that reference RSA 186-C:9 and RSA 186-C:14, IV are left as is, they would extend the inconsistencies regarding the age at which eligibility ends in RSA 186-C to Ed 1100.

While a bill has been submitted to make RSA 186-C:9 and RSA 186-C:14, VI consistent with RSA 186-C:2, it has not yet been passed. In order to remove any potential misunderstanding in Ed 1100 about the rights of children with disabilities between the ages of 21 and 22, I request that language be added to the end of Ed 1109.03(k) and Ed 1115.08(b) as shown below (highlighted in green) to clarify that those sections apply to children with disabilities through the age of 21.

Ed 1109.03(k) LEAs shall comply with RSA 186-C:9 relative to required special education.

(1) This section applies to children with disabilities through age 21.

Ed 1115.08(b) The liability of a surrogate parent shall be limited in accordance with RSA 186-C:14, VI.

(1) This section applies to children with disabilities through age 21.

RSA 186-C:9 Education Required. **–** Each child who is determined by the local school district, or special school district established under RSA 194:60, as having a disability in accordance with RSA 186-C:2 and in need of special education or special education and related services shall be entitled to attend an approved program which can implement the child's individualized education program. Such child shall be entitled to continue in an approved program until such time as the child has acquired a regular high school diploma or has attained the age of 21, [emphasis added] whichever occurs first, or until the child's individualized education program team determines that the child no longer requires special education in accordance with the provisions of this chapter.

RSA 186-C:14, IV. Appointment of Surrogate. Appointment of a surrogate parent under this section shall be effective until the child reaches 18 years of age, and may be extended by order of the commissioner until the child graduates from high school or reaches 21 years of age, [emphasis added] whichever occurs first. If the surrogate parent resigns, dies or is removed, the commissioner of the department of education or designee, or the court with jurisdiction over the child's case, may appoint a successor surrogate parent in the same manner as provided in paragraph III.

The initial proposal adds a new piece to Ed 1109.01(a) which reads:

> (11) ***A statement that meets the requirements of RSA 186-C:8-a, for a student who is 17 years of age or older, or will be during the academic year, of whether accommodations for voter registration is an appropriate training goal for community living/citizenship or competency, and, if appropriate, when and how voter registration shall be accomplished.***

RSA 186-C:8-a (see below) does not address whether "accommodations for voter registration is an appropriate training goal …", it uses the term "accommodations" only in referencing the plan developed for a student with a disability who does not have an IEP, but rather has an accommodation plan under Section 504. I ask that Ed 1109.01(a)(11) mirror, as closely as possible, the language in RSA 186-C:8-a, such as:

> ***(11) When a student is age 17 or older, or will be turning age 17 during the school year, pursuant to RSA 186-C:8-a, if the IEP team determines that voter registration is an appropriate community living/citizenship training goal or competency, it shall be included in the IEP, and if appropriate, when and how voter registration should be accomplished.***

RSA 186-C:8-a Voter Registration. – When an individualized education program (IEP) team or planning team for accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq) meets for the purpose of reviewing or developing an IEP or accommodation plan for a student who is 17 years of age or older, or will be during that academic year, the team shall discuss voter registration as an appropriate community living/citizenship training goal or competency to be included in the IEP or Section 504 plan, and, if appropriate, when and how voter registration should be accomplished. Any resulting decisions shall be included in the IEP or Section 504 plan.

I also request that, in response to the new supported decision-making requirement in RSA 186-C:3-c (see below) an addition be made to Ed 1109.01, adding a new Ed 1109.01(b) and renumbering the current Ed 1109.01(b) as shown below:

Ed 1109.01***(b) If applicable, a supported decision-making agreement, pursuant to RSA 186-C:3-c shall be established and if executed, the IEP team shall abide by decisions made by the student in accordance with the supported decision-making agreement.***

(c)~~[(b)]~~ All of the requirements for the IEP specified in Ed 1109.01(a) shall apply to the development, approval, and implementation of any vocational, career or technical education component.

RSA 186-C:3-c Supported Decision-Making. – If adult guardianship is being discussed by the IEP team with a student or the student's family, the team shall inform the student and family of the availability of supported decision-making pursuant to RSA 464-D as an alternative to guardianship. This shall be done promptly when guardianship is first discussed. The IEP team shall make available resources to assist in establishing a supported decision-making agreement. If a supported decision-making agreement is executed, the IEP team shall abide by decisions made by the student pursuant to the supported decision-making agreement.

To ensure that the rights of youth with disabilities to make decisions about their own lives are respected as they reach the age of majority are protected, to be consistent with new Ed 1109.01(b), and to incorporate the requirements in RSA 186-C:3-c, I request that Ed 1120.01(b) be revised to read as shown below:

Ed 1120.01(b) The rights of parents under Ed 1100 shall be transferred to children with disabilities who are emancipated minors or who have attained the age of 18 years and have not been adjudicated incompetent consistent with the provisions of 34 CFR 300.320(c) and 34 CFR 300.520.

> ***(i) Pursuant to RSA 186-C:3-c, if the IEP team discusses adult guardianship, the team must inform the child with a disability and the parents of the availability of supported decision-making; and***
>
> ***(ii) The IEP team shall abide by a duly-executed supported decision-making agreement.***

The initial proposal revises Ed 1118.01(a) by replacing "person age 18 through 21" with "person age 18 through 22" (see below). If the intent is to make Ed 1118.01(a) consistent with NH's definition of a "child with a disability" in RSA 186-C:2, it should continue to say, "… person age 18 through 21".

If, however, the intent is to provide an additional year of special education eligibility ("age 18 through 22") for offenders with disabilities, it would be appropriate to make the change to "age 18 through 22". Making that change would in a small way compensate for the fact that Ed 1118.01(a)(1) & (2) (see below) excludes incarcerated individuals with a disability from being referred for special education once they are incarcerated in an adult prison (regardless of whether the LEA's child find processes failed to identify and evaluate the individual before they were incarcerated so that if the individual, if found to be a child with a disability, could have received needed special education and related services.

Ed 1118.01 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 1118:

(a) "Eligible offender with a disability" means an incarcerated person age 18 through ~~21~~*22* who:

(1) Had been identified as a child with a disability prior to incarceration; and

(2) Had an IEP prior to incarceration.

One other section that is not in the initial proposal, needs to be amended to be consistent with an existing NH statute. Ed 1119.01(b) conflicts with NH's RSA 189:66, IV (see below). Ed 1119.01(b) references the Family Educational Rights and Privacy Act which, in §300.613, requires school districts to make a student's education records available to a child's parent within 45 days after receiving a parent's request (see below), while NH, pursuant to RSA 189:66, IV, establishes a 14-day time limit for doing so. I request that this be addressed by adding a reference to RSA 189:66, IV as shown below.

Ed 1119.01(b) Each participating agency shall comply with 34 CFR 300.610-300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99 ***and RSA 189:66, IV***.

§300.613 Access rights.(a) Each participating agency must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part. The agency must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §300.507 or §§300.530 through 300.532, or resolution session pursuant to §300.510, and in no case more than 45 days after the request has been made.

RSA 189:66, IV. The department and each local education agency shall make publicly available students' and parents' rights under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. section 1232g, et seq., and applicable state law including: (a) The right to inspect and review the student's education records within 14 days after the day the school receives a request for access.

There are also a few non-substantive corrections needed in the *NH Standards for the Education of Children with Disabilities.* The first three, which would involve minor corrections, impact the accuracy of the document, while the other two are formatting or typographical errors:

First, Ed 1111.04(f)(2), which is already included in the initial proposal, refers to Ed 1111.04(e)(1), but it should refer to Ed 111.04(f)(1) as shown below (there is no (e)(1)):

Ed 1111.04(f) Length of the school year and school day for a home instruction placement shall be consistent with RSA 186-C: 15 except as follows:

(1) When the superintendent has excused a student from full-time attendance in accordance with RSA 193:1, I(c) or RSA 193:5, in which case the superintendent and parent shall agree on the number of hours per week of instruction, including special education and related services that the student shall receive*; or*~~.~~

(2) For children with disabilities ages18-~~21~~*22*, the procedures in ~~Ed 1111.04[(e)]~~*(f)* (1) *above* shall apply as if the child with a disability were under 18 years of age.

Ed 1115.02(a) has a word missing – "custody" should be inserted as shown below ("custody" is used in other sections of Ed 1100, including Ed 1115.01(a) & (b) which references RSA 186-C:14, III(a), Ed 1115.03(f), Ed 1115.04(b)(5), (6)b, & (7), Ed 1115.05(h)(2), and Ed 1116.03(b)).

Ed 1115.02(a) Any employee of an LEA, the department, or a residential school or hospital, any physician, any judicial officer, or any other person who knows or believes that a child's parent is not known, or is not able to be located, or that the child is under legal *custody* of DCYF, or any person who knows or believes that a court has issued a written order for a surrogate parent, shall initiate the appointment of a surrogate parent, pursuant to Ed 1115.02(b).

Please note that the sections below are not included in the initial proposal:

Ed 1129.18(b) & (c) direct the reader to the wrong place; they should be corrected as shown below.

Ed 1129.18(b) The examinations required by *(a)* ~~[(b)]~~ above, shall be used to determine whether:

Ed 1129.18(c) In order to accomplish the above purposes cited *(b)* ~~[(c)]~~ above, in (c) above, a representative number of charges to special education programs shall be tested to determine whether the charges:

Ed 1102.05(d)-(i) are not listed in alphabetical order; the order should be: "Services plan", "Special education", "Special factors", Specialist in the assessment of intellectual functioning, "State advisory committee", and "State education agency" (see below).

Ed 1102.05 Definitions

~~[(d) "Special education" means "special education" as defined in 34 CFR 300.39.]~~

~~[(e) "State education agency" (SEA) means the New Hampshire department of education.]~~

(d) ~~[(f)]~~ "Services plan" means a written statement developed and implemented in accordance with 34 CFR 300.137 through 34 CFR 300.139 that describes the special education and related services that the LEA will provide to a parentally – placed child with a disability who is enrolled in a private school and has been designated to receive services, including the location of the services and any transportation necessary consistent with 34 CFR 300.132.

(e) "Special** education" means "special education" as defined in 3**4 CFR 300.39.

(f) ~~[(g)]~~ "Special factors" means the factors that the IEP team shall consider when the team develops each child's IEP, as provided in 34 CFR 300.324(a)(2) and in Ed 1100.

(g) ~~[(h)]~~ "Specialist in the assessment of intellectual functioning" (SAIF) means a person certified to administer certain individualized tests by the bureau of credentialing of the department in accordance with Ed 500.

(h) ~~[(i)]~~ "State advisory committee" means the advisory committee appointed pursuant to RSA 186-C:3-b and 34 C.F.R. 300.167.

(i) "State education agency" (SEA) means the New Hampshire department of education.

Ed 1114.13 and Ed 1128.01(d) are both missing some text. In Ed 1114, "300." was omitted; where it says, "34 CFR 501" it should read "34 CFR 300.501" (as shown below), and in Ed 1128.01(d) "RSA" needs to be added before "186-C:18, III as shown below:

Ed 1114.13 Parent Access to Education Records. Each private provider of special education or other non-LEA program shall ensure that all parents of children with disabilities have an opportunity to inspect and review all education records relating to the child, in accordance 34 CFR *300.*501.

Ed 1128.01 (d) "Emergency assistance" means funds appropriated for special education costs as provided in *RSA* 186-C:18, III.

Thank you in advance for your consideration of my input on this initial proposal. Please contact me if you have any questions about my testimony, or if I can be of any assistance in any other capacity.

Sincerely,

Bonnie A. Dunham
[redacted]
Merrimack, NH 03054
Tel. (603) [redacted]
Email: [redacted]@gmail.com

To: Julie Shea, Administrative Rules Coordinator, NH Department of Education – Julie.R.Shea@doe.nh.gov and

To: Members of the State Board of Education: Andrew Cline, Chair, Kate Cassady, Ann Lane, Phillip Nazzaro, Ryan Terrell, James Fricchione and Richard Sala, Andrew.C.Cline@affiliate.doe.nh.gov; Kate.J.Cassady@affiliate.doe.nh.gov; Ann.L.Lane@affiliate.doe.nh.gov; Philip.J.Nazzaro@affiliate.doe.nh.gov; Ryan.A.Terrell@affiliate.doe.nh.gov; Richard.K.Sala@affiliate.doe.nh.gov; James.M.Fricchione@affiliate.doe.nh.gov

cc: Louis (Frank) Edelblut, Commissioner, NH Department of Education (DOE) / Louis.F.Edelblut@doe.nh.gov

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

March 2023
State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary

New Grade Level Offered Approval

A. Action Needed

A vote is needed to accept and approve the recommended designation for a New Hampshire non-public school. Lexington Academy seeks approval to add grade 6 to its approved grade 3 – 5 offerings.

B. Rationale for Action

Pursuant to The Code of Administrative Rules, Ed 403.01 and 403.02, a school may change the programs offered provided they demonstrate compliance to the rules, as outlined below, and receive approval by the State Board of Education.

> Ed 403.01 (a), (1) An applicant… [shall] be recommended approved status… if the applicant complies with the following requirements: (2) [Submitting] the letter of intent [to] include [the] Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements if applicable.
>
> Ed 403.02 [An] approved nonpublic school seeking continuation of its approval status… shall submit written documentation of the following information: (1) Any substantive change(s) in the school's educational purposes and objectives that has occurred since the date of initial operation or the submittal of the last report;

C. Effects of this Action

Approval of this Report allows Lexington Academy to expand grade levels to include grade 6.

D. Possible Motion

I move that the State Board accept and approve Lexington Academy's request to add grade 6 for the remaining term of their existing approval.

OR:

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

NONPUBLIC SCHOOLS– REQUEST FOR EXPANSION OF GRADE LEVELS OFFERED

Reviewed By: Timothy Carney

School Name: Lexington Academy **Current Approval Type**: AA

About the School: Lexington Academy is a small private school in East Hampstead, New Hampshire dedicated exclusively to students who have been diagnosed with a complex language and learning disability. By integrating specialized instruction throughout the school day, professionals at Lexington Academy ensure that each student receives a well-rounded education while gaining the important underlying language and literacy skills needed for academic success and independence.

Principal Address: 262 East Main Street, East Hampstead, NH 03826

Head of School: Renee LeCain Email: renee@lexingtonacademy.net

Authorized to Represent School: Same

Date Application Received: 2.16.23 Website: www.lexingtonacademy.net

Requested Effective Dates: 8.15.23

Current Grade Levels Offered: 3 - 5 Requested New Grade: 6

Anticipated Total Enrollment Cap: 8 Anticipated Enrollment in New Grade(s): 2

Approved	Required Documents	Date Received	Comments
☒	Academic content	2.16.23	Academic content is described beginning on page 9 of a document entitled "Program of Studies & Handbook, 2023 - 2024 School Year". In general, Lexington Academy offers instruction in Arts Education, English and Language Arts, Health Education, Information and Computer Technology, Mathematics, Physical Education Science and Social Studies. Lexington Academy also provides both targeted academic intervention, and supplemental intervention and therapy. Work-Study Practices are also embedded into all courses at Lexington Academy.
☒	Assessment processes and promotion requirements	2.16.23	<u>Assessment Process</u> Student assessment processes are described beginning on page 16 of a document entitled "Program of Studies & Handbook, 2023-2024 School Year". Lexington Academy uses both formative and summative assessment tools in evaluating student learning in each course. Further, students at Lexington Academy will participate in the New Hampshire Statewide Assessment or (if the student is from out of state) the assessment required by his or her home state. The staff of Lexington Academy will coordinate with sending districts if applicable to plan for State testing to be completed. Lastly, on an annual basis, students will engage in the Comprehensive Test of Phonological Processing (CTOPP) and the Lindamood Auditory Conceptualization Test (LAC-3). <u>Promotion Requirements</u> Promotion requirements are described beginning on page 18 of a document entitled "Program of Studies & Handbook, 2023-2024 School Year".

			Students at Lexington Academy are known to be in need of intensive, highly individualized instruction addressing language-based learning difficulties. It is the philosophy of Lexington Academy that if a student is not adequately progressing, instruction or other supports must be adjusted to facilitate student progress. No student will be retained at his or her grade level due to any educational disability or impairment. Also, Lexington Academy acknowledges that promotion and retention decisions may be influenced by other, unique factors. Any parent or teacher who wishes to discuss the possibility of retention is encouraged to contact the Special Education Administrator or Executive Clinical Director.
☒	Application Complete and Reviewed by NHED	2.16.23	The Office of Nonpublic Schools (ONPS) determines that Lexington Academy complies with the minimum requirements as set forth in Ed 400 relative to obtaining approval to expand grade levels offered from 3-5 to 3-6. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.

PROGRAM OF STUDIES
&
STUDENT HANDBOOK

2023-2024 School Year

Approved: (Date)

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Overview

Lexington Academy is a small, private school in Hampstead, New Hampshire dedicated exclusively to students who have been diagnosed with a complex language and learning disability. By integrating specialized instruction throughout the school day, professionals at Lexington Academy ensure that each student receives a well-rounded education while gaining the important underlying language and literacy skills needed for academic success and independence. Lexington Academy explicitly targets student learning gaps through direct, individualized instruction.

Students enroll after experiencing challenges or failure, often of a continuous and compounded nature, in a larger, traditional environment. While each at Lexington Academy is unique, all have been diagnosed with a complex language and learning disability. Our students respond well to structure and support; are friendly; may be somewhat immature for their age (*without significant behavioral or emotional problems)*; are motivated to learn; are able to communicate sufficiently to express their needs and wants; and have mastered basic daily living and personal hygiene skills commensurate with their same-aged peers. Our students require a systematic instructional approach aimed at developing the linguistic underpinnings of reading and writing and designed to enhance language growth, maturation and expansion as a means of conceptual development; as well as, explicit instruction in speech-to-print relationships.

The typical Lexington Academy student comes to us after years of academic struggle and failure. Some of our students have been participating in ineffective instruction, while others have had their needs minimized. After years of difficulties, school districts and families call us because they are searching for something different.

Administration

Lexington Academy operates under the leadership of Ms. Renee LeCain, founder and Clinical Director of Lexington Academy. Ms LeCain has over 25 years experience in diagnostic evaluations and treatment of students with language and literacy disabilities. She earned her B.S. from Purdue University and M.A. from Northwestern University. After completing Orton-Gillingham training, she received additional training in numerous intervention programs including Feuerstein's Instrumental Enrichment, Project Read® Written Expression, Precision Teaching, PROMPT, RAVE-O, S.P.I.R.E., and several Lindamood Bell programs.

In addition to working with students, Renee works to develop the personalized program for each Lexington Academy student. Renee is a licensed Speech-Language Pathologist, Certified NH Special Educator and diagnostic reading clinician.

Assisting Ms. LeCain in the management of operations is Special Education Director, Tina McCoy, who has over 35 years of experience as a Superintendent, special education administrator, and special education teacher. She earned her B.S from the University of Illinois, her M.A. from Saint Louis University, and her Doctorate from Boston College. Dr. McCoy holds NH certification in the following areas: Superintendent, Special Education Administrator, Learning Disabilities, Intellectual and Developmental Disabilities and General Special Education. Dr. McCoy serves Lexington Academy in a consultative role.

Lexington Academy
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Lexington Academy Vision, Mission, Purpose and Objectives

Vision Statement

To develop, support, encourage, and enhance a love for gaining experience, acquiring knowledge, and exerting good judgment while in a 'garden' of word germination that faculty and students alike tend with care and protection, all the while anticipating and overseeing the widespread and far-reaching growth of our seedlings.

Mission Statement

- To teach our students to listen and read so they may pursue understanding;
- To teach our students to speak and write so they may purvey understanding;
- To teach our students to do so with generosity, courage and confidence so that understanding flourishes in their path.

Purpose and Schoolwide Objective

The purpose of Lexington Academy is to ensure that all students become literate, independent thinkers who practice creativity and understand the value of hard work, persistence and kindness.

Our objective is to close the language and literacy gap to facilitate a student's return to larger group learning environments. By virtue of this strong commitment and unwavering focus, our students and progress within their grade level general curriculum.

Evaluation of Accomplishment of Purpose and Objective

Effective individualized instruction is what makes Lexington Academy stand out from other schools. In order to achieve this, the collective (as well as individual) progress of all our students must be regularly monitored. Lexington Academy evaluates its own efficacy through a variety of means:

- Student mastery of individualized goals and indicated in Individualized Education Plans - at the end of each term through Progress Reports.
- Student performance on curriculum based assessments - at the end of each term through Competency Based Report Cards.
- Student gains in reading accuracy - assessed multiple times per term through running records.
- Student gains in writing - assessed multiple times per term through student portfolios.
- Student performance on the Comprehensive Test of Phonological Processing (CTOPP) - conducted annually.
- Student performance on the Lindamood Auditory Conceptualization Test (LAC-3) - conducted annually.
- Student achievement performance on state-wide assessments or school-wide achievement tests - administered annually.

- Student rate of return to larger group learning environments - as demonstrated through records of placement type when students transition out of Lexington Academy.

While all of the preceding data are important for each individual student, the data are gathered and analyzed collectively, on a macro level, to demonstrate and monitor program effectiveness.

Program Orientation

The Lexington Academy program can be described as using two distinct, yet intertwined, means to support students as they strive to gain access to the general curriculum: awareness and meta-cognition.

Lexington Academy students develop an awareness that their daily interactions are based on goals, individually-derived from baselines administered either formally or informally at the onset, and that these goals direct their educational path. The awareness is heightened by ascribing their achievements, however incremental, to their moment-to-moment interactions with materials, discussions, readings, writings, observations, thoughts, faculty, and each other. With the assessment of discrete skills, LA students attribute their success to their input. As they develop the linguistic underpinnings and vocabulary to examine their learning, metacognitive activities naturally and routinely become a dynamic component of their path. Through these self-examination tasks, Lexington Academy students begin to realize that real change comes from within, rather than from an external force; that they no longer need to enact a pretense of knowing, but in fact, actually know and can speak about their knowledge; and begin to enjoy the process of learning.

In the same way that students need access to the general academic curriculum, they require access to the acculturated norms of societal interactions to be an active and vital member of any community. LA develops a student's self-awareness through observations, guided modeling, socratic questioning, drawing on the student's own increasing level of awareness and desire to engage, to support their feeling of self-worth, and cognition of the role they play in any social engagement.

Short Term Student Objectives

Upon acceptance and enrollment, students at Lexington Academy undergo baseline assessments, administered incrementally, in a clearly-defined and procedural manner, in an effort to determine with care, precision, and methodicalness areas of skill vulnerability, and areas of skill integrity, as well as the student's understanding of their own learning. This process serves as the foundation for instruction and progress monitoring.

Long-Term Student Objectives

From the highly-individualized baseline data collections, an IEP is formulated, addressing those needs that constitute underpinnings and structural supports for over-arching language and literacy development as a priority and primary actuation. In each area of need, goals are set, objectives developed, and the teaching-learning cycle commences with the long-term aim of

mastering each objective with incremental steps that ensure acquisition, understanding, application, and generalization. In targeted areas, our long-term aim is to achieve expected annual growth, in addition to closing the gap. Data collection procedures are re-administered, treatment plan goals, and thus, objectives are realigned and adjusted, elevated and extended, until skills are commensurate with grade level.

Lexington Academy Course of Studies

Arts Education

Lexington Academy offers instruction in the arts, including music and visual art, while developing opportunities for expression through theater or dance. On a weekly basis, students engage in opportunities to create, perform and/or respond to the arts with understanding. Language based instruction is integrated into students' regular opportunities to participate actively in at least one of the art forms of visual art, music, dance or theater. An interdisciplinary approach to the arts is frequently used to integrate skills and allow for sustained, project-based learning in relation to the arts.

During the course of their enrollment at Lexington Academy, students learn to analyze and evaluate works of art from structural, historical, and cultural perspectives. This is not confined to visual art, but includes a wide range of art forms. Students learn to recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines. They also engage in opportunities to relate various types of arts knowledge and skills within and across the arts and other disciplines and use technology as ways to create, perform, or respond in various arts disciplines. Finally, students are introduced to career opportunities in the arts and the impact of the arts on everyday life. Active engagement and an emphasis on the interests of individual students are key to the arts program at Lexington Academy, and connections between the arts and other academic domains are emphasized.

The arts program at Lexington Academy also includes:

- The implementation of a variety of techniques, processes and learning materials and tools.
- An emphasis on safety issues associated with arts tools and equipment.
- Guided opportunities to synthesize students' own thoughts and ideas into traditional and non-traditional artwork.
- The expression of ideas through sounds, symbols and language of artwork.
- An emphasis on artistry skill development over time, artistic choices, and critical thinking in relation to the arts.
- Global connections and comparisons.
- Encouragement to participate in the arts outside of school.

English and Language Arts

English and language arts form the foundation of all instruction at Lexington Academy. Students receive systematic and continuous instruction which develops their knowledge and use of language arts, including listening, speaking, reading, writing, and viewing. There is a strong, methodical focus on the essential, underlying language skills that are necessary for each student to progress and succeed in academic and functional environments. Language instruction is carefully planned and executed to meet the unique needs of each individual, based on diagnostic assessments of skills and knowledge. Through methodical, personalized instruction, each student has opportunities to become more skillful and fluent in the use of oral and written language and to value reading.

In addition to highly individualized instruction that builds foundational skills needed for each student to succeed, instruction emphasizes how to clarify, order, interpret and communicate experiences through the skillful use of language. Students also become acquainted with varying interpretations of experiences through fiction and informational materials, film, television, and other media. At Lexington Academy, students receive a well-rounded education in language arts along with the methodical, highly personalized instruction that they need to grow and thrive.

Language arts instruction is emphasized in all content areas throughout the school day in addition to the regularly scheduled English and Language Arts class time. Every student receives intense therapeutic instruction carefully designed to address the specific learning gaps that have kept them from progressing adequately prior to enrollment at Lexington Academy.

Health Education

Lexington Academy provides regularly scheduled instruction to ensure that students acquire developmentally appropriate knowledge, skills that promote healthy choices and habits. Health education has a strong emphasis on literacy and connections between health and other curricular content areas. Students are taught life strategies to promote health and prevent disease, with an iterative focus on functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

During the course of their enrollment at Lexington Academy students learn developmentally appropriate ways to access and understand health information, products and services. They are taught to practice health promoting behaviors and reduce health risks, as well as analyze the impact of culture and media on health choices. Finally, they learn to use language and interpersonal communication to enhance their health and the health of others, set goals, and advocate for personal, family and community health.

The health education program at Lexington Academy also encompasses:

- Alcohol and other drug abuse prevention.
- Injury prevention strategies.
- Proper nutrition.
- Adequate physical activity;
- Family life and age-appropriate sexuality education.

- Tobacco use prevention.
- Mental health.
- Personal and consumer health.
- Community and environmental health.

Targeted Academic Intervention

All academic **c**ontent area subjects are addressed in small group settings. Additionally, as part of the standard program, every student at Lexington Academy receives one, 45 minute session of 1:1 reading intervention.

Supplemental Intervention and Therapy

Lexington Academy utilizes a highly-integrated, diagnostic approach. Speech and language therapeutic principles are simultaneously addressed within the context of a child's program, thus creating one that is appropriately responsive to each child's academic growth and personal achievement.

We accomplish this by providing every student with a highly-specialized, individually-developed treatment plan that is implemented by crossed-trained educators. Lexington Academy's approach is unique, established and effective.

Given the speech and language therapeutic principles upon which literacy-based instruction is derived, one-to-one services beyond the aforementioned targeted academic intervention are delineated by a determination based on the complexity of the student's language and social profile. Students determined to be in need of this additional service are provided it by agreement.

As needed, supplemental services such as Occupational Therapy, Physical Therapy, Mental Health Counseling, Speech and Language Therapy and Mathematics Intervention are provided through individualized sessions.

Information and Computer Technology

Lexington Academy emphasizes the use of technology and communication tools across all areas of the curriculum in order to enhance communication and to build the skills needed to be a responsible and adept user of technology tools in accordance with the age and grade of each student. The goal is to develop within each student the skills to use technology to gain and evaluate information needed to make decisions in a quickly changing society. Over time, students will learn to use current tools to access, manage, integrate and create information within the context of all core subject areas. Technology tools will be used to develop cognitive proficiency in literacy, numeracy, problem solving, decision making and spatial/visual literacy.

Lexington Academy students will also be introduced to age-appropriate foundational knowledge and skills related to computer programming (coding), basic hardware and relevant software applications. Each student will be required to create and maintain a digital portfolio which illustrates his or her own work and competencies including, but not limited to, the following:

- Basic operations and concepts.
- Social, ethical, and human issues.
- Technology productivity tools.
- Technology communications tools.
- Technology research tools.
- Technology problem solving and decision-making tools.
- Representation of the proficient, ethical, and responsible use of 21st century tools within the context of the core subjects.

It is important to note that although technology tools will be used to enhance teaching and learning across all content areas, technology tools will be used at Lexington Academy only at the direction, and under the direct supervision of, instructors. This ensures that technology education is targeted, constructive and directly correlated with learning objectives.

Mathematics

Mathematics at Lexington Academy is carefully designed to address the underlying language deficits that have prevented students from succeeding in other settings. By building skills sequentially, students have the opportunity to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations. Instruction promotes the development of mathematical concepts from the concrete, to the representational and finally to the abstract level. To achieve this, teaching is adapted to the unique needs of each individual.

Mathematics instruction at Lexington Academy includes opportunities for all students to solve problems by:

- Using multiple strategies.
- Communicating mathematical ideas through speaking and writing.
- Making logical connections between different mathematical concepts.
- Providing opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.

Lexington Academy also affords students opportunities for authentic learning tasks that:

- Promote student decision making and questioning.
- Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results.
- Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated at their grade level.

Through interactive activities, and the frequent use of hands-on materials, students at Lexington Academy acquire skills and solidify their understanding of key, grade-appropriate concepts. The language of mathematics is continually reinforced as students apply skills and knowledge

involving number and operations, geometry and measurement, the use of data, statistics and probability, functions and algebra. By filling in learning gaps, and strengthening these foundational skills, students at Lexington Academy prepare to be more successful in later mathematics courses as they progress throughout their educational careers.

Physical Education

Exercise as a necessary component of physical, social and emotional health is emphasized at Lexington Academy. The school promotes physical activity after school as well as during the school day, and may sponsor fundraisers that encourage physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.). Physical education and recess are provided outdoors, weather permitting, so that students have ample opportunities for fresh air and vigorous activity. Lexington Academy students have scheduled throughout the school day 60 minutes of time for physical activity,

Physical education is important at Lexington Academy, and students are provided with daily opportunities to demonstrate competency in the motor skills and movement patterns necessary to perform a variety of age-appropriate physical activities. Through active engagement, students are taught to understand the concepts and principles underlying movement and the performance of physical activities. Students are taught the value of participating regularly in physical activity to achieve and maintain physical fitness. Integrated into the program is social skills instruction that builds responsible and constructive behaviors that strengthen sportsmanship and respect for self and others. Physical education activities are designed to promote enjoyment, challenge, self-expression and socialization.

The physical education program at Lexington Academy also incorporates:

- A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child.
- Fitness education and assessment to help children understand and improve or maintain their physical well-being.
- Development of cognitive concepts about motor skills and fitness; Fitness education and assessment to help children understand and improve or maintain their physical well-being.
- Opportunities to improve children’s emerging social and cooperative skills and to gain a multicultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.
- Utilization of technology tools to monitor and attain goals.

Science

Lexington Academy provides regularly scheduled science instruction designed to develop critical and scientific thinking skills and communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world. Learning activities are designed to increase students' factual knowledge and conceptual understanding of the nature of science, in the context of unifying themes such as physical, biological, and earth space sciences.

Interactive science instruction promotes the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence. Whenever possible, instruction will include outdoor activities that help develop an appreciation of involvement with the natural world. Students are also afforded opportunities to develop a knowledge and understanding of key process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:

- Explore, collect, handle, sort, and classify natural objects.
- Use strategies to organize and identify the questions children ask from natural world observations.
- Use tools, including, but not limited to, non standard measures, rulers, and magnifiers, to enhance observations and collect, represent and interpret data.
- Organize data in multiple ways using tools of technology, including calculators and computers or handheld electronic devices.
- Model and communicate safety and health related issues relating to exploration, activities, and the use of materials, tools or procedures.

Social Studies

In order to enhance understanding of the key social studies concepts that all students need to practice good citizenship at school and in the community, language arts instruction is integrated into social studies instruction at Lexington Academy. By integrating speaking and listening, vocabulary, reading and writing into the program, students have the opportunity to apply knowledge and skills in a variety of meaningful ways that strengthen connections between content areas. This provides more opportunities for students to maintain and transfer acquired skills.

The social studies program includes a range of instructional activities that help students become familiar with the skills of decision making, data gathering, and critical thinking. Students learn about their own community, and are introduced to the history, government and constitutions of their country and State. The overarching aim is to ensure that students acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

Admissions

While each student we accept and serve is unique, all of our students have been diagnosed with a language disorder and/or learning disability such as dyslexia. Potential students at Lexington Academy may present as somewhat immature for their age but they do not have significant behavioral or emotional needs. Our students respond well to structure and support, are friendly, and are motivated to learn. *Acceptance to Lexington is based on our ability to meet the educational, emotional, and social needs of each student.*

The admissions process at Lexington Academy:

1. Call to schedule a visit for parent and child. During the visit, both will meet with our Clinical Director, and the student will meet with an instructor for informal diagnostic assessments.
2. If placement seems appropriate, an application must be completed, and a list of required documents for submission will be provided.
3. If a review of all required documents suggests that Lexington Academy can address the child's educational, social and emotional needs, student candidates will be invited to spend a day at Lexington Academy.
4. Following this visit, the administration at Lexington Academy will make a final decision regarding an offer of admission. This will be communicated to the parent/guardian and the sending school district if applicable.

Please note: For placement, we ask that all professional evaluations be completed outside of Lexington Academy. We feel this provides an objective view of each candidate.

Registration Requirements

Birth Certificate

The student's birth certificate must be submitted to the school as part of the initial registration process.

Court Documents if Applicable

The staff of Lexington Academy will use the birth certificate to verify parental rights in the context of the education of the student at our school. Any changes to guardianship or parental rights must be demonstrated by submitting official court documents.

Registration and Medical/Health History Form

This form must be thoroughly and accurately completed, then signed by a parent or guardian. This will be completed through an online process.

Student Handbook and Program of Studies Written Acknowledgement

A close review of this document, and written confirmation of receipt and understanding, is required each year as part of the new or returning student registration.

Physical Examination

Documentation of a recent (within one calendar year) physical examination must be provided to the school within one month of enrollment at Lexington Academy.

Immunizations

According to New Hampshire's immunization rules RSA 141:C-20, students must meet DHHS requirements for school attendance. Immunization requirements may change from year to year for all school-aged children. At this time, immunization requirements are as follows:

New Hampshire School Immunization Requirements for 2022/23 will be noted here when they become available.

Students must have required proof of all required immunizations, or valid exemptions, in order to attend the first day of school. Documentation of immunity by confirming laboratory test results for Measles, Mumps, Rubella, Varicella, and Hepatitis B is permissible.

A student may be conditionally enrolled when the parent or guardian provides:

- Documentation of at least one dose for each required vaccine; AND
- The appointment date for the next dose of required vaccine.

Medical and religious exemption information is available at:
https://www.dhhs.nh.gov/dphs/immunization/exemptions.htm

Additional information can be found at https://www.cdc.gov/vaccines/schedules/hcp/child-adolescent.html. Questions should be directed to the New Hampshire Immunization Program at 1-800-852-3345 x4482 or 603-271-4482. Please contact the school for more information and clarification if needed.

Student Assessment

Formative Assessments

Formative assessments are those done informally to provide teachers with student performance information needed for them to cater instruction and educational activities to the unique needs of each individual. These are not graded, but they are essential to the effective teaching and learning process. Teachers at Lexington Academy conduct ongoing formative assessment

through a range of activities integrated into instruction. Formative assessment notes are reviewed daily, and used to inform instruction in subsequent sessions.

Summative Assessments

Periodically, in preparation for report cards and progress reports, Summative Assessments may be conducted. These provide student data pertaining to student performance on important, subject specific educational competencies at a designated moment in time. These assessments, along with other evaluation tools, help illustrate a record of achievement over time that teachers and parents can review to monitor student growth.

Report Cards

Report Cards will be competency based, and in alignment with the established curricula at Lexington Academy. These will be issued three times per school year, on a trimester basis. Traditional letter grades will not be used. Student competencies for each subject and grade level will be assessed on a four point scale with one of the following achievement levels:

- 4 - **Mastered**
- 3 - **Independent Practice**
- 2 - **Guided Practice**
- 1 - **Teacher Modeled**

In addition to academic competencies, it is essential that students at Lexington Academy build skills and dispositions that cut across content areas and are needed for them to thrive in future academic or career settings. These skills, referred to as **Work-Study Practices**, are embedded into all courses at Lexington Academy and will be assessed beginning in grade 5:

- **Communication -** Students can use speech and language in different formats to question, and express knowledge, information, feelings and ideas.
- **Creativity -** Students can use original and flexible thinking as they communicate their ideas, solve problems or create work products.
- **Collaboration -** Students can work in groups to achieve a common goal.
- **Control -** Students can initiate and manage their learning, and demonstrate a “growth” mindset, through self-motivation, self-control, and self-advocacy.

Lexington Academy Report Cards, beginning in grade 5, will assess student performance on these essential Work-Study Practices using the same 4 point scale as used for academic competencies.

Individual Progress Reports

Also on a trimester basis, written progress reports based on individual student goals will be issued. These will be based on student-specific goals and objectives or benchmarks directly related to skills and knowledge in need of remediation in accord with an individualized education plan or treatment plan. These progress reports will be issued around the same time as formal report cards.

School-Wide Testing

Students at Lexington Academy will participate in the New Hampshire Statewide Assessment or (if the student is from out of state) the assessment required by his or her home state. The staff of Lexington Academy will coordinate with sending districts if applicable to make arrangements for State testing to be completed.

Additionally, on an annual basis, students will engage in the Comprehensive Test of Phonological Processing (CTOPP) and the Lindamood Auditory Conceptualization Test (LAC-3)

Parent Involvement

Student Led Parent-Teacher Conferences

Parent-teacher conferences will take place two times per year; once after the first trimester and again after the second trimester. These will be scheduled during the school day, and will be student led. This process provides a unique opportunity for students to share examples of their work, demonstrate and reflect on their progress, and engage in goal-oriented discussion with their teacher and parents. Conferences will be conducted in person.

Parent-Teacher Communication

Quality instruction, with full attention to student learning, is the priority at Lexington Academy and uninterrupted planning time is essential for success. For this reason, Lexington Academy teachers will not take phone calls from parents or respond to email inquiries. All parent correspondence will be answered by the Director of Special Education or the Executive Clinical Director of Lexington Academy.

Homework

Students at Lexington Academy work exceptionally hard during the school day, engaged in an intensive, individualized program. Therefore, it is the philosophy of Lexington Academy that students should engage in other activities after school, rest well and enjoy a ‘mental break’ before the next school day. There will be no homework assigned for students at Lexington Academy that they cannot complete with full independence in a short period of time.

Criteria for Promotion

Students at Lexington Academy are known to be in need of intensive, highly individualized instruction addressing language based learning difficulties. It is the philosophy of Lexington Academy that if a student is not adequately progressing, instruction or other supports must be adjusted in order to facilitate student progress. No student will be retained at his or her grade level due to any educational disability or impairment. This being said, the criteria for promotion include:

- The student is accessing the general curriculum at his or her grade level, and can demonstrate proficiency for most competencies given appropriate instructional adjustments or other necessary accommodations.
- The student is progressing toward curriculum based and individual goals.
- The student is benefiting from instruction in strategies or processes that facilitate academic, social, and organizational skills needed to succeed in future settings.

Lexington Academy acknowledges that promotion and retention decisions may be influenced by other, unique factors. Any parent or teacher who wishes to discuss the possibility of retention should contact the Special Education Administrator or Executive Clinical Director at least six months before the end of any given school year.

School Support Services

Guidance

On a regular basis, all students at Lexington Academy participate in group activities, led by a licensed mental health professional, designed to monitor their emotional well-being and strengthen their social-emotional skills. The overarching goal of the program is to boost grit, self-awareness, and a growth-oriented mindset. By explicitly teaching and reinforcing these skills, Lexington Academy facilitates the development of the resilience, positivity and tenacity that will help students succeed in school and throughout life.

Health Services

The health and safety of every member of our learning community is the highest priority at Lexington Academy. In order that we may serve all effectively and consistently, the following guidelines will be adhered to:

- All communicable diseases should be reported to the Clinical Director or the Special Education Administrator so that the nurse can be consulted and the school may respond appropriately. (Ex: strep throat, COVID, rashes etc.) All information will be kept confidential.
- Lexington Academy strongly recommends that prescription medication be administered to students by parents/guardians outside of school hours whenever possible.
- If medication is required for a student during the school day, it must be one which is prescribed by a licensed physician, an advanced registered nurse practitioner, or a licensed physician's assistant, and must be accompanied by a written statement from that practitioner along with written authorization from the parent and/or guardian**.** A parent, guardian, or a parent/guardian designated responsible adult shall deliver all prescribed medication to be administered by school personnel directly to the Clinical Director. All medications must be delivered in the original bottle or package in which it was dispensed by the pharmacy.
- Non-prescription medications will not be administered to students.
- Students may not self-administer any medications and may not be in possession of medications of any kind at school. Infractions of this rule will result in disciplinary action.

Lexington Academy contracts with a nurse who can be consulted when necessary to discuss matters pertaining to student health. Please feel free to reach out to the Clinical Director or the Special Education Administrator if you have concerns or questions about the health of your child. The school nurse will be contacted whenever necessary.

Library-Media Services

Lexington Academy teachers plan lessons and projects that integrate library-media skills across academic content areas in consultation with a certified library-media specialist. At designated times during the academic week, students have structured opportunities to learn important research skills that are well matched to their developmental levels, interests and ages. Although students at Lexington Academy have language based learning disabilities, a love of reading, inquiry and skill-building is emphasized in the context of important academic content.

School Nutrition

Health and well-being is key to every student's success, and school nutrition is a priority at Lexington Academy. General nutrition guidelines are as follows (Please see our Wellness Policy for more detailed information):

- Parents/guardians must provide meals and snacks daily.
- On a rotating basis, families will be asked to bring in fruit or vegetables to share with other students.
- Students will be allowed at least 20 minutes to eat lunch.
- To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day.
- Students will be encouraged to bring and carry (approved) water bottles filled with only water with them throughout the day.
- All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through the following strategies:

    - The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
    - The school will provide parents a list of food and beverages that meet our set nutrition standards
    - Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
    - Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices. Students and staff at Lexington Academy will receive consistent nutrition messages across all school settings.

Transportation

Lexington Academy does not provide transportation for students. Transportation to and from Lexington Academy is provided by parents/guardians or sending school districts. If a special educational event such as a field trip necessitates the use of a school bus, professional transportation services will be contracted, and event-specific (written) parental consent will be required for any student to access the transportation services.

Special Needs

The special education program at Lexington Academy is independent of the NHDOE approved special education program. The academy serves students with complex language based learning disabilities. Professionals provide specially designed instruction and adapt their teaching to meet the unique needs of their students in accord with Individualized Education Plans or Treatment Plans. Accommodations are made as needed to ensure full access to the general curriculum for every student. Furthermore, professionals at Lexington Academy participate in the special education process as required to ensure that each student is receiving an appropriate education.

School Cancellations or Unanticipated Schedule Changes

When adverse weather or other unanticipated events make scheduling adjustments necessary parents/guardians will be notified through the following outlets:

- WMUR Manchester - Channel 9 (and at https://www.wmur.com/weather/closings)
- The Lexington Academy Website (https://www.lexingtonacademy.net/) and Facebook page.

In the event of an unanticipated early release, parents/guardians will be called. If parents cannot be reached, the school will call emergency contacts on record.

School Calendar – following page.

Lexington Academy School Calendar

2023-2024 Academic School Year

September

M	T	W	Th	F
			31	*1*
4	**5**	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

9/4 Labor Day - No School

9/5 - First Day of School for Students

October

M	T	W	Th	F
2	3	4	5	ER
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

10/6 - Early Release

10/9 Columbus Day - No School

November

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

11/10 Veterans Day - No School

Thanksgiving Recess - 11/22, 11/23 & 11/24

December

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

12/1 - Trimester 1 Ends

Holiday Recess 12/25-1/1

January

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19

1/1 New Year's Day - No School

March

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2/26 - 3/1 Winter Recess

3/8 - Trimester 2 Ends

April (15)

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	ER
22	23	24	25	26
29	30			

4/19 - ER

4/22 - 4/26 Spring Recess

May (21.5)

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	ER
27	28	29	30	31

5/24 - Early Release

5/27 Memorial Day - No School

June (8)

M	T	W	Th	F
3	4	5	6	7
10	11	ER	13	14
17	18	19	20	21
24	25	26	27	28

6/11 - Trimester 3 Ends

6/12 - Early Release and Last Day of School

6/27 - Summer Program Begins*

*Tentative

July

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19

7/4 - No School - Independence Day

1/15 MLK Jr. Day - No School	22	23	24	25	26		8/1 - Last Day of Summer Program	22	23	24	25	26
	29	30	31					29	30	31		
	February							**August**				
	M	**T**	**W**	**Th**	**F**			**M**	**T**	**W**	**Th**	**F**
				1	2						1	2
	5	6	7	8	9			5	6	7	8	9
	12	13	14	15	16			12	13	14	15	16
2/26 - 3/1 Winter Recess	19	20	21	22	23			19	20	21	22	23
	26	27	28	29				26	27	28	29	30

Daily Schedule

	Lexington Academy Academic Program Time Schedule				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:25 AM	Arrival	Arrival	Arrival	Arrival	Arrival
8:30 AM	Recess	Recess	Recess	Recess	Recess
8:45 AM	English & Language Arts	English & Language Arts	English & Language Arts	English & Language Arts	English & Language Arts
9:30 AM	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention
10:15 AM	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:30 AM	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Noon	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM	Individualized Therapy or Intervention	Individualized Therapy or Intervention	Individualized Therapy or Intervention	Individualized Therapy or Intervention	Health Education
1:15 PM	Science	Social Studies	Science	Social Studies	
1:30 PM	Recess	Recess	Recess	Recess	Arts Education
2:00 PM	Academic Application	Academic Application	Academic Application	Academic Application	Dismissal

2:35 PM	Recess	Recess	Recess	Recess	Recess
2:50 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
Note: Academic Application is a time when ICT and Library Media Skills are integrated into academic content areas for practice and maintenance of key skills in context.					

Arrival and Dismissal Procedures

Students should start and end their school day “in sync” with their peers. Parents are encouraged to schedule appointments before or after school hours if at all possible. Please keep in mind that your child will be missing valuable instructional time if they arrive late or are dismissed early. Tardiness and dismissals are frequently disruptive to everyone in the classroom.

Arrival

Students may be dropped off at 8:25 AM each school morning. Any student who arrives after 8:30 AM will be considered to be tardy. A documented, valid reason for the tardy is required, or the student will be documented as an unexcused tardy. An exception will be made when a student is transported by bus, and the bus is late for reasons outside the control of the student or his/her family.

Dismissal

Student early dismissals are only allowed with the consent of a parent or guardian except in the event of an emergency. As is the case with tardies and absences, a documented reason for early dismissal is required in order for the dismissal to be documented as excused.

If a student must be dismissed from school before 2:50 PM, a note from a parent or guardian should be provided to school in advance. It is preferred that this note be provided first thing in or morning. In the event of unforeseen circumstances, the note may be provided during the school day or when the parent/guardian arrives to pick up the student.

The adult picking up the child must arrive a few minutes prior to the dismissal to formally sign out the child. The child will then be called down to the office. For security reasons, parents are not permitted to dismiss children directly from a classroom. If someone other than a parent/guardian picks up the child (i.e. grandparent, aunt, family friend), the parent/guardian must request this in writing or the child will not be released for safety reasons. For the safety of students, a picture ID may be required upon request.

Attendance Requirements

In order to take maximum advantage of educational opportunities, students are expected to maintain regular and punctual attendance. Parents are asked to schedule required appointments after school hours whenever possible, and limit vacations to days when school is

not in session.

If a student must be absent or tardy on a given day, parents or guardians must call the school (603-489-1874) each morning affected. Messages can be left on the school voicemail if the call is made before 8:25 AM. If the school is not notified of an absence (note, phone call, etc.), the school will use emergency call lists to contact the family.

In order for any tardiness or absence to be considered and recorded as excused, a written explanation must be forwarded to the school for a formal record. This note should be submitted within two days of the student's return to school.

If a student is absent due to illness, an explanation of the illness will be very important. Parents are asked to include this information when they call the school and when they write a note excusing the absence. If a student, or anyone in his or her family, has been diagnosed with a highly contagious illness, please contact the school immediately and keep the student home until all potential requirements for possible self-isolation are addressed.

If a student is absent for five consecutive days due to illness, a physician's note MUST be sent to the office upon returning to school. Lexington Academy will work with affected families to provide assignments or alternative instruction as much as possible if students will be out of school for any extended period of time (five days or more).

The Special Education Administrator is responsible for overseeing attendance procedures and for ensuring that:

- Attendance is accurately checked, recorded, and reported to the school office each day
- All student absences are recorded, including tardies, early dismissals and full day absences.
- All permanent records of student attendance are maintained at the school.

Truancy is defined as ten half days of unexcused absence per school year. The Special Education Administrator is designated as the employee responsible for overseeing truancy issues. For students identified as being truant, their parent/guardian will be contacted by this school official and /or truancy officer.

Visitors and Volunteers

Lexington Academy is a unique educational setting, where students receive intense, individualized instruction catered to the needs that arise from language-based learning difficulties. In order to maintain a focused and confidential environment at all times, visitors and volunteers are generally not allowed.

In special circumstances, including but not limited to scheduled visits of potential students, their parents or school district representatives, exceptions may be made by the Clinical Director or the Director of Special Education. Any exceptions will be contingent upon the submission of all applicable consent forms and/or confidentiality agreements.

Student Conduct and Discipline

Lexington Academy is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students and school personnel. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on school property.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students or employees, and/or violates the rules of conduct, or classroom rules is prohibited. Response to violations of the rules of conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students and staff. School personnel who interact with students are expected to utilize positive, progressive disciplinary measures and to place emphasis on educating students so they may grow in self-discipline.

It is the philosophy of Lexington Academy that students should be involved in the collaborative development of adjustment of specific classroom rules and expectations. Classroom rules will be clearly posted and regularly reviewed with students, with a special emphasis on behavioral expectations at the beginning of the school year.

Any rules impacting the entire school (ex. In effect at recess or during lunchtime) will also be posted and reviewed with students.

No student shall be in possession of any drug (including alcohol or tobacco in any form) at school; weapons of any kind are strictly prohibited on school property.

The administration of Lexington Academy may, if warranted, suspend students for serious behavioral infractions. If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Policy Against Discrimination and Harassment

Lexington Academy strictly prohibits all forms of race, color, national origin and ancestry-based discrimination, including harassment. It also prohibits retaliation, and treats retaliation as a form of discrimination. This policy is an integral part of the school's comprehensive efforts to promote

learning and equal educational opportunities for all our students, eliminate violent, harmful, and disruptive behavior and to provide a learning environment free from discrimination, including harassment and retaliation.

The administration of Lexington Academy will promptly investigate all reports and complaints of discrimination, including harassment, based on race, color, national origin or ancestry, and retaliation.

Any violation of this policy is a serious offense that will subject the violator to disciplinary and corrective measures, and, where appropriate, referral to a law enforcement agency. Nothing in this policy is designed or intended, however, to limit the authority of the school to discipline or take corrective or remedial action in response to violent, harmful or disruptive behavior, regardless of whether such behavior falls directly under this policy. Nor does this policy limit the authority of the school to take immediate interim disciplinary action while a complete investigation is still underway.

Student Discipline Due Process

Any student who is disciplined by a short-term suspension (less than ten days) from school shall be afforded due process. This shall include, at minimum:

- The student and parent/guardian will meet with the school administrator; at the outset of the meeting they shall be informed of the meeting's purpose, including the possibility of a short-term suspension.
- At or before the meeting, the student and parent/guardian shall be given oral or written notice of the disciplinary charges and an explanation of the evidence against the student.
- The student shall have the opportunity to present his or her side of the story.
- The student and at least one parent/guardian will be provided with a written statement explaining any disciplinary action taken against the student.

When long-term suspensions or expulsions are considered, in addition to the steps applicable to short term suspensions, the parent/guardian will have the option of appealing to the Lexington Governing Board by making a request to do so within ten days of required, written notification of the decision. The Governing Board shall meet as soon as practicable within 30 days. The Governing Board shall review all available documents pertaining to the long-term suspension, and will render a decision in writing to the parent/guardian and school administration.

Dress Code

All students are expected to be well-groomed and neatly dressed in Lexington Academy school uniforms, available for purchase from Land's End (insert link for purchasing when available). Backless shoes or flip flops are not allowed for safety reasons.

Technology Use

It is the policy of Lexington Academy to require that all technological devices not being directly and specifically used for classroom instruction be placed in student backpacks upon arrival, i.e.: cell phones. Personal devices are to remain in place until dismissal unless otherwise directed by instructors.

Devices, such as personal laptops, Chromebooks, etc. are to be used under the direction and supervision of instructors with the expectation that students do not stray from specified sites required for classroom experiences. In order to ensure student safety, students are expected to openly and willingly share their devices being used in class when requested by instructors.

Co-curricular and Extracurricular Activities

Lexington Academy acknowledges the value of having students engaged in activities outside of school. Students are encouraged to engage in after school activities such as sports, the arts, or other social or outdoor events. Parents/guardians are reminded that private school students have the right to engage in activities in their home public school districts, in accord with guidelines established for all students. Many other types of activities such as Town recreational sports teams, or activities sponsored by private organizations, are also available and encouraged. However, Lexington Academy does not offer co-curricular or extracurricular activities after school.

Protection of Student Information

Lexington Academy adheres to the Confidentiality of Information regulations set forth in the NH Rules, the Federal Family Educational Rights and Privacy Act of 1974 20, U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99 and the Individuals with Disabilities Education Act (IDEA 2004; 34 CFR 300.610-627).

Lexington Academy utilizes the document published by the US Department of Education regarding IDEA and FERPA Confidentiality Provisions to assure exactitude in maintaining highly confidential procedures. www.2.ed.gov/policy/gen/guid/ptac/pdf

Consent

Lexington Academy obtains parental consent before personally identifiable information is disclosed to parties other than officials of participating agencies unless the information is contained in education records, and the disclosure. Parental consent is not required before personally identifiable information is released to officials of participating agencies.

Parental consent, or the consent of an eligible child who has reached the age of majority under State law, is obtained by Lexington Academy before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 34 CFR 300.321(b)(3).

Safeguards

Lexington Academy protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One administrator at Lexington Academy will assume responsibility for ensuring the confidentiality of any personally identifiable information.

Lexington Academy ensures that all persons collecting or using personally identifiable information have received training or instruction regarding the State's policies and procedures pursuant to 34 CFR 300.123 and 34 CFR part 99.

Lexington Academy maintains, for public inspection, a current list of the names and positions of those employees within the program who may have access to personally identifiable information.

Emergency Management

In accordance with NH RSA 189:64, Lexington Academy has a site-specific school emergency response plan based on the Incident Command System and the National Incident Management System. As part of this plan, our school conducts emergency response drills designed to ensure that students and staff are well prepared to respond appropriately to unexpected hazardous events.

The school coordinates with local public safety officials and mental health providers to design and implement age-appropriate training to help students understand possible hazards and how to react in ways that protect health and safety. All required evacuation drills will be conducted during the course of the school year, and will include exercises related to fire, armed assailants, serious adverse weather or other hazards.

Grievance Policies

Bullying Policy

As defined in RSA 193-F:3, "Bullying" means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which: physically harms a pupil or damages the pupil's property; causes emotional distress to a pupil; interferes with a pupil's educational opportunities; creates a hostile educational environment; or substantially disrupts the orderly operation of the school.

Bullying and cyberbullying may occur on, or be delivered to, school property or a school-sponsored activity or event on or off school property. Acts that occur or off of school property or outside of a school-sponsored activity or event may constitute bullying or cyberbullying, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored event.

Bullying and cyberbullying are strictly prohibited at Lexington Academy, and staff at Lexington Academy are committed to protect all students from possible bullying, cyberbullying or retaliation for reporting suspected acts of this nature. False accusations against an individual who reports bullying constitutes retaliation.

There will be disciplinary consequences for a pupil who commits an act of bullying, falsely accuses another as a means of retaliation, or retaliates against reporters or witnesses in any way.

Any staff member, student or parent that becomes aware of any instance of suspected bullying or cyberbullying must report the alleged incident to the Lexington Academy administration before the end day, or at the start of the following school day if the incident becomes known to the individual after school hours. Once a report is received it will be promptly reduced to writing. Parents of the alleged victim and the alleged perpetrator will be notified in writing within 48 hours, and a thorough investigation will be initiated within 5 days.

Once the investigation is complete, the administration at Lexington Academy will take all steps appropriate to remediate confirmed incidents of bullying or cyberbullying including discipline, strategies to prevent future incidents, and/or support to prevent retaliation. The behavioral and mental health needs of both victims and perpetrators of confirmed instances of bullying will be taken into account when discipline and/or supportive steps are determined.

Within ten days of the completion of the investigation, parents/guardians will be notified in writing of the outcome of the investigation within the boundaries of applicable state and federal law. Any parent/guardian who wishes to appeal a decision related to alleged bullying must submit a request for an appeal to the Clinical Director or the Special Education Administrator within ten days of receipt of the written notification of the investigation outcome.

It is important to note that some student misbehaviors that do not constitute bullying or cyberbullying may still warrant disciplinary measures depending upon the situation. The staff at Lexington Academy is committed to providing and nurturing a safe and supportive school environment for each and every student.

Teacher Misconduct Policy

All teachers and professionals at Lexington Academy adhere, and are held to, the highest standards of conduct as outlined in the New Hampshire Educational Regulations (ED 510) which describe the required code of conduct. This Code of Conduct precisely describes inappropriate activities and due process when rules have not been followed.

Expectations for teachers and other professionals at Lexington Academy include (Reference ED 510.01-510.04), but are not limited to:

> Principle 1 — Responsibility and Commitment to the Education Profession and Colleagues.

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment. In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters. In fulfillment of this principle, the educator:

- Values honesty and established commitments;
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks;
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications;
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner;
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence ones' professional decisions; and
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle 2 — Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator's obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student. In fulfillment of this principle, the educator:

- Interacts with students within appropriate settings;
- Communicates with students in a clear, respectful, and culturally sensitive manner;
- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student;
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career;
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

Principle 3—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice. In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences. Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community; Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community; Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle 4 - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology. In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning;
- Considers the ramifications and public perception of using social media;
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students.

Reporting Procedure for Suspected Violation of the Code of Conduct

Any member of the school community (staff, students, parents/guardians or any other person associated with the school in any way) must report suspected violations of the Code of Conduct immediately to the Clinical Director or the Special Education Administrator. The report shall promptly be reduced to writing.

In accordance with NH ED 510.05, any credential holder shall report any suspected violation of the code of conduct - on or off duty - following the school reporting procedures. The reporter shall ensure that the administrator in charge receives the report, so that steps can be taken to fully investigate and additional required reporting can take place. The Clinical Director or the Special Education Administrator must make further reports to the Bureau of Credentialing as follows:

- When the administrator has knowledge that an credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V;
- When the administrator has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.

Additionally, if a credential holder suspects that the head administrator at the school has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

Credentialed holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to his or her immediate supervisor and the department of health and human services, pursuant to RSA 169-C:29.

Process by which Allegations are Investigated by the School

Allegations of teacher misconduct will be thoroughly investigated in a manner that is timely in the context of the unique situation. Investigations will include, but are not limited to:

- Allegations will be reduced to writing, with as much specificity as possible.
- The individual who alleges the misconduct will be confidentially interviewed; clarification will be sought including other potential witnesses, additional evidence that may help the administration understand the situation, or any other information relevant to the allegations.
- Other potential witnesses will be confidentially interviewed, and any/all relevant evidence or documentation will be reviewed.
- The educator accused of misconduct will be informed of the allegations and relevant evidence, and will be provided the opportunity to present additional evidence along with his or her account of the alleged incident.
- Upon full and careful review of all available information, the administration will make a determination regarding the allegations and the appropriate course of action.
- The administration of Lexington Academy will take any and all steps to ensure the health and safety of all members of the school community during and after the reporting process, the course of the investigation and the decision making process.
- All matters of employee discipline will remain confidential.

Tuition Refund Policy

Lexington Academy accepts students placed by School Districts, under special agreement or the individual program approval process, as well as parent placements. The rates charged for tuition and specific types of supplemental services will be the same for all students. However, some procedures for billing and tuition refunds (if applicable) will vary depending upon the type of placement.

School District Placements

Districts will be billed at the end of each term for IEP-driven tuition and supplementary services as long as the student is enrolled at Lexington Academy. In the event that the IEP team determines that a different special education placement is necessary, billing will conclude after the last date of formal placement at Lexington Academy. There will be no refunds for tuition or services provided in accordance with the Individualized Education Program of a student. If a designated school district representative has reason to believe that a billing error occurred, he or she should contact the Clinical Director. The inquiry will be fully investigated and, if an error is confirmed, the appropriate amount will be refunded or adjusted in the next billing cycle depending upon the preference of the school district.

Parent Placements

Parents or guardians will be billed prior to the beginning of the school year (or admittance) for all tuition and supplementary services for the school year. This must be paid in advance in order for the student to enroll. If a student is formally withdrawn from the school by the parent/guardian, tuition and supplementary services fees for the remainder of the year will generally not be refunded. If the treatment plan changes during a term, parents will be billed for, or refunded, the difference. Any parent or guardian who has reason to believe that a billing error occurred should contact the Clinical Director or Special Education Administrator. The inquiry will be fully investigated and resolved as quickly as possible and, if an error is confirmed, the appropriate amount will be refunded.

If extenuating circumstances merit a possible waiver of the Lexington Academy refund policy, the parent should contact the Clinical Director or the Special Education Administrator in writing stating the rationale for an exception. The information shared will be kept confidential.

Child Restraint and Seclusion Practices

As defined in NH RSA 126-U:1: “Restraint” means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs.

Restraint shall not include:

- Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.
- The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
- Physical devices or other physical holding when used to permit a child to participate in activities without the risk of physical harm.
- The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

- The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

Restraint as defined NH RSA 126-U:1 shall only be used at Lexington Academy to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. The determination of whether the use of restraint is justified may be made with consideration of all relevant circumstances including, but not limited to, whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others and/or the proximity or likelihood of imminent danger. Restraint shall never be used explicitly or implicitly as punishment for the behavior of a child.

As defined in NH RSA 126-U:1: "Seclusion" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier.

Seclusion shall not include:

- The voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave.
- Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.

Seclusion as defined in NH RSA 126-U:1 shall not be used at Lexington Academy.

On an annual basis, all direct service employees or staff at Lexington Academy will receive training regarding the definitions of restraint and seclusion under the law, the prohibition of seclusion at the school, and the limited emergency circumstances under which restraint can be used at Lexington Academy. Such training will include strategies to intervene using safe restraint techniques to be used only to avoid imminent danger or prevent serious bodily harm.

Parents/guardians will be notified in writing of the restraint and seclusion policy at Lexington Academy annually in this Student Handbook and Program of Studies.

Any member of the Lexington Academy educational community who has a question, concern or complaint about restraint and seclusion practices at Lexington Academy should contact the Clinical Director of the Special Education Administrator to discuss/resolve the matter.

The intent of this Grievance Policies section is to provide information and the means to resolve important grievances promptly and at the lowest possible level. Nothing in the Grievance Policies section of this handbook is intended to prevent stakeholders from exercising their rights to lodge complaints or pursue resolution through any other processes.

Required Written Acknowledgement

This Student Handbook and Program of Studies is updated and distributed to parents/guardians annually. Annual written confirmation by the parent or guardian is required. Please see the following, detachable page.

Parental Confirmation of Handbook Receipt & Understanding

My signature below confirms that I have received the 2023/2024 Program of Studies and Student Handbook for Lexington Academy. It furthermore indicates that I understand the contents of this document and that I will review and reinforce it with my child.

_____	_____
Parent Signature	Printed Name
_____	_____
Student Name	Date

	Lexington Academy				
	Academic Program Time Schedule				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:25 AM	Arrival	Arrival	Arrival	Arrival	Arrival
8:30 AM	Recess	Recess	Recess	Recess	Recess
8:45 AM	English & Language Arts	English & Language Arts	English & Language Arts	English & Language Arts	English & Language Arts
9:30 AM	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention	Targeted Academic Intervention
10:15 AM	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:30 AM	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Noon	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM	Individualized Therapy or Intervention	Individualized Therapy or Intervention	Individualized Therapy or Intervention	Individualized Therapy or Intervention	Health Education
1:15 PM	Science	Social Studies	Science	Social Studies	
1:30 PM					Arts Education
2:00 PM	Academic Application	Academic Application	Academic Application	Academic Application	
2:35 PM	Recess	Recess	Recess	Recess	Recess
2:50 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
	Note: Academic Application is a time when ICT and Library Media Skills are integrated into academic content areas for practice and maintenance of key skills in context.				

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

March 2023
State Board of Education Meeting
Learn Everywhere Program Renewal Application
Comligo USA, Inc.
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the renewal application for Comligo USA, Inc.'s Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Joaquin Calvo Torres
Comligo USA, Inc.
651 Broad Street, Suite 206
Middletown, DE 19709
302.219.6436

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve the renewal of Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve this application for renewal [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this renewal application will allow the applicant to continue to award students that complete the Learn Everywhere program certificates for credit toward high school graduation for an additional five years.

E. Possible Motion

I move that the State Board of Education approve Comligo USA Inc.'s Learn Everywhere renewal application.

OR:

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

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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Office of Learn Everywhere
Division of Education Analytics and Resources
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February 21, 2023

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

Re: Comligo USA, Inc. 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 Comligo USA, Inc.'s (Comligo's) Learn Everywhere program renewal application and supporting materials, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

Comligo's mission is to promote the study and teaching of the Spanish language around the world, while contributing to widening understanding and dissemination of the Hispanic cultures. Comligo aims at providing good quality teaching and learning with a tailor-made online platform and an enthusiastic well qualified team of native teachers. Comligo is the only live Spanish teaching platform that offers a comprehensive approach to learn Spanish, with proven experience in delivering Spanish courses to individuals and institutions worldwide.

Comligo originally received a one-year provisional approval of their Learn Everywhere program from the State Board of Education on February 10, 2022. Comligo has submitted this program renewal application, in accordance with Ed 1403.04, requesting a 5-year renewal of their program to issue certificates for credit in multiple levels of Spanish language acquisition.

Comligo Learn Everywhere Program Renewal Application Review Process

- Comligo submitted its original application to NHED on November 29, 2022.

- As required by Ed 1403.02, NHED reviewed the application and notified Comligo that the application was considered incomplete on December 12, 2022. The AEP provided written comments, and met with the applicant virtually, to provide additional guidance on completing the application. Comligo submitted an updated application to the NHED on December 21, 2022. On December 29, 2022, following a second review of the application, NHED notified Comligo that their application was complete.

- In accordance with the requirements of Ed 1403.02(a), NHED formed an ad hoc Learn Everywhere program approval committee consisting of the following people.

  Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for the NHED. The AEP position has the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney's participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney, who will serve as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

  Ashley Frame – Mrs. Frame 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. 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 world languages.

  Mariel Carmelo – Mrs. Carmelo is a New Hampshire certified Spanish teacher having over 15 years' experience teaching in both New Hampshire and Massachusetts. After moving from Peru to the United States, Mariel earned her Master's in Spanish from Rutgers University. Mrs. Carmelo currently teaches in the Londonderry school district. Mrs. Carmelo's participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of High School world languages.

  Lauren Marsden – Ms. Marsden holds a Bachelor's degree in Spanish from Emmanuel College along with a Master's degree in Curriculum and Instruction and a Doctorate in Education from Rivier University. Lauren was a high school Spanish teacher in New Hampshire for 10 years and is currently the Curriculum Coordinator for Winnacunnet High School as well as an adjunct professor at Rivier University. Ms. Marsden's participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of High School world languages.

- The AEP contacted a member 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, after agreeing to complete the review, the selected ELON coordinator did not submit a review. 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 Comligo 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 January 24, 2023 at which point this evaluation report was initiated by the AEP.

Summary of the Committee Review

Listed below in italics are the comments and concerns provided by the individual Committee member's reviews. The individual comments are preceded by the guiding review questions which were developed in accordance with Ed 1403.02(d). Below each reviewer comment or concern is the response from Comligo and/or the AEP in bold text.

Comments in Accordance with e Ed 1400 Rules Requirements

- 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)]

  Though NH doesn't have state-specific world language standards that have been adopted by the State Board, NH Association of World Language Teachers has spent a great deal of time refining them. It might be good to create a crosswalk of the competencies with the ones written in state: Language Standards | New Hampshire Association of World Language Teachers (square.site).

  Comligo strives to circle common chunks of language, grammar structures, and thematic vocabulary at every level of instruction in order to ensure that the students are receiving meaningful input in the target language.

  The NH Association of World Language Teachers have determined that sound world language teaching should align with the five standards found here: Language Standards | New Hampshire Association of World Language Teachers (square.site).

NH's Association of World Language Teachers' five standards correlate directly with ACTFL's 5 Cs:

- **Communication**
- **Cultures**
- **Connections**
- **Communities**
- **Comparisons**

Comligo feels that a majority of their units overlap with each of these five standards. Our units can be applied to a variety of these standards in every level that is offered to our student population.

Comligo agrees with a curriculum that aligns with ACTFL guidelines as they are the leading organization that centers on the acquisition of languages.

All modes of communication are apparent throughout our lessons, and we guarantee real world application of the language through our implementation of Integrated Performance Assessments. New Hampshire's Association of World Language Teacher, which also aligns with ACTFL, shows a strong commitment to these same values. We believe our company's mission, pedagogical approach, and our implementation of authentic resources demonstrates our alignment with the aspirations that the World Language Educators of NH have for its students.

There are various aspects that can influence how quickly and efficiently someone acquires another language. The primary factor that directly impacts all World Language (WL) students is the degree to which they are immersed in the target language. Authentic use of the language is crucial to gaining proficiency. Comligo takes its role as a provider of Spanish education seriously. Comligo recognizes that providing students with access to experienced, native teachers of Spanish through an online model that encourages immersion and unscripted communication is crucial to their success. Our goal is to give the students the tools needed to communicate with others inside and outside of the classroom and ultimately use their language skills in their communities and places of employment.

The chart attached to the end of this application restates the standards recommended by the NH's Association of World Language Teachers:

- **We have summarized the topics and objectives traditionally associated with these standards**
- **We have provided examples of units from A1, A2, and B1 that would demonstrate the completion of these standards. However, these units are not meant to be confined to these particular categories. As previously mentioned, many of these units meet more than one standard.**

General Comments

- I only saw A1, A2 and B1 levels and there are 4 years of high school. Do any of the levels take longer to complete?

A1, A2, and B1 are language proficiency levels outlined by the Council of European Framework. However, in order to reach those proficiencies, students will need to master a variety of tasks. Our B1 proficiency takes longer to learn given the amount of information that is needed to be considered "B1". It should be reached after two years of our coursework (if the student is receiving language consistently). Students who do not receive daily Spanish classes throughout an entire school year will need more time to complete our B1 sequence since they will be receiving less than what is considered the recommended amount of language instruction.

To better describe our coursework in relation to a standard high school trajectory:
A1 - Spanish 1
A2 - Spanish 2
B1 (half of the course) - Spanish 3
B1 (second half of course) - Spanish 4

We can offer AP/Advanced Spanish classes to students who have finished the standard

sequence depending on the district's needs. As you may know, Advanced Low is considered the culminating goal of most high school programs and this is usually only achieved in Spanish 5/AP.

AEP comment – To clarify, Comligo's current application does not include Spanish 5/AP as an approved Learn Everywhere program offering.

- *The school system in NH and MA uses **ACTFL guidelines** (American Council on the Teaching of Foreign Languages) and this program uses **CEFR** (Common European Framework of Reference for Languages) I wonder if there will be difficulties for the student to validate the credits acquired by this institution or in the event that the student wants to return to study Spanish in the school district.*

  No, as there is a direct correspondence between ACTFL and CEFR, as shown in this table:

CEFR	ACTFL	
C2 Mastery or Proficiency	Advanced Superior, Advanced High	400 level
C1 Effective operational proficiency or advance	Advanced High, Advanced Mid	300 level
B2 Vantage or Upper-Intermediate	Advanced Low, Intermediate High	200 level
B1 Threshold or Intermediate	Intermediate Mid, Intermediate Low	
A2 Waystage or Elementary	Novice High	100 level
A1 Breakthrough or Beginner	Novice Mid Novice Low	

A copy of Comligo's Learn Everywhere application is attached.

Statement of Program Changes

Ed 1403.04 requires an applicant for renewal of a Learn Everywhere program to submit to NHED one of the following statements:

> (1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

Comligo has provided a required statement that aligns with (1) above indicating there have been no changes to the program or documentation required. A copy of the Comligo statement is attached.

Student Course Evaluations

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

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, and the associated attachments, along with a recommendation to the State Board of Education. You may recommend that the State Board of Education deny, approve, or conditionally approve the Comligo renewal application.

Please let me know if you have any questions or need addition information to inform your recommendation.

Respectfully submitted,

Timothy C. Carney
Administrator of Educational Pathways

Attachment - Comligo Learn Everywhere Renewal Application
Comligo Statement of Program Changes
Comligo Unit Alignment Chart

Comligo 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: Comligo USA, Inc.

Name of Primary Contact: Joaquin Jose Calvo Torres

Mailing Address: 651 N Broad St, Suite 206, Middletown. Delaware

Email Address: joaquin.calvo@comligo.com

Phone Number: 1 (302) 219 6436

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

Our mission at Comligo is to promote the study and teaching of the Spanish language around the world, while contributing to widening understanding and dissemination of the Hispanic cultures. Comligo aims at providing good quality teaching and learning with a tailor-made online platform and an enthusiastic well qualified team of native teachers.

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)].

Comligo teachers' appointments are made on the basis of qualification, skills and experience. Discrimination in any form is not accepted. Comligo's teacher selection is undertaken by the Comligo team of senior academics with experience in teaching and managing education programs in a variety of academic institutions around the world.

The following are the minimum criteria to be fulfilled by candidates in order to be considered for a position as teaching staff in Comligo:

- To be a native Spanish speaker.
- To hold a Bachelor's degree in any relevant area of Spanish language or Spanish area of interest for teaching language for specific purposes.
- To hold a relevant teaching qualification that proves Qualified Teacher Status.
- To hold a Masters' Degree of specialization in teaching Spanish.
- To prove more than 6 months relevant experience in teaching Spanish as a modern foreign language.
- To be able to provide professional references and all relevant documentation.

Comligo assures that Learn Everywhere program instructor will meet the above minimum requirements.

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)].

Comligo is committed to ensuring the safety of its students and staff and performs background checks on individuals who have accepted an offer of an academic professional position.

Checks will be used only to evaluate candidates for employment purposes and will not be used to discriminate on the basis of sex, race, color, religion, age, physical or mental disability, status with regard to marriage or public assistance, sexual orientation, or participation in lawful activity during nonworking hours.

The standard background check required by Comligo includes an examination of criminal records, reference checks, and the verification of educational records, degrees, licenses, and resumes. Background checks for employment decisions at Comligo will be facilitated by the Hiring Manager. A successful background check must be completed prior to the first day of work with Comligo in the position identified. Individuals who undergo background checks do so at their own risk. That is, they may face adverse action should negative information be found.

Comligo affirms 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.

Any information that is falsely reported or omitted by an applicant or an employee or a collaborator, maybe cause for withdrawal of an offer of employment or collaboration, promotion, or transfer and/or constitute cause for termination of employment or collaboration and disqualification of future hire.

Comligo assures it will disclose its criminal background check policy to parents/guardians 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)].

Students completing approved Comligo Learn Everywhere courses shall receive a certificate for high school credit toward graduation as an "Open Elective" as listed in Ed 306.27(v).

In school districts where World Language is a graduation requirement, certificates earned for approved Learn Everywhere courses may be applied toward high school graduation credit as a "course" as described in Ed.306.48 at the discretion of the Superintendent.

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

General Spanish A1 – Beginners I

Goals

Understand and employ frequently used everyday expressions, as well as simple phrases to cover immediate needs:

- Greetings, farewells, introductions, thanks, and apologies.
- Prepare simple instructions and directions.
- Use common courtesy formulas (say hello, say goodbye, introduce, thank, apologize, take an interest in people).

Introduce and describe in a simple manner other people, places, activities and interests.

- Capture the most relevant information in announcements and short messages. Introduce yourself and others, ask for and give basic personal information about your address, your belongings and the people you know.
- Ask for and offer articles of use, favors and everyday objects.
- Ask for and give personal information (nationality, residence, activities, interests, family, friends, time, etc.).

Interact with other people in an elementary way as long as the other person speaks slowly and with clarity and be willing to cooperate.

- Understand the most relevant of what is said in basic procedures (making purchases, enrolling in a course, checking into a hotel).
- Understand notes, short personal messages (SMS, emails, postcards) and public announcements.
- Understand and extract predictable global and specific information from very short texts with recurrent vocabulary.
- Understand very basic instructions to fill in cards and forms.
- Understand brief and frequent basic information, instructions and directions in public places (signs and posters in streets, shops, restaurants and means of transport).

Competencies

- **Listening:** students can recognize familiar words and very basic phrases concerning her/himself, family and immediate concrete surroundings when people speak slowly and clearly.
- **Reading:** students can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- **Spoken Interaction:** students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what student is trying to say. Students can ask and answer simple questions in areas of immediate need or on very familiar topics.

- **Spoken Production:** students can use simple phrases and sentences to describe where s/he lives and people s/he knows

Course Description

This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in the different domains of private and professional life. The course is structured according to the specific CEFR level for A1 (Basic User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills for the level.

Outcomes

Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning, and practicing the language, to communicate within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.

A comprehensive description for the General Spanish A1 Learn Everywhere course is attached.

General Spanish A2 – Beginners II

Goals

Understand sentences and frequently used expressions related to areas of most immediate relevance.

- Basic personal and family information.
- Shopping.
- Local geography.
- Employment.

Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

- Describe in simple terms aspects of his/her background.
- Describe immediate environment.
- Describe matters in areas of immediate need.
- Express feelings and pain.
- Have conversations in a supermarket and a restaurant.

- Explain health problems to the doctor.
- Talk about personal experiences, what I have done recently, and I know how to give excuses and apologies.
- Buy clothes and describe what people are wearing.
- Talk about trips and biographies of famous people.
- Have phone conversations and arrange a date.
- Ask for information about transport (buying train, bus, and plane tickets).
- Express what I did last weekend and give opinions about past events.
- Describe objects talking about material, shape, and colour.
- Describe people and places in the past.

Competencies

- **Listening:** Student can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., basic personal and family information, shopping, local area, employment). Student can catch the main point in short, clear, simple messages and announcements.
- **Spoken Interaction:** Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Student can handle very short social exchanges, even though he/she can't usually understand enough to keep the conversation going of their own accord.
- **Spoken Production:** student can use a series of phrases and sentences to describe in simple terms his/her family and other people, living conditions, his/her educational background and his/her present or most recent job. Student can describe in simple terms aspect of his/her past and future plans.

Course Description

This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in the different domains of private and professional life. The course is structured according to the specific CEFR level for A2 (Basic User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills.

Outcomes

Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning and practicing the language, in order to communicate

within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.

A comprehensive description for the General Spanish A2 Learn Everywhere course is attached.

General Spanish B1 – Intermediate I

Goals

Understand the main points of plain texts in standard register related to familiar topics whether in work, study, or leisure.

- Understand basic letters, text messages, and emails, identifying the communicative intention and being able to interact by asking and giving information and explanations, requesting acknowledgment of receipt, etc.
- Modulate the tone of a text in different registers.
- Understand the description of events, feelings, and desires.
- Find specific information in long texts and gather information from different sources to perform a certain task.
- Search and find specific information on the Internet in Spanish.

Deal with most of the situations that may arise during a trip through Spanish-speaking regions.

- Interact in a wide range of situations and topics appropriately, with confidence and fluency, with simple but effective organization and cohesion of the speech, with clear and intelligible pronunciation, albeit with a foreign accent.
- Interact in different types of conversation: Discussions and formal debates, negotiations, information exchange, description, and narration of events, feelings, wishes, and aspirations.

Describe experiences, events, wishes, and aspirations, as well as briefly describe and justify their opinions or plans.

- Create texts with a reasonable variety of linguistic elements, organizational components, and a simple but effective cohesive structure appropriate to the communicative situation.

Competencies

- **Listening:** Student can understand the main ideas when the speech is clear and about daily life matters that take place at work, school, during leisure time, etc. Student can understand the main idea of multimedia content that deal with daily life topics or matters of personal or professional interest when the articulation is relatively slow and clear.
- **Reading:** Student can understand basic texts related to daily life and professional environments. Student can understand texts about past events and experiences, feelings, dreams, hopes, and plans.

- **Spoken Interaction:** Student can participate in conversations in a wide range of situations that take place when traveling in Spanish-speaking countries. Student can participate spontaneously in conversations about daily life topics of personal interest (for example, family, hobbies, work, travel, and current events).

- **Spoken Production:** Student can link basic phrases to describe experiences and events, dreams, hopes, and ambitions. Student can briefly explain and justify opinions and ideas about projects. Student can narrate short stories and describe the plot of books, movies, or other multimedia content.

Course Description

This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in different domains of private and professional life. The course is structured according to the specific CEFR level for B1 (Intermediate User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills for the level.

A teacher will accompany, guide, and facilitate the learning process, offering feedback, solving doubts and queries, and making a personalized follow-up of each student. In this sense, we apply a student-centered active learning approach: students participate dynamically in the activities, learning not only linguistic tools and content, but also cultural elements, adaptation to the context, registry, etc.

Adopting a communicative approach, the course contents are presented in authentic contexts through interactive activities and real-life situations. Cultural content is essential for effective communication, understanding and interaction in other languages in real contexts with people from other cultures.

Our methodology is designed so that students acquire the ability to communicate in Spanish in an enjoyable way, with attractive content and in an innovative environment that helps to optimize the potential of each individual and to exploit the advantages of the virtual environment.

Outcomes

Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning and practicing the language in order to communicate within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.

A comprehensive description for the General Spanish B1 Learn Everywhere course is attached.

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

Comligo tracks student's progress as the course progresses. Each of the course units allows the teacher to evaluate the student's progress in three different ways.

1. Comligo evaluates the skills the student is developing (listening, writing, reading, speaking, and performance) under five judgments:
    - 1 - continuing to practice
    - 2 - fair performance
    - 3 - good performance
    - 4 - very good performance
    - 5 - excellent performance

2. Comligo evaluates student's knowledge through three tests: vocabulary, grammar, and a global test of the unit.

3. The teacher issues a personalized commentary to help the student improve on the strengths he/she demonstrates.

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

Assessment and feedback take place in different formats and at six different stages:

- Live feedback: Students get direct summative evaluative feedback from their teachers during the live online lessons. This is informal feedback and it is not part of the official student assessment record.

- Lesson evaluation: Teachers evaluate students' performance at the end of each lesson. Student performance is evaluated by the teachers during live lessons on the basis of four parameters: correction, scope, fluency, and consistency.

- Worksheet results: Each worksheet works as a small test which provides feedback for the student and serves as part of the global unit evaluation (two worksheets –grammar and vocabulary- per unit).

- Unit final test: One final test which includes all unit's contents (lessons 1 through 5).

- Unit evaluation: At the end of each unit, students will get a final evaluation based on the previous points.

- Course evaluation: The average of the course's unit evaluations will determine the global course grade.

In order to pass the course, students must obtain at least 60% score in this course evaluation. To successfully complete a program, students must obtain a score of at least 60% in all of its courses.

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

Students that demonstrate required competency in General Spanish A1 – Beginners I and General Spanish A2 – Beginners II will be awarded a certificate for 1.0 credit to be applied toward high school graduation for each course. Students that demonstrate required competency in General Spanish B1 – Intermediate II will be awarded a certificate for 2.0 credits to be applied toward high school graduation.

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)].

Comligo's Spanish programs are graded based on the student's communicative skills in the four main competences, which are the following:

- Reading
- Writing
- Listening
- Speaking

Each of these competences is measured against different parameters according to the student's level on a 1-4 scale. These parameters and their grading are decided according to the CEFR/ACTFL frameworks.

Example of grading rubric for the A1 level:

The speaking competence is graded on the basis of four parameters:

- Coherence
- Fluency
- Correctness
- Scope

The example below shows the grading rubrics for the correctness parameter in the A1 level:

CORRECTNESS

4 - The student shows control over the basic rules and grammatical categories necessary to correctly construct simple sentences. It is possible that the student still makes mistakes, which do not interfere with communication: verb tense **confusion, agreement, conjugation, etc**

3 - The student uses a few simple grammatical constructions and sentence patterns, previously memorized, with verbs, usually in the present indicative of influence of other languages.

2 – The student uses very short sentences, based on verb forms in the infinitive or in the present, some nouns, or adjectives, without concordance relationships. Communication becomes very difficult due to numerous errors or interferences from other languages.

1 - Silence, inappropriate literal repetition of the interlocutor's interventions or a few sentences, meaningless or incomprehensible. Communication is impossible.

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)].

Background

Admission methods for students are designed in accordance with the "Non-discrimination policy" of Comligo, and thus they ensure that any potential student, regardless of their race, color, national or ethnic origin, religion, ancestry, gender, gender identity and expression, or sexual orientation, is not discriminated during the admission process.

The program is open to any student with an interest in improving their Spanish language level, and thus only information that is strictly necessary for the correct placement of the student and their onboarding on the program is collected during the admission process.

Admissions Procedure

The admission process starts with the request of the following information from the potential student:

- Name
- Email address
- Age range
- Level of Spanish:
    - ○ None
    - ○ Beginner
    - ○ Intermediate
    - ○ Advanced
- Preference in terms of schedule for the classes:
    - ○ Morning
    - ○ Afternoon
    - ○ Evening

Once this information is received and processed by the Academic Department of Comligo, students with a level of Spanish (other than "None") are contacted by the Academic Department of Comligo for the development of a Spanish level test.

Considering the results of this test, the age range, and the schedule preference, the student is formally admitted and contacted with a proposal for Spanish class (including level, age, and schedule) and information about the prices associated with the program.

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)].

Comligo ensures all students with disabilities and special needs are provided with the right support to help them overcome challenges and meet the expectations of all online courses. In this context, **Section 504 of the Rehabilitation Act of 1973,** commonly called "Section 504," is a federal law that protects students from discrimination based on disability will be followed.

Comligo will liaise with the corresponding local education agency (LEA) to identify and assist students in need of 504 education plans:

- Comligo will have a dedicated contact point (academics@comligo.com) and will liaise with the main contact point at the corresponding LEA during the onboarding of new students.

- The corresponding LEA will send Comligo contact point information and documentation (such as forms provided by the parents) of every student who has a physical or mental condition that substantially may affect their learning.

Comligo will provide the necessary services and educational aids for any student with a need of a 504 education plan.

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)].

Comligo ensures all students with disabilities and special needs are provided with the right support to help them overcome challenges and meet the expectations of all online courses . In this context, the following regulation is followed - Individualized Education Programs (IEP): Under a federal law known as the Individuals with Disabilities Education Act (IDEA) , every child who is eligible to receive special education services must have an Individualized Education Program (IEP).

Comligo will liaise with the corresponding local education agency (LEA) to identify and assist students in need of an Individualized Education Program (IEP) to help them succeed with their education:

- Comligo will have a dedicated contact point (academics@comligo.com) and will liaise with the main contact point at the corresponding LEA during the onboarding of new students.

- The corresponding LEA will send Comligo contact point information and documentation (such as forms provided by the parents) of every student who may have difficulty learning and functioning and has been identified as special needs.

Comligo will provide the necessary services and educational aids for any student with a need for an IEP education plan.

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)].

Comligo 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)].

Comligo's Learn Everywhere program is delivered using an on-line format. As such, there are no facilities for which Comligo is responsible.

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

The Comligo's Learn Everywhere program is delivered using an on-line format. As such, there are no facilities for which Comligo is responsible.

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

Comligo does not maintain insurance coverage which would cover participants in the Learn Everywhere program.

GENERAL SPANISH A1 (TEENAGERS)

- BEGINNERS I -

- Course description -

COMLIGO SPANISH
Comligo.com

Element	Breakdown / Details
General Introduction	Spanish Language A1 is designed as a course for beginners with little or no knowledge of Spanish. The course will help students make first contact with the language and gain a solid foundation that will promote future success in learning Spanish during the next years of study. This course follows the Common European Framework of Reference for languages (CEFR), providing internationally recognised levels of attainment and the option for students to prepare for formal qualifications organised by recognized institutional bodies such as Instituto Cervantes.
Title	General Spanish A1 (Teenagers)
Language	Spanish
Level	The course is aimed at beginners with little or no knowledge of Spanish. On successful completion of the module students will have achieved CEFR (Common European Framework of Reference for Languages) Level A1.
Sub-levels	A1.1; A1.2; A1.3
Delivery mode	Online: synchronous
Delivery period	Throughout the year
Ages	Teenagers (13-17 years old)
Total contact hours	60 teaching hours
Pre-requisites	No previous knowledge of Spanish is required

Overview	This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in the different domains of private and professional life. The course is structured according to the specific CEFR level for A1 (Basic User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills for the level.
Methodology	100% online. A teacher will accompany, guide, and facilitate the learning process, offering feedback, solving doubts and queries, and making a personalized follow-up of each student. In this sense, we apply a student-centered active learning approach: students participate dynamically in the activities, learning not only linguistic tools and content, but also cultural elements, adaptation to the context, registry, etc. Adopting a communicative approach, the course contents are presented in authentic contexts through interactive activities and real-life situations. Cultural content is essential for effective communication, understanding and interaction in other languages in real contexts with people from other cultures. Our methodology is designed so that students acquire the ability to communicate in Spanish in an enjoyable way, with attractive content and in an innovative environment that helps to optimize the potential of each individual and to exploit the advantages of the virtual environment.
Teachers	Course is taught by one of the Comligo's teachers, who are native Spanish speakers, and have ample experience in teaching Spanish (both online and offline).
Linguistic competences	**Listening**: students can recognise familiar words and very basic phrases concerning her/himself, family and immediate concrete surroundings when people speak slowly and clearly.

	Reading: students can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. **Spoken Interaction**: students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the student is trying to say. Students can ask and answer simple questions in areas of immediate need or on very familiar topics. **Spoken production**: students can use simple phrases and sentences to describe where s/he lives and people s/he knows.	
Content structure and learning process	The teaching-learning process is structured in 12 didactic units (4 per sub-level: A1.1; A1.2; A1.3). The units are divided into 5 one-hour sessions. The units present the learning contents through contextualized situations and practical and interactive exercises, being of a predominantly oral interaction nature. Each didactic unit contains the following sections: ● Breakdown of contents. ● Activities to work on oral proficiency ● Interactive resources (videos, games, readings, projects etc).	
Units & Essential Questions A1.1	**Unit 1:** Cómo te llamas (What is your name?)	How do I express myself and my feelings to others? How do I introduce myself? How do people from other cultures introduce themselves?
	Unit 2: Yo y mi familia (Me and my familieThe family)	What is my definition of family? What do my family and I look like?
	Unit 3: Vivo en una ciudad pequeña (I live in a small) town	How and where do I live? How and where do people live in the countries where the target language is spoken?

	Unit 4: ¿Qué vamos a comer hoy? (What are we eating today?)	How do my favorite foods compare with those of someone from another culture? How do you order in a restaurant? How do you prepare foods from another culture?
Units & Essential Questions A1.2	**Unit 1:** Me gusta mi casa (I like my house)	How and where do I live? How and where do people live in the countries where the target language is spoken?
	Unit 2: ¿Qué haces en tu tiempo libre? (What do you do in your free time?)	How do we spend our free time? How do our hobbies compare with those of other people from other countries? What do I need in order to participate in a sport or an activity?
	Unit 3: Un día normal en la escuela (A normal day in the school)	How can I describe my day experience? How do schools compare from culture-to-culture? How does your daily schedule compare with that of other friends from Spanish-speaking countries?
	Unit 4: ¿Qué vamos hacer este fin de semana? (What are we doing this weekend?)	What are some activities you do on weekends? What are some staple foods of target language countries? Where do you shop?
Units & Essential Questions A1.3	**Unit 1:** ¿Qué está mal conmigo, doctor? (What is wrong with me doctor?)	What do people do? How can I explain disease symptoms? How can I ask questions and give to cure disease? How do jobs compare from culture-to-culture?

	Unit 2: ¿Dónde pasas tus vacaciones? (Where do you spend your vacations?)	How do we get around? How do I choose my means of transport? How can I keep informed about the news in the world? How do I communicate with other people in another country? What can I do on the Internet?
	Unit 3: Estoy tomando un curso de español (I am taking a Spanish course)	How does the weather compare to a Spanish-speaking country? How do your clothes and style compare to that of someone from another culture?
	Unit 4: En mi barrio hay de todo (In my neighborhood there is everything)	What kind of stores are there in my neighborhood? How can I register in a gym or library? Where do the animals of the world live? What kind of animals can I see in my country that are different from others? What benefits do we get from animals?
Other attributes gained	At these ages, teachers will emphasize the development, including cognitive development, that the student is experiencing. Both the level they have in their mother tongue and the skills they possess will be considered. Therefore,the child will develop not only in the second language, but also in the skills corresponding to his or her age. On the other hand, students will exercise their autonomy and judgement by developing independent learning skills. They will understand different points of view and cultural differences when dealing with a variety of situations within the level.	
Breakdown of learning & teaching activities	The course is designed to be taught synchronously. It provides a systematic approach to the acquisition of essential lexical and grammatical structures in a communicative context in the form of 60 lessons. As students' progress, the lessons provide opportunities for interactive language development tasks such as classmate interactions,	

	small projects and games with more than one task, creative writing, and include short texts, structured oral development work, and listening comprehension exercises.
Feedback	Students' parents will receive feedback after the first few units and then after each sublevel based on interactions with the teacher and fellow students, as well as class participation and follow-up.
Quality Assurance	The course is carefully crafted following CEFR level for A1 (Basic User). Students are monitored and evaluated through their course.

GENERALSPANISH A2 (TEENAGERS)

- BEGINNERS II -

- Course description –

COMLIGO SPANISH
Comligo.com

Element	Breakdown / Details
General Introduction	Spanish Language A2 (Beginners II) is designed as a course for students who already have a basic knowledge of Spanish and want to continue their learning. The course will help students to establish a strong foundation that will promote future success in Spanish learning for years of study to come. This course is delivered through an online platform with teleconferencing facilities as well as access to digital materials and autonomous learning. The platform operates under the benchmark of the Common European Framework of Reference for languages (CEFR), providing internationally recognised levels of attainment and the option for students to prepare for formal qualifications organised by recognized institutional bodies such as Instituto Cervantes.
Title	General Spanish A2 – Beginners II (Teenagers)
Language	Spanish
Level	The course is aimed at students who already have a CEFR A1 level of Spanish. On successful completion of the module students will have achieved CEFR (Common European Framework of Reference for Languages) Level A2.
Sub-levels	**A2.1; A2.2; A2.3**
Delivery mode	Online: synchronous and asynchronous
Delivery period	Throughout the year
Ages	Teenagers (13-17 years old)
Total contact hours	60 teaching hours Group supervised conversation workshops: 4 workshops (half an hour each)
Pre-requisites	For beginners who already have a basic knowledge or equivalent to a certified or demonstrable CEFR A1 level of Spanish.

Overview	This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in the different domains of private and professional life. The course is structured according to the specific CEFR level for A2 (Basic User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills.
Methodology	100% online. A teacher will accompany, guide and facilitate the learning process, offering feedback, solving doubts and queries, and making a personalized follow-up of each student. In this sense, we apply a student-centered active learning approach: students participate dynamically in the activities, learning not only linguistic tools and content, but also cultural elements, adaptation to the context, registry, etc. Adopting a communicative approach, the course contents are presented in authentic contexts through interactive activities and real-life situations. Cultural content is essential for effective communication, understanding and interaction in other languages in real contexts with people from other cultures. Our methodology is designed so that students acquire the ability to communicate in Spanish in an enjoyable way, with attractive content and in an innovative environment that helps to optimize the potential of each individual and to exploit the advantages of the virtual environment.
Teachers	Course is taught by one of the Comligo's teachers, who are native Spanish speakers, and have ample experience in teaching Spanish (both online and offline).

Linguistic competences	**Listening:** Student can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., basic personal and family information, shopping, local area, employment). Student can catch the main point in short, clear, simple messages and announcements. **Spoken Interaction**: Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Student can handle very short social exchanges, even though he/she can't usually understand enough to keep the conversation going of their own accord. **Spoken production**: student can use a series of phrases and sentences to describe in simple terms his/her family and other people, living conditions, his/her educational background and his/her present or most recent job. Student can describe in simple terms aspect of his/her past and future plans.	
Content structure and learning process	The teaching-learning process is structured in 12 teaching units (4 per sublevel: A2.1, A2.2, A2.3). Units are divided into 5 one-hour length sessions. These units present learning content through contextualized situations and practical and interactive exercises, being their nature predominantly of spoken interaction. The platform also provide access to chats and/or forums dedicated to answering questions that students may have during the unit. At the end of each unit, self-evaluation activities are available for students to monitor own progress. In addition to that, students can access a series of supplementary resources to practice the grammar and vocabulary content. Each teaching unit contains the following sections: 1. Duration 2. Objectives 3. Content breakdown 4. Activities to work on all the skills 5. Evaluation activities 6. Extra resources (readings, auditions, videos, etc.)	
	Unit 1: ¿Cómo estás? (How are you?)	How do I express myself and my feelings to others? How do I introduce myself?

Units & Essential Questions A2.1		How do people from other cultures introduce themselves?
	Unit 2: La familia de mi amiga (My friends' family)	What do my family and I look like? What kind of family do I have?
	Unit 3: Vivo en una oaís mediterranéo (I live in a mediterranean country)	How and where do I live? What does it look like where people live? What kind of things are where people live (animals, stores, places…)?
	Unit 4: ¿Estudias o trabajas? (Do you study or work?)	What kind of professions do I know? How does your daily schedule compare with that of other students from Spanish-speaking countries?
Units & Essential Questions A2.2	**Unit 1:** Mi casa es la azul (My house is the blue one)	How and where do I live? How do I describe my own home?
	Unit 2: ¿Qué has hecho este fin de semana? (What did you do this weekend?)	How do we spend our free time? How do our hobbies compare with those of other people from other countries? What do I need in order to participate in a sport or an activity?
	Unit 3: Como de todo (I eat everything)	How can I describe my eating habits? How can I prepare my favorite food?
	Unit 4: ¿Qué hiciste ayer? (What did you do yesterday?)	What are some activities you do on weekends? What things did you do on the weekend?

Units & Essential Questions A2.3	**Unit 1:** Me resfríe hace tres días (I caught a cold three days ago)	How can I explain disease symptoms? How can I ask questions and give to cure disease?
	Unit 2: ¿Dónde estuviste las vacaciones pasadas? (Where were you in your last holidays)	How do we get around? How can I reserve a ticket or room in a hotel? How do I communicate with other people in another country? What can I do on the Internet?
	Unit 3: Antes no estudiaba (Before I did not study anything)	How can I compare actions in the past and present and talk about them? How can I describe situations in the past?
	Unit 4: Estudia un poco más (Study more)	How can I give orders and affirmative instructions? What kind of information through social media networks is dangerous? What kind of shows do I like?
Other attributes gained	Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning and practicing the language, in order to communicate within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.	
Breakdown of learning & teaching activities	The course is designed to be taught synchronously and asynchronously. It provides a systematic approach to acquiring essential lexical and grammatical structures in a communicative context in the form of:	

	-60 synchronous live classes, either one or two sessions per week. As the students progress, the classes will provide opportunities for interactive language development tasks, such as group work and role playing, and include the study of short texts, structured oral development work and listening comprehension exercises. -40 asynchronous structured activities for students to learn at their own pace. The activities consist of interactive vocabulary and grammar exercises as well as access to video and audio to reinforce listening, speaking and metacognitive skills. -Self-evaluation tests.
Feedback	Students will be given general formative feedback on their acquisition and through their formative tasks as well as group work. They will also be given ongoing feedback from interactions in group work tasks and with the online autonomous lessons, when required.
Quality Assurance	Course content is carefully crafted following CEFR standards. Students are monitored and evaluated through their course. Formative and summative feedback is provided both formally and informally.

GENERAL SPANISH B1 (TEENAGERS)

- INTERMEDIATE I -

- Course description -

COMLIGO SPANISH
Comligo.com

Element	Breakdown / Details
General Introduction	Spanish Language B1 is designed as a course for intermediate students with some knowledge of Spanish. The course will help students to strengthen, develop and extend their knowledge and communicative skills in Spanish, advancing toward more independent and proficient use of Spanish language that will promote future success in learning Spanish during the next years of study. This course follows the Common European Framework of Reference for languages (CEFR), providing internationally recognised levels of attainment and the option for students to prepare for formal qualifications organised by recognized institutional bodies such as Instituto Cervantes.
Title	General Spanish B1- Intermediate I (Teenagers)
Language	Spanish
Level	The course is aimed at intermediate students that have completed the A2 level. On successful completion of the module, students will have achieved CEFR (Common European Framework of Reference for Languages) Level B1.
Sub-levels	B1.1; B1.2; B1.3; B1.4
Delivery mode	Online: synchronous
Delivery period	Throughout the year
Ages	Teenagers (13 - 17 years older)
Total contact hours	120 teaching hours
Pre-requisites	Previous knowledge of Spanish is required, corresponding to CEFR A2 level, certified or demonstrable.

Overview	This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in different domains of private and professional life. The course is structured according to the specific CEFR level for B1 (Intermediate User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills for the level.
Methodology	100% online. A teacher will accompany, guide, and facilitate the learning process, offering feedback, solving doubts and queries, and making a personalized follow-up of each student. In this sense, we apply a student-centered active learning approach: students participate dynamically in the activities, learning not only linguistic tools and content, but also cultural elements, adaptation to the context, registry, etc. Adopting a communicative approach, the course contents are presented in authentic contexts through interactive activities and real-life situations. Cultural content is essential for effective communication, understanding and interaction in other languages in real contexts with people from other cultures. Our methodology is designed so that students acquire the ability to communicate in Spanish in an enjoyable way, with attractive content and in an innovative environment that helps to optimize the potential of each individual and to exploit the advantages of the virtual environment.
Teachers	Course is taught by one of the Comligo's teachers, who are native Spanish speakers, and have ample experience in teaching Spanish (both online and offline).
Linguistic competences	**Listening**: Student can understand the main ideas when the speech is clear and about daily life matters that take place at work, school, during leisure time, etc. Student can understand the main idea of multimedia content that deal with daily life topics or matters of personal or professional interest when the articulation is relatively slow and clear.

	Reading: Student can understand basic texts related to daily life and professional environments. Student can understand texts about past events and experiences, feelings, dreams, hopes, and plans. **Spoken Interaction:** Student can participate in conversations in a wide range of situations that take place when traveling in Spanish-speaking countries. Student can participate spontaneously in conversations about daily life topics of personal interest (for example, family, hobbies, work, travel, and current events). **Spoken production:** Student can link basic phrases to describe experiences and events, dreams, hopes, and ambitions. Student can briefly explain and justify opinions and ideas about projects. Student can narrate short stories and describe the plot of books, movies, or other multimedia content.	
Units & Essential Questions B1.1	**Unit 1:** ¿Qué hiciste ayer? (What did you do yesterday?)	How do I express actions in the past?
	Unit 2: El 19 de marzo es el día del padre (March 19yh is Fathers' day)	What kind of things do my family and I do during the holidays?
	Unit 3: Estudio en un instituto (I study in an institute)	How and where did I study? How and where do I currently study? What does it look like where people live?
	Unit 4: La publicidad es un arte (Advertising is and art)	What kind of professions do I know related to the media? How do people stay informed?
	Unit 5: ¡Qué memento! (What a moment!)	What do you feel about different situations? What things did you do on the weekend?
	Unit 6: ¿Qué harás? (What will you do?)	Where will you travel during summer vacation? What will you do during your summer vacation?
Units & Essential Questions	**Unit 1:** Una película extraordinaria (An extraordinary movie)	How do we spend our free time? How are our TV shows compare with those of other people from

B1.2		other countries?
	Unit 2: Un jarrón de cristal (A crystal vase)	How do I describe my own home? How do I describe different objects from my home?
	Unit 3: La moda me incomoda (Fashion makes me uncomfortable)	How do I describe my outfit and other people's outfits? How do I describe the material of different clothes?
	Unit 4: Que te vaya bonito (Hope it goes well)	What events did you used to go to with your family? What gifts did you buy for different celebrations?
	Unit 5: Un viaje horrible (A horrible trip)	Where would you travel on vacation to? What is the weather like outside?
	Unit 6: Mensajes indirectos (Indirect messages)	How do we discuss events? How do we handle a formal or informal phone call?
Units & Essential Questions B1.3	**Unit 1:** La salud es lo primero (Health is the most important)	What do you do to be healthy? How can I describe my eating habits? How can I ask questions and give advice related to health?
	Unit 2: Me encanta que me llames (I love it when you call me)	How do I communicate with other people in another country? What can I do on the Internet?
	Unit 3: Te pido que me ayudes (I ask you to help me)	How do I ask others for help in different situations?
	Unit 4: Habrá sido un avión (It must have been a plane)	How can I know about actions that occurred in the near past?
	Unit 5: No creo que ganemos (I don't think we win)	How do I talk about and give opinions about sports and teams?

	Unit 6: Está claro que el gobierno quiere ayudar (It is clear that the government want to help)	How do I give value judgments about politics or social situations that are evident?
Units & Essential Questions B1.4	**Unit 1:** Es importante que el jefe nos escuche (It is important that the boss listens to us)	How can I make value judgments about situations that depend on other people and defend them?
	Unit 2: Busco un apersona que hable portugués (I am looking for a person who speaks portuguese)	How can I ask about and talk about specific or non-specific people or objects?
	Unit 3: Quizá sea un ovni (Maybe it's a UFO)	How can I talk about experiences that have a paranormal origin? How can I give hypotheses and opinions about supernatural elements?
	Unit 4: Yo me cambiaría de trabajo (I would change my job)	How can I talk about work experiences that have had a negative or positive connotation?
	Unit 5: Necesito una casa que esté en el centro (I need a house that is in the centre)	How can I describe and express things needed in a house or residence, hotel or lodging?
	Unit 6: Me iría de vacaciones (I would go on vacation)	How can I refer to situations that cannot be real and what you would do if they were real?
Other attributes gained	Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning and practicing the language in order to communicate within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.	

Breakdown of learning & teaching activities	The course is designed to be taught synchronously and asynchronously. It provides a systematic approach to acquiring essential lexical and grammatical structures in a communicative context in the form of: -120 synchronous live classes, either one or two sessions per week. As the students progress, the classes will provide opportunities for interactive language development tasks, such as group work and role-playing, and include the study of short texts, structured oral development work, and listening comprehension exercises. -72 asynchronous structured activities for students to learn at their own pace. The activities consist of interactive vocabulary and grammar exercises as well as access to video and audio to reinforce listening, speaking, and metacognitive skills. Self-evaluation tests.
Feedback	Students will be given general formative feedback on their acquisition and performance through their formative tasks as well as group work. They will also be given ongoing feedback from interactions in group work tasks and with the online autonomous lessons, when required.
Quality Assurance	Course content is carefully crafted following CEFR standards. Students are monitored and evaluated through their course. Formative and summative feedback is provided both formally and informally.

Comligo Statement of Program Changes

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Date: November 28, 2022

To: Timothy Carney
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

There have been no changes to any of the programs or documentation required in the Learn Everywhere program application, as outlined in Ed 1403.01, since the previous application period.

Joaquín Calvo – General Manager Comligo USA, Inc.

Comligo Unit Alignment Chart

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
Standard 1:1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.	• Use greetings • Use goodbyes • Express gratitude • Provide descriptions of people, places, and things • Express likes and dislikes • Use family vocabulary to describe oneself and others • Describe hobbies and the interests of friends and family	A1 Units 1.1 - 1.3 cover the following topics: - A1.1 Unit 1: Cómo te llamas (What is your name?) - A1.1: Unit 2: Mi familia y yo (My family and I) - A1.2: Unit 1: Me gusta mi casa (I like my house) A2 Units 2.1-2.3 cover the following topics: - A2.1: ¿Cómo estás? (How are you?) - A2.1: La familia de mi amiga (My friends' family) B1 Units 1.1-1.4 cover the following topics: - B1.1: Estudio en un instituto (I study in an institute)
Standard 1:2 Students understand and interpret written and spoken Spanish on a variety of topics.	• Implement thematic vocabulary when communicating in the target language • Express and summarizing the main idea of a text, audio, or visual	A1 Units 1.1 - 1.3 cover the following topics: - A1.2: Un día normal en la escuela (A normal day in the school) - A1.2: ¿Qué vamos hacer este fin de semana? (What are we doing this weekend?) A2 Units 2.1-2.3 cover the following topics:

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
	• Identify and respond to gestures • Identify people, places, and things of interest in school, the student's community, and the home	- A2.2: Mi casa es la azul (My house is the blue one) - A2.1: Vivo en una oaís mediterranéo (I live in a mediterranean country) B1 Units 1.1-1.4 cover the following topics: - B1.1: ¿Qué hiciste ayer? (What did you do yesterday?)
Standard 2.1 Students develop an understanding of the relationship between the practices and perspectives of Hispanic cultures.	• Demonstrate knowledge of cultural practices such as customary dances, common celebrations, and national holidays • Demonstrate knowledge of common greetings and goodbyes	A1 Units 1.1 - 1.3 cover the following topics: - A1.2: ¿Qué haces en tu tiempo libre? (What do you do in your free time?) - A1.3: ¿Dónde pasas tus vacaciones? (Where do you spend your vacations? A2 Units 2.1-2.3 cover the following topics: - A2.3: ¿Dónde estuviste las vacaciones pasadas? (Where were you in your last holidays) - A2.3: Antes no estudiaba (Before I did not study anything) B1 Units 1.1-1.4 cover the following topics: - B1.4: Me iría de vacaciones (I would go on

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
		vacation)
Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the different Hispanic cultures.	• Implement vocabulary related to literary genres, art, architecture, artesanías, and everyday objects when communicating	A1 Units 1.1 - 1.3 cover the following topics: - A1.1: Unit 3: Vivo en una ciudad pequeña (I live in a small town) - A1.1: Unit 4: ¿Qué vamos a comer hoy? (What are we eating today?) - A1.3: En mi barrio hay de todo (In my neighborhood there is everything) A2 Units 2.1-2.3 cover the following topics: - A2.2: Como de todo (I eat everything) B1 Units 1.1-1.4 cover the following topics: - B1.2: Un jarrón de cristal (A crystal vase) - B1.2: La moda me incomoda (Fashion makes me uncomfortable)
Standard 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.	• Integrate and connect concepts learned in the target language with information learned in other content areas	A1 Units 1.1 - 1.3 cover the following topics: - A1.3: ¿Qué está mal conmigo, doctor? (What is wrong with me doctor?) - A1:3: Estoy tomando un curso de español (I am

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
		taking a Spanish course) - A1.3: En mi barrio hay de todo (In my neighborhood there is everything) A2 Units 2.1-2.3 cover the following topics: - A2.3: Me resfríe hace tres días (I caught a cold three days ago) - A2.3: Antes no estudiaba (Before I did not study anything) - A2.3: Estudia un poco más (Study more) B1 Units 1.1-1.4 cover the following topics: - B1.3: La salud es lo primero (Health is the most important) - B1.3: Está claro que el gobierno quiere ayudar (It is clear that the government want to help) - B1.3: Habrá sido un avión (It must have been a plane) - B1.3: No creo que ganemos (I don't think we win/sports themed) - B1.4: Quizá sea un ovni (Maybe it's a UFO)

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the Spanish language and its many cultures.	• Identify common structures and chunks of languages when interpreting an authentic resource in the target language • Compare and contrast language and culture presented in an authentic resource with language and cultures practiced in the student's home/classroom.	A1 Units 1.1 - 1.3 cover the following topics: - A1.2: ¿Qué haces en tu tiempo libre? (What do you do in your free time?) - A1.3: ¿Dónde pasas tus vacaciones? (Where do you spend your vacations?) A2 Units 2.1-2.3 cover the following topics: - A2.3: ¿Dónde estuviste las vacaciones pasadas? (Where were you in your last holidays) - A2.3: Antes no estudiaba (Before I did not study anything) B1 Units 1.1-1.4 cover the following topics: - B1.1: ¡Qué momento! (What a moment!) - B1.2: Que te vaya bonito (Hope it goes well) - B1.2: Un viaje horrible (A horrible trip)
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the	• Compare and contrast target language structures with those used in the host language • Identify and respond to common expressions used by	A1 Units 1.1 - 1.3 cover the following topics: - A1.1: Unit 3: Vivo en una ciudad pequeña (I live in a small town) - A1.1: Unit 4: ¿Qué vamos a comer hoy? (What

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
language studied and their own.	native speakers of the target language • Communicate naturally in written and spoken target language • Integrate idioms and common phrases when expressing oneself in the target language	are we eating today?) - A1.3: En mi barrio hay de todo (In my neighborhood there is everything) A2 Units 2.1-2.3 cover the following topics: - A2.2: Mi casa es la azul (My house is the blue one) - A2.1: Vivo en una oaís mediterranéo (I live in a mediterranean country) B1 Units 1.1-1.4 cover the following topics: - B1.2: Mensajes indirectos (Indirect messages) - B1.3: Me encanta que me llames (I love it when you call me) - B1.3: Te pido que me ayudes (I ask you to help me)
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their	• Compare and contrast cultural events, beliefs, and traditions in the Spanish-speaking world with those celebrated in the student's home/ country	A1 Units 1.1 - 1.3 cover the following topics: - A1:3: Estoy tomando un curso de español (I am taking a Spanish course) A2 Units 2.1-2.3 cover the following topics: - A1.3: ¿Qué está mal conmigo, doctor? (What is

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
own.		wrong with me doctor?) - A2.2: Como de todo (I eat everything) B1 Units 1.1-1.4 cover the following topics: - B1.1: El 19 de marzo es el día del padre (March 19th is Father's' day) - B1.3: No creo que ganemos (I don't think we win/sports themed)
Standard 5.1 Students use the language both within and beyond the school setting.	• Naturally implement and integrate Spanish language in student's place of employment or during daily activities • Express one's opinion in the target language when performing a song or skit • Interpret and depict the target language when presented with a story in written form	A1 Units 1.1 - 1.3 cover the following topics: - A1:3: Estoy tomando un curso de español (I am taking a Spanish course) - A1.2: ¿Qué haces en tu tiempo libre? (What do you do in your free time?) A2 Units 2.1-2.3 cover the following topics: - A2.3: Antes no estudiaba (Before I did not study anything) - A2.3: Estudia un poco más (Study more) B1 Units 1.1-1.4 cover the following topics: - B1.1: ¿Qué harás? (What will you do?)

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
		- B1.4: Yo me cambiaría de trabajo (I would change my job) - B1.4: Es importante que el jefe nos escuche (It is important that the boss listens to us) - B1.4: Busco una persona que hable portugués (I am looking for a person who speaks portuguese) - B1.4: Necesito una casa que esté en el centro (I need a house that is in the centre)

NH Association of World Language Teachers - Spanish Standards	Topics of Interest	**Comligo's Unit Alignment**
Standard 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.	• Naturally implement and integrate Spanish language in student's place of employment or during daily activities • Become an active member of an affinity group or a cultural organization that supports the Latino-Hispanic World.	A1 Units 1.1 - 1.3 cover the following topics: - A1.1 Unit 1: Cómo te llamas (What is your name?) - A1.2: Un día normal en la escuela (A normal day in the school) A2 Units 2.1-2.3 cover the following topics: - A2.1: ¿Estudias o trabajas? (Do you study or work?) - A2.2: ¿Qué has hecho este fin de semana? (What did you do this weekend?) - A2.2: ¿Qué hiciste ayer? (What did you do yesterday?) B1 Units 1.1-1.4 cover the following topics: - B1.2: Una película extraordinaria (An extraordinary movie) - B1.1: La publicidad es un arte (Advertising is and art)

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

March 2023
State Board of Education Meeting
Learn Everywhere Program Renewal Application
Portsmouth Aikido
Executive Summary

A. Action Needed

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

B. Learn Everywhere Program

Application submitted by:

Aaron Cass, Chief Instructor
Portsmouth Aikido
620 Peverly Hill Road
Portsmouth, NH 03801
603.275.1262

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve the renewal of Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve this application for renewal [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this renewal application will allow the applicant to continue to award students that complete the Learn Everywhere program certificates for credit toward high school graduation for an additional five years.

E. Possible Motion

I move that the State Board of Education approve Portsmouth Aikido's Learn Everywhere renewal application.

OR:

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

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
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February 21, 2023

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

Re: Portsmouth Aikido 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 Portsmouth Aikido's Learn Everywhere program renewal application and supporting materials, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

Portsmouth Aikido is a 501(c)3 educational non-profit organization dedicated to practicing and teaching the traditional Japanese martial art of Aikido. We have been in continuous operation since 1995, and in that time we have instructed hundreds of students in the New Hampshire seacoast. Our goal is to provide top notch instruction and a positive community for kids and adults to learn Aikido. Aikido is a unique Japanese martial art that teaches self-defense in a non-violent, non-aggressive manner. In Aikido there are no competitive tournaments or sparring. Students practice cooperatively, whereby they learn to naturally respond to conflict with calm, confidence and integrity.

Portsmouth Aikido originally received a one-year provisional approval of their Learn Everywhere program from the State Board of Education on March 10, 2022. Portsmouth Aikido has submitted this program renewal application, in accordance with Ed 1403.04, requesting a 5-year renewal of their program to issue certificates for credit in high school physical education.

Portsmouth Aikido Learn Everywhere Program Renewal Application Review Process

- Portsmouth Aikido submitted its original application to NHED on December 4, 2022.

- As required by Ed 1403.02, NHED reviewed the application and notified Portsmouth Aikido that the application was considered incomplete on January 24, 2023. The AEP provided written comments to provide additional guidance on completing the application. Portsmouth Aikido submitted an updated application to the NHED on February 5, 2023. On February 7, 2023, following a second review of the application, NHED notified Portsmouth Aikido that their application was complete.

- In accordance with the requirements of Ed 1403.02(a), NHED formed an ad hoc Learn Everywhere program approval committee consisting of the following people.

  Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for the NHED. The AEP position has the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney's participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney, who will serve as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

  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.

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

- The AEP contacted a New Hampshire certified teacher in an attempt to fulfill the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of physical education. Unfortunately, although the teacher agreed to complete the review, they were unable to do so within the time frame allowed. In accordance with Ed 1403.02(a)(2), the lack of reasonable availability of this member 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 Portsmouth Aikido 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 February 16, 2023 at which point this evaluation report was initiated by the AEP.

Summary of the Committee Review

Listed below in italics are the comments and concerns provided by the individual Committee member's reviews. The individual comments are preceded by the guiding review questions which were developed in accordance with Ed 1403.02(d). Below each reviewer comment or concern is the response from Portsmouth Aikido and/or the AEP in bold text.

Comments in Accordance with e Ed 1400 Rules Requirements

None.

General Comments

Portsmouth Aikido provides sufficient evidence of a program that will meet the Learn Everywhere criteria in providing for a physical education class which provides for the skills and concepts set forth in the NH Ed 306s (Ed301.41).

No response needed.

A copy of Portsmouth Aikido's Learn Everywhere renewal application is attached.

Statement of Program Changes

Ed 1403.04 requires an applicant for renewal of a Learn Everywhere program to submit to NHED one of the following statements:

(1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

Portsmouth Aikido has provided a required statement that aligns with (1) above indicating there have been no changes to the program or documentation required. A copy of the statement is attached.

Student Course Evaluations

Ed 1403.04(d) requires that the State Board of Education shall not issue a 5-year renewal of a one-year provisional approval without reviewing all student course evaluations received pursuant to Ed 1407.01. Portsmouth Aikido has issued one certificate for credit during the one-year provisional approval period. A copy of the student's course evaluation is attached.

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, and the associated attachments, along with a recommendation to the State Board of Education. You may recommend that the State Board of Education deny, approve, or conditionally approve the Portsmouth Aikido renewal 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 - Portsmouth Aikido Learn Everywhere Renewal Application
Portsmouth Aikido Statement of Program Changes
Portsmouth Aikido Student Course Evaluation

Portsmouth Aikido's Learn Everywhere Renewal Application

Portsmouth Aikido's Statement of Program Changes

Portsmouth Aikido Student Course Evaluation

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
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

March 2023
State Board of Education Meeting
Learn Everywhere Program Renewal Application
Signum University
Executive Summary

A. Action Needed

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

B. Learn Everywhere Program

Application submitted by:

Corey Olsen
Signum University
1 Hardy Road, #389
Bedford, NH 03110
520.428.5208

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve the renewal of Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve this application for renewal [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this renewal application will allow the applicant to continue to award students that complete the Learn Everywhere program certificates for credit toward high school graduation for an additional five years.

E. Possible Motion

I move that the State Board of Education approve the Signum University 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
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March 1, 2023

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

Re: Signum University 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 Signum University's Learn Everywhere program renewal application and supporting materials, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

Signum University, a state approved institution of higher education, is a nonprofit digitally native educational institution located in Bedford, New Hampshire. The mission of Signum University is to establish an open and globally accessible digital campus that reduces student costs, provides a vibrant, online academic community that fosters exceptional teaching and opportunities for intellectual engagement, and ensures fair and generous treatment of our employees and students alike. Signum Academy Clubs are online extracurricular groups that help kids and teens learn remotely through Signum's interactive classroom. Join a book club, learn a new language, or practice writing skills. Lots of opportunities are available for young people to talk and learn together in a safe, remote educational environment.

Signum University originally received a one-year provisional approval of their Learn Everywhere program from the State Board of Education on January 14, 2021. Signum University has submitted this program renewal application, in accordance with Ed 1403.04, requesting a 5-year renewal of their program to issue certificates for various Open Elective credits in high school English and language acquisition.

Signum University Learn Everywhere Program Renewal Application Review Process

- Signum University submitted its original application to NHED on November 28, 2022.

- As required by Ed 1403.02, NHED reviewed the application and notified Signum University that the application was considered incomplete on December 13, 2022. The AEP provided written comments to provide additional guidance on completing the application. Signum University submitted an updated application to the NHED on January 11, 2023. On January 16, 2023 following a second review of the application, NHED notified Signum University that their application was complete.

- In accordance with the requirements of Ed 1403.02(a), NHED formed an ad hoc Learn Everywhere program approval committee consisting of the following people.

  Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for the NHED. The AEP position has the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney's participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney, who will serve as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

  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.

- The AEP contacted multiple New Hampshire Extended Learning Opportunity Network members in an attempt to fulfill the intent of Ed 1403.02(a)(2)a. and New Hampshire certified teachers in an attempt to fulfill the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of English language acquisition. Unfortunately, all of the potential participants were unresponsive. 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 Signum University 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 January 24, 2023 at which point this evaluation report was initiated by the AEP.

Summary of the Committee Review

Listed below in italics are the comments and concerns provided by the individual Committee member's reviews. The individual comments are preceded by the guiding review questions which were developed in accordance with Ed 1403.02(d). Below each reviewer comment or concern is the response from Signum University and/or the AEP in bold text.

Comments in Accordance with Ed 1400 Rule Requirements

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

  One spot in the document it states they offer English 4 credits. And credits would be also be included in World Languages Program.

  Signum University's Learn Everywhere program offers certificates for credit in both English and World language as Open Electives. The language in Section 5.0 of the application was modified by the AEP to provide additional clarity.

  World Language program is unclear if the class addresses Ed 306.48(c) – "Understand the contributions of other cultures and compare elements of those cultures with American culture." Program address this in year two of the club not in year one.

  and

  It is unclear if Ed 306.26(d) is addressed in the writing and book club as it is this stated the course will increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies.

  In response to these two comments, the AEP notes that the Ed 306 citations are applicable to a middle school World Language program only. The Learn Everywhere program awards certificates for credits to be applied to meeting high school graduation requirements. As such, this comment is not applicable to the proposed Signum University courses.

  It is unclear if Ed 306.36(c)(4)(g) Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons.

  and

  It is unclear of the English Open Electives meet the intent of 306.37(c)(4)(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."

  In response to these two comments, the AEP notes that the Ed 306 citations are applicable to an elementary school English/Language Arts and Reading Program. The Learn Everywhere program awards certificates for credits to be applied to meeting high school graduation requirements. As such, this comment is not applicable to the proposed Signum University courses.

A copy of Signum University's Learn Everywhere renewal application is attached.

Statement of Program Changes

Ed 1403.04 requires an applicant for renewal of a Learn Everywhere program to submit to NHED one of the following statements:

> (1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or
>
> (2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

Signum University has provided a required statement that aligns with (1) above indicating there have been no changes to the program or documentation required. A copy of the statement is attached.

Student Course Evaluations

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

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, and the associated attachments, along with a recommendation to the State Board of Education. You may recommend that the State Board of Education deny, approve, or conditionally approve the Signum University renewal 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 - Signum University Learn Everywhere Renewal Application
Signum University Statement of Program Changes

Signum University's Learn Everywhere Renewal Application

New Hampshire
Department of Education

Learn Everywhere Program Renewal Application

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

Organization Name: Signum University

Name of Primary Contact: Corey Olsen

Mailing Address: 1 Hardy Rd, #389, Bedford, NH 03110

Email Address: corey.olsen@signumu.org

Phone Number: 520-428-5208

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

The mission of Signum University is to establish an open and globally accessible digital campus that reduces student costs, provides a vibrant, online academic community that fosters exceptional teaching and opportunities for intellectual engagement, and ensures fair and generous treatment of our employees and students alike. Signum Academy Clubs are online extracurricular groups that help kids and teens learn remotely through Signum's interactive classroom. Join a book club, learn a new language, or practice writing skills. Lots of opportunities are available for young people to talk and learn together in a safe, remote educational environment.

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

The Signum Academy Clubs program ensures that its instructors, whom they call preceptors, have two important qualifications: expertise in the required subject area and experience teaching at the K-12 level. Preceptors are required to have some formal training in literature and language, having a BA or equivalent with specialization in language or literature. In addition, preceptors are all required to have demonstrated experience teaching in a secondary-school context. At least one year's experience is required, though more is desirable.

Signum University confirms that all preceptors meet these qualifications. Indeed, all of the current pool of preceptors significantly exceeds these standards. All of the preceptors have at least MA degrees in their teaching fields, as well as many years' experience teaching at the primary- or secondary-school level.

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 Signum Academy Clubs requires that all preceptors and all support staff who will be interacting with students and families submit to a criminal history records check, performed as outlined in Saf-C 5703. Signum allows no instruction or student contact by anyone who has been charged with or convicted of any of the offenses outlined in RSA 189:13-a, V.

Signum University assures that all of its instructors and support staff who will be in contact with students will satisfy the above criminal history record check requirements. Signum University also assures that it will notify the parents/guardians of students enrolling in the Learn Everywhere program of this criminal history records check policy.

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)].

The Signum Academy Clubs provide an excellent opportunity for students to learn in several areas of Language Arts. Our different clubs will not only cover many different topics, but most of these topics will be assessed at two different Competency Levels (where we have identified two cumulative levels of mastery of the core competencies of that Club). All of our clubs and their topics are classified as Open Electives under Ed 306.27(v).

The following table shows all the course equivalents for each Topic and Competency Level in all four of our Clubs.

- Book Club provides a flexible framework in which students will be enabled to explore a wide range of literature in-depth, developing crucial skills in critical reading and argumentation while building a broad appreciation for literature in many genres, from many time periods, and from many perspectives. Book Club will enable students to earn certificates in many introductory and advanced literature as an Open Elective.
- Writing Club will provide an excellent experience of creative-writing workshop participation. The two levels of competency assessment enable students to complete a Creative Writing certificate at both a Beginning and an Advanced level. Both of these certificates would be for elective half-credits as an open elective in English.
- Conversation Club will give students the opportunity to develop fluency in a foreign language through an immersive language experience with an experienced teacher who is fluent in the language. Students will be assessed on four competency levels that map the road to conversational fluency, enabling students to receive four certificates as Open Electives which will cover the first four semesters of language acquisition.
- Translation Club will expose students to the exciting and rewarding discipline of learning to decode and decipher historical languages, a process which will not only strongly build their essential language skills, but which will also provide a rich experience of historical cultures through primary texts. Students will also be assessed here on four sets of Competency Levels,

enabling four separate certificates as students work their way through historical language discovery as Open Electives.

Signum Academy Clubs: Credit Equivalencies		
Book Club		
Topic	*Competency Level*	*Equivalent (½ credit)*
Ancient Mythology	Beginning	Ancient Mythology 1 (elective)
Ancient Mythology	Advanced	Ancient Mythology 2 (elective)
American Literature	Beginning	American Literature 1 (elective)
American Literature	Advanced	American Literature 2 (elective)
British Literature	Beginning	British Literature 1 (elective)
British Literature	Advanced	British Literature 2 (elective)
World Literature	Beginning	World Literature 1 (elective)
World Literature	Advanced	World Literature 2 (elective)
Fantasy Literature	Advanced	Fantasy Literature (elective)
Science Fiction Literature	Advanced	Science Fiction Lit (elective)
Dystopian Literature	Advanced	Dystopian Lit (elective)
Poetry	Advanced	Poetry (elective)
Drama	Advanced	Drama (elective)
The Novel	Advanced	The Novel (elective)
Writing Club		

Topic	*Competency Level*	*Equivalent (½ credit)*
Creative Writing	Beginning	Intro to Creative Writing (elective)
Creative Writing	Advanced	Advanced Creative Writing (elective)
Conversation Club		
Topic	*Competency Level*	*Equivalent (½ credit)*
Language Immersion	Beginning I	Language Immersion 1, Semester 1
Language Immersion	Advanced I	Language Immersion 1, Semester 2
Language Immersion	Beginning II	Language Immersion 2, Semester 1
Language Immersion	Advanced II	Language Immersion 2, Semester 2
Translation Club		
Topic	*Competency Level*	*Equivalent (½ credit)*
Language Translation	Beginning I	Language Translation 1, Semester 1
Language Translation	Advanced I	Language Translation 1, Semester 2
Language Translation	Beginning II	Language Translation 2, Semester 1
Language Translation	Advanced II	Language Translation 2, Semester 2

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)].

The Signum Academy Clubs program contains four separate programs: our Book Club, Writing Club, and Language Club, which is itself subdivided into Conversation Club (conversational fluency in modern languages) and Translation Club (translational fluency in historical languages). All of our programs are designed to help students develop critical Language Arts skills, all in a fun and interactive online environment.

Book Club Program

Description

The Signum Academy Book Club program consists of regular meetings designed to discuss works of literature. A preceptor will meet with a small group of students, capped at 10, twice a week on a regular schedule. Each session will be for one hour. Signum preceptors will choose books to discuss, and conduct guided discussions with our students. Students will be expected to complete the assigned reading in between sessions and to come prepared to discuss the relevant section of the text. All students are invited to join our Book Clubs; we welcome students with disabilities or learning differences, and we will work with the families of our students to best meet student needs.

Topics

The specific topics of our Book Club sections will vary based on student interest and grade level. As preceptors choose books to cover in a Book Club section, they will consult with students and families, and families will always be informed in advance about the books their students will be reading and discussing. Should a student or family wish to switch sections in order to discuss a different book, we will happily accommodate the switch after discussing it with the family, pending availability.

Competencies

- Critical Reading
- Arguing from Evidence
- Drawing Conclusions
- Speaking and Listening

Goals

The Signum Academy Book Club sets out to teach students:

- *Critical Reading*:
    - To determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; to provide an objective summary of the text; to consider the significance of the author's structural choices in the formation of the narrative and how they impact the effect of the story on the reader; to consider the vocabulary and word choice of the text and the patterns and significance of those verbal choices; to analyze the position of a text with relation to particular interpretive questions or interests; to consider the text from multiple points of view, taking into account the impact that each point of view has on the understanding of the themes, characters, and vocabulary; to take an interpretive position and articulate that position through a well-connected argument.
- *Arguing from Evidence*:
    - To cite strong and thorough textual evidence to support analysis of what the text says explicitly; to build well-supported arguments based on indirect evidence, linguistic trends, and the subtle implications of a text.
- *Drawing Conclusions*:

    - To integrate textual evidence and logical analysis into an overall thesis which establishes a clear interpretive claim; to develop the ability to employ different logical and rhetorical techniques for establishing a strong conclusion.
- *Speaking and Listening*:
    - To initiate and participate effectively in a range of collaborative discussions and to come to discussions prepared, having read or researched material under study; to explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. To pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Expected Student Outcomes

The achievement of the core competencies of Book Club will be assessed at two separate Competency Levels: Beginning and Advanced. Students wishing to receive certificates at one of these two levels must demonstrate the appropriate set of learning outcomes, as follows. For our full assessment rubric, see Section IV below.

- **Beginning Level**
    - *Critical Reading*: The student is identifying critical ideas and themes, analyzing how complex characters develop, considering the impact of an author's structural choices, and discussing the cumulative impact of specific word choices on meaning.
    - *Arguing from Evidence*: The student shows an ability to build an argument based on direct evidence from the text.
    - *Drawing Conclusions*: The student brings their arguments to a clear conclusion.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- **Advanced Level**
    - *Critical Reading*: The student is perceiving multiple themes operating within a text and can approach those themes from multiple points of view, showing an awareness of the artistic and narrative impact of the author's structural choices and vocabulary.
    - *Arguing from Evidence*: The student can formulate convincing arguments based on direct and indirect evidence in the text.
    - *Drawing Conclusions*: The student is comfortable with multiple logical and rhetorical methods of bringing an argument to a conclusion.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.

Writing Club Program

Description

The Signum Academy Writing Club consists of regular workshops on student writing. A preceptor will meet with a small group of students twice a week on a regular schedule. Each session will be for one hour. Signum Academy preceptors will provide prompts and instructions for writing exercises, and students will be expected to write in between sessions and share their writing with the preceptor and the group. Preceptors will discuss student writing, giving appropriate and desired levels of feedback and

encouragement to the student writers. Students will be expected to participate in the discussion of other students' writing in sensitive and appropriate ways during the workshop sessions. All students at all writing levels are invited to join our Writing Clubs; we welcome students with disabilities or learning differences, and we will work with the families of our students to best meet student needs.

Topics

Writing Clubs will predominantly focus on creative writing, though we may also run sections which are designed to help students develop their expository writing skills as well. The writing prompts and genres will be chosen as appropriate for that particular section, and in accordance with the interests and enthusiasms of the students in that section. The preceptors assigned to teach our sections may change from time to time.

Competencies

- Storytelling
- Building a Secondary World
- Revision Process
- Speaking and Listening

Goals

The Signum Academy Writing Club sets out to teach students:

- *Storytelling:*
    - To write narratives to develop real or imagined experiences or events, including elements such as:
        - engaging and orienting the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters
        - creating a smooth progression of experiences or events
        - Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
        - Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
        - Using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- *Building a Secondary World:*
    - To apply invention with rigor and consistency in order to enable a reader to enter into the reading experience without strain.
    - To conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; to narrow or broaden the inquiry when appropriate; to synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- *Revision Process:*

    - To develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
    - To engage dynamically with external criticism, utilizing the process of seeking and receiving criticism and feedback as a crucial part of the ongoing creative process.
- *Speaking and Listening*:
    - To initiate and participate effectively in a range of collaborative discussions and to come to discussions prepared, having read or researched material under study; to explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    - To pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Expected Student Outcomes

The achievement of the core competencies of Writing Club will be assessed at two separate Competency Levels: Beginning and Advanced. Students wishing to receive certificates at one of these two levels must demonstrate the appropriate set of learning outcomes, as follows. For our full assessment rubric, see Section IV below.

- **Beginning Level**
    - *Storytelling*: The student uses narrative techniques, thoughtful sequencing of events, and precise words and phrases effectively to create a smooth and engaging story.
    - *Building a Secondary World*: The student is producing a coherent imaginative experience for the reader.
    - *Revision Process*: The student embraces the revision process and develops their writing effectively through that process.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- **Advanced Level**
    - *Storytelling*: The student demonstrates skill and effectiveness in utilizing narrative techniques, sequencing, thus conveying a deeper meaning to the reader.
    - *Building a Secondary World*: The student is conducting the consistent and diligent research necessary to construct a compellingly detailed narrative world.
    - *Revision Process*: The student engages constructively and actively with criticism, utilizing that interaction as a stimulus for the creative revision process.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.

Language Club Program

Description

The Signum Academy Language Club consists of regular meetings for the purpose of developing fluency in foreign languages. A preceptor will meet with a small group of students, capped at 7, two times a

week on a regular schedule. Each session will be for one hour. We will have two different kinds of Language Clubs:

1. Conversation Clubs: Conversation Clubs will consist of immersive conversational practice with a native or fluent speaker of the language. Students will practice both comprehension and speech in the language. In Conversation Clubs, preceptors may assign students to watch or review materials between sessions for additional practice. Students in Conversation Clubs will be expected to participate in conversational practice, both with their preceptor and with each other.
2. Translation Clubs: Translation Clubs may work with living, dead, or even invented languages. They will consist of reading and interpretation exercises, learning how to decode a language as well as its scripts, runes, or hieroglyphics. In Translation Clubs, preceptors will assign translation exercises for students to work on between sessions. Students in Translation Clubs will be expected to share their translation work and be prepared to discuss the translations with the preceptor and other students.

All students are invited to join our Language Clubs; we welcome students with disabilities or learning differences, and we will work with the families of our students to best meet student needs.

Topics

As we stated above, our different Language Club sections will have a focus on either Conversation or Translation, and the difference between the two will be clearly stated and explained to students and families. Our initial plans include Conversation Clubs in languages such as Spanish, German, Icelandic, Finnish, and Japanese, and Translation Clubs focusing on Latin, Greek, Old Norse, Japanese, Anglo-Saxon, and Quenya (one of J.R.R. Tolkien's invented languages). The number of Language Club sections we offer at a time will vary based primarily on student interest.

Competencies

- Conversation Club:
    - Aural Comprehension (Year 1 and 2)
    - Conversational Speech (Year 1 and 2)
    - Reading Comprehension (Year 1 and 2)
    - Speaking and Listening (Year 1 and 2)
- Translation Club:
    - Decoding Grammar (Year 1)
    - Understanding Syntax (Year 1)
    - Reading Comprehension (Year 1)
    - Translation Proficiency (Year 2)
    - Composition (Year 2)
    - Cultural, Historical, and Literary Context (Year 2)
    - Speaking and Listening (Year 1 and 2)

Goals

The Signum Academy Language Club sets out to teach students:

Conversation Club	Translation Club	Conversation and Translation Clubs
Aural Comprehension: ● To gain facility in understanding the speech of a fluent speaker in the foreign language being practiced. (Year 1: Beginning and Advanced Level) ● To achieve comfort in interpreting the tone and implications of conversational speech in the foreign language. (Year 2: Beginning and Advanced Level)	Decoding Grammar: ● To understand the basic elements and structures of grammar and how those elements are traditionally assembled in the foreign language, in order to achieve a basic comprehension of a simple textual passage. (Year 1: Beginning Level) ● To interpret the more complex and advanced grammatical nuances of the foreign language accurately in order to comprehend more complex textual passages. (Year 1: Advanced Level)	Reading Comprehension: ● To develop the ability to fluidly read texts written in the foreign language. (Year 1 and 2)
Conversational Speech: ● To gain the ability to communicate basic ideas clearly in the foreign language. (Year 1: Beginning and Advanced Level) ● To achieve conversational fluidity and fluent expression in the foreign language accompanied by seamless shifts between English and the foreign language at need. (Year 2: Beginning and Advanced Level)	Understanding Syntax: ● To gain familiarity with the syntactical techniques employed by the foreign language in order to convey meaning. (Year 1: Beginning Level) ● To gain facility in interpreting syntactic structures so as to recognize meaning, implication, and tone. (Year 1: Advanced Level)	Speaking and Listening: ● To initiate and participate effectively in a range of collaborative discussions and to come to discussions prepared, having read or researched material under study; to explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● To pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	Translation Proficiency ● To develop the technical and analytical skill of translating passages from the historical language into English. (Year 2)	

	Composition: ● To develop comfort with expressing ideas in prose and poetry in writing in the historical language. (Year 2)	
	Cultural, Historical, and Literary Context : ● To gain an appreciation of the contexts of the historical language through discussion of its history, the cultures in which it emerged, and the literary movements in which it was expressed. (Year 2)	

Expected Student Outcomes

The achievement of the core competencies of Language Clubs will be assessed at two separate Competency Levels, Beginning and Advanced, for each of the equivalent of two separate "Years" of Language Instruction. Student outcomes will therefore be assessed at a total of four separate Competency Levels in Language Clubs. Students wishing to receive certificates at one of these four levels must demonstrate the appropriate set of learning outcomes, as follows. For our full assessment rubric, see Section IV below.

- Conversation Club: *Year 1, Beginning Level*
  - *Aural Comprehension*: The student can generally understand familiar words and basic phrases.
  - *Conversational Speech*: The student can communicate ideas in target language with some errors.
  - *Reading Comprehension*: The student can interpret the essential meaning of a text.
  - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- Conversation Club: *Year 1, Advanced Level*
  - *Aural Comprehension*: The student can perceive the nuances of fluent conversation.
  - *Conversational Speech*: The student expresses themselves orally with fluidity in limited contexts.
  - *Reading Comprehension*: The student can accurately comprehend a basic written text.
  - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- Conversation Club: *Year 2, Beginning Level*

    - *Aural Comprehension*: The student can generally understand a fluent speaker.
    - *Conversational Speech*: The student can successfully communicate ideas orally most of the time.
    - *Reading Comprehension*: The student can interpret the essential meaning of a text.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- Conversation Club: *Year 2, Advanced Level*
    - *Aural Comprehension*: The student can perceive the nuances of conversational expression in everyday situations.
    - *Conversational Speech*: The student expresses themselves orally with fluidity on a range of topics.
    - *Reading Comprehension*: The student can accurately comprehend a written text.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- Translation Club: *Year 1, Beginning Level*
    - *Decoding Grammar*: The student has a basic understanding of how the language is structured.
    - *Understanding Syntax*: The student can recognize syntactic constructions.
    - *Reading Comprehension*: The student can form an accurate basic understanding of a simple prose passage.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- Translation Club: *Year 1, Advanced Level*
    - *Decoding Grammar*: The student has achieved a basic mastery of grammatical structures.
    - *Understanding Syntax*: The student has achieved a basic proficiency with interpreting the syntactical structures of the language.
    - *Reading Comprehension*: The student can accurately translate prose or poetry.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- Translation Club: *Year 2, Beginning Level*
    - *Translation Proficiency*: The student produces mostly accurate translations of complex prose and poetry with only minimal mistakes.
    - *Composition*: The student has achieved basic proficiency in composing accurate sentences and paragraphs in a foreign language.
    - *Cultural, Historical, and Literary Context*: The student grasps the basic cultural, historical, and literary context of a foreign language and can express that knowledge.
    - *Speaking and Listening*: The student participates constructively and effectively in the group discussions.
- Translation Club: *Year 2, Advanced Level*

- *Translation Proficiency*: The student produces mostly accurate translations of long passages of complex prose and poetry with only minimal mistakes.
- *Composition*: The student has achieved basic proficiency in composing accurate paragraphs, essays, stories, and/or poems in a foreign language.
- *Cultural, Historical, and Literary Context*: The student grasps the advanced cultural, historical, and literary context of a foreign language and can express that knowledge.
- *Speaking and Listening*: The student participates constructively and effectively in the group discussions.

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 Signum Academy Clubs are designed to be fun learning activities for students, rather than formal courses. Although students participating in any of our Book Clubs, Writing Clubs, or Language Clubs may be expected to do reading or written work in between the meeting sessions, the assessment of their mastery of the relevant Competencies will be based on our teachers' observations of the students' performance and participation in the synchronous meeting sessions.

For each of the Competency Levels for which we are awarding certificates in each of our different Clubs, we have a detailed four-point rubric for the teachers' assessment of student performance. At the end of every month, our preceptors assess the students' achievements in each relevant Competency. We will send students monthly Progress Reports, letting them know where their assessments stand and their progress towards their Certificate. Should they receive a 3 or higher in all of the Competency categories for their certificate, we will let them know they have completed the requirements and have earned a Certificate.

For each student registered in our Clubs who is seeking Learn Everywhere credit, we will maintain a Student Scorecard which registers each Club group the student has taken, the progress they made on the relevant competencies, and whether or not they were awarded a certificate and when.

The following is a sample Student Scorecard for a fictional student, Todd Smith.

Todd Smith Scorecard							
Book Club							
Topic	*Competency Level*	*Outcome*	*Progress Reports*		*Certificate*	*Date of Award*	*Equivalent (½ credit)*
British		*Critical Reading 1*	2	3	**Brit Lit 1 Certificate**	Awarded on	English 3,
		Arguing from Evidence 1	3	4			
		Drawing Conclusions 1	2	3			

Literature	Beginning	*Speaking and Listening 1*	3	3		March 31, 2021	Semester 1
World Literature	Beginning	*Critical Reading 1*	2	2			English 4, Semester 1
		Arguing from Evidence 1	2	3			
		Drawing Conclusions 1	1	2			
		Speaking and Listening 1	2	2			
Writing Club							
Topic	*Competency Level*	*Outcome*	*Progress Reports*		*Certificate*	*Date of Award*	*Equivalent (½ credit)*
Creative Writing 1	Beginning	*Storytelling 1*	3	4	**Intro to Creative Writing Certificate** 	Awarded on May 31, 2021	Intro to Creative Writing (elective)
		Building a Secondary World 1	3	3			
		Revision Process 1	2	3			
		Speaking and Listening 1	3	3			
Creative Writing 2	Advanced	*Storytelling 2*	3	4			Advanced Creative Writing (elective)
		Building a Secondary World 2	2	2			
		Revision Process 2	2	2			
		Speaking and	3	3			

		Listening 2					

IV. Description of Assessments of Student Learning Outcomes

Assessments in the Signum Academy Club will be based on instructor observations of student performance during synchronous meetings. At-home assignments serve to support the students' knowledge and practice of the material and may affect their performance during meetings. Participation in the synchronous sessions themselves that will form the basis for evaluating student progress.

Assessments of student learning outcomes in the Signum Academy Clubs are expressed in a four-point scale. These four achievement levels are as follows:

- Level 1 (Beginning): The student is beginning the Learning Outcomes
- Level 2 (Approaching): The student is approaching the Learning Outcomes
- Level 3 (Meeting): The student is meeting the Learning Outcomes
- Level 4 (Exceeding): The student is exceeding the Learning Outcomes

Every month, the preceptor prepares a Progress Report for all Learn Everywhere students, evaluating each of the four relevant Competencies and assigning the student a value between 1 and 4 for each Competency. Students who receive a 3 or 4 in a Competency have met expectations for developing proficiency in the Competency. The student is awarded a Certificate once they achieve proficiency in each of the four relevant Competencies. We require that students must attend a minimum of five sessions in order to qualify for a Certificate.

The evaluation of the relevant Competencies is based on the assessment rubrics that follow.

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

Assessment Rubrics

Book Club Learning Outcomes Assessment Rubric: <u>Beginning</u> Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Critical Reading	The student has difficulties formulating interpretive ideas about the story, is just learning to trace the development of	The student is making good observations and can identify important moments that contribute to theme and	The student is identifying critical ideas and themes, analyzing how complex characters develop, considering the	The student makes shrewd observations about themes, characters, authorial choices, and word choice and is sensitive to

	characters, is not accustomed to factoring in authorial choice about structure, and is not sensitive to the impact of specific words choices on meaning.	character development or that reveal the author's structural choices, but does not yet really put these things together into a clear analysis of theme, character, structure, or word-choice patterns.	impact of an author's structural choices, and discussing the cumulative impact of specific word choices on meaning.	multiple ongoing concerns in the text.
Arguing from Evidence	The student cannot reliably connect ideas about the story with concrete evidence from the text.	The student is able to see how ideas from the text are connected to concrete passages.	The student shows an ability to build an argument based on direct evidence from the text.	The student can readily point to multiple, explicit textual bases for their observations.
Drawing Conclusions	The student needs much help to bring observations to any larger conclusion.	The student can, with some prompting and assistance, draw conclusions from their observations.	The student brings their arguments to a clear conclusion.	The student is capable of bringing their well-supported observations to a compellingly convincing conclusion.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

Book Club Learning Outcomes Assessment Rubric: <u>Advanced</u> Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*

Critical Reading	The student is able to identify themes and discuss character and story structure, but shows little familiarity with the process of formulating critical questions from different points of view to ask about a text.	The student is inconsistent in asking critical questions, and often struggles to see the text's answers to critical questions.	The student is perceiving multiple themes operating within a text, and can approach those themes from multiple points of view, showing an awareness of the artistic and narrative impact of the author's structural choices and vocabulary.	The student can comfortably examine a text from multiple perspectives, cogently explaining the impact of the author's thematic, structural, and vocabulary choices and how they impact the text from different points of view.
Arguing from Evidence	The student can argue from direct and explicit evidence, but struggles to give evidence based on more indirect trends and patterns.	The student can point to more subtle and indirect evidence in a text, but still struggles to articulate that evidence convincingly.	The student can formulate convincing arguments based on direct and indirect evidence in the text.	The student makes nuanced and convincing arguments based on analysis of subtle patterns and trends in the text.
Drawing Conclusions	The student can bring observations to a conclusion, but still tends to apply one approach rigidly and inflexibly.	The student is familiar with multiple methods of asserting and supporting conclusions, but cannot reliably execute the process.	The student is comfortable with multiple logical and rhetorical methods of bringing an argument to a conclusion.	The student has mastered multiple methods of formulating a conclusion and can perform them convincingly and compellingly.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

Writing Club Learning Outcomes Assessment Rubric: <u>Beginning</u> Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Storytelling	The student is beginning to learn how to convey their ideas to readers through the use of narrative techniques, sequencing of events, and effective word choice.	The student has clear plans for engaging the reader through narrative techniques, sequencing, and vocabulary, even if they are not always successful.	The student uses narrative techniques, thoughtful sequencing of events, and precise words and phrases effectively to create a smooth and engaging story.	The student's use of narrative techniques, sequencing, and vocabulary produces stories that are compelling to readers, and even moving.
Building a Secondary World	The student is discovering how to build a narrative sufficiently consistent for readers to invest imagination in it.	The student is taking concrete steps to develop a coherent readerly experience, with mixed success.	The student is producing a coherent imaginative experience for the reader.	The student draws the reader effortlessly into their imagined world.
Revision Process	The student is new to the revision process and is unfamiliar with good practices of revision and self-critique.	The student is willing to revise and is learning what revision processes are most effective in their writing.	The student embraces the revision process and develops their writing effectively through that process.	The student embraces the revision process enthusiastically, showing great capacity for improvement through a well-established set of revision processes.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

		the group discussions.		

Writing Club Learning Outcomes Assessment Rubric: <u>Advanced</u> Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Storytelling	The student has the rudiments of narrative construction, being capable of sequencing, good word choice, and narrative techniques, but has only begun to learn how to bring those things together in order to convey meaning.	The student shows an awareness of how to put together a meaningful narrative, but shows little reliable control.	The student demonstrates skill and effectiveness in utilizing narrative techniques, sequencing, and conveying a deeper meaning to the reader.	The student shows real ingenuity and artistic control in narrative construction, patterns of word choice, and employment of narrative technique, creating a narrative that coveys powerful and striking meaning to the reader.
Building a Secondary World	The student often overlooks the need for careful research and the narrative lacks the details to make it compelling.	The student regularly does research, though the results are not always effective.	The student is conducting the consistent and diligent research necessary to construct a compellingly detailed narrative world.	The student conducts meticulous research in order to produce striking verisimilitude.
Revision Process	The student is not yet adept at handling and processing criticism, and does not yet make the link between received criticism	The student is open to criticism, but still tends to resist interaction with critical responses as part of the creative	The student engages constructively and actively with criticism, utilizing that interaction as a stimulus for the creative revision	The student actively seeks and adeptly evaluates criticism, thoroughly integrating the critical interaction

	and the creative process.	experience.	process.	into the planned creative process.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

Language Club Learning Outcomes Assessment Rubric: Conversation Club, <u>Year 1 Beginning</u> Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Aural Comprehension	The student is just beginning to distinguish sounds in the target language.	The student sometimes understands basic words.	The student can generally understand familiar words and basic phrases.	The student dependably and easily understands basic phrases.
Conversational Speech	The student only knows single words to try to point to an idea.	The student conveys ideas in broken phrases, mixed with English.	The student can communicate ideas in target language with some errors.	The student reliably conveys familiar ideas with clarity.
Reading Comprehension	The student shows little accurate comprehension of written texts.	The student can derive a vague idea of the subject matter of a written text.	The student can interpret the essential meaning of a text.	The student can be counted on to understand the basic purport of a written text.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

Language Club Learning Outcomes Assessment Rubric: Conversation Club, Year 1 Advanced Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Aural Comprehension	The student is still missing the varieties of tones and expressions in fluent speech.	The student shows awareness but imperfect grasp of tones and expressions.	The student can perceive the nuances of fluent conversation.	The student is highly sensitive to tones and nuances of fluent speech.
Conversational Speech	The student has difficulty composing thoughts and expressing them orally.	The student expresses themselves fully but haltingly in limited contexts.	The student expresses themselves orally with fluidity in limited contexts.	The student can express basic phrases effortlessly and with expression.
Reading Comprehension	The student often stumbles in comprehension of basic points of written texts.	The student reads basic texts with only a few significant errors.	The student can accurately comprehend a basic written text.	The student reads basic texts accurately and swiftly.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

Language Club Learning Outcomes Assessment Rubric: Conversation Club, Year 2 Beginning Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Aural Comprehension	The student is just beginning to comprehend a fluent speaker.	The student understands a fluent speaker some of the time.	The student can generally understand a fluent speaker.	The student dependably and easily understands a fluent speaker.

Conversational Speech	The student communicates limited ideas in single words, mixed with English.	The student conveys ideas in broken phrases.	The student can successfully communicate ideas orally most of the time.	The student reliably conveys a range of ideas with clarity.
Reading Comprehension	The student shows little accurate comprehension of written texts.	The student can derive a vague idea of the subject matter of a written text.	The student can interpret the essential meaning of a text.	The student can be counted on to understand the basic purport of a written text.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

Language Club Learning Outcomes Assessment Rubric: Conversation Club, <u>Year 2 Advanced</u> Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Aural Comprehension	The student is still struggling to comprehend rapid conversation between fluent speakers.	The student shows awareness but imperfect grasp of the patterns of natural conversation of fluent speakers.	The student can perceive the nuances of conversational expression in everyday situations.	The student is highly sensitive to tones and nuances of speech, including humor.
Conversational Speech	The student has difficulty composing thoughts and expressing them fluently.	The student expresses themselves fully but haltingly in complete phrases.	The student expresses themselves orally with fluidity on a range of topics.	The student can express themselves effortlessly and with expression.

Reading Comprehension	The student often stumbles in comprehension of basic points of written texts.	The student reads intermediate texts with only a few significant errors.	The student can accurately comprehend a written text.	The student reads intermediate texts accurately and swiftly.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

Language Club Learning Outcomes Assessment Rubric: **Translation Club: <u>Year 1 Beginning</u> Level**				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Decoding Grammar	The student is becoming familiar with grammatical elements.	The student grasps some of the simple elements of grammatical structure.	The student has a basic understanding of how the language is structured.	The student has mastered the basic grammatical structure of the language.
Understanding Syntax	The student does not understand syntactical constructions.	The student asks good questions about syntactical constructions.	The student can recognize syntactical constructions.	The student grasps the significance of syntactical constructions.
Reading Comprehension	The student can make little meaning of a simple prose passage.	The student has only a vague idea about the meaning of a simple prose passage.	The student can form an accurate basic understanding of a simple prose passage.	The student can perform a good translation of a simple prose passage.
Speaking and Listening	The student struggles with	The student is participating appropriately, if	The student participates constructively and	The student works not only to participate in but

	group discussions.	not effectively, in the group discussions.	effectively in the group discussions.	to stimulate the group discussions.

Language Club Learning Outcomes Assessment Rubric: **Translation Club: <u>Year 1 Advanced</u> Level**				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Decoding Grammar	The student is comfortable with basic grammar but has little grasp of more subtle structures.	The student understands the basic and is learning the more complex grammatical structures.	The student has achieved a basic mastery of grammatical structures.	The student shows great proficiency with the language's grammar.
Understanding Syntax	The student still finds the syntactical structures of the language a puzzle.	The student is beginning to understand the language's syntactical structures.	The student has achieved a basic proficiency with interpreting the syntactical structures of the language.	The student shows a confident familiarity with the basic syntactical structures of the language.
Reading Comprehension	The student has a difficult time translating prose or poetry with accuracy.	The student can make a good attempt at interpreting prose or poetry.	The student can accurately translate prose or poetry.	The student's translations of prose and poetry show not only competence but insight.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

Language Club Learning Outcomes Assessment Rubric: **Translation Club: Year 2 Beginning Level**				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Translation Proficiency	The student struggles to produce competent translations of complex prose and poetry.	The student produces fair attempts at translations of complex prose and poetry but still makes many mistakes in interpretation.	The student produces mostly accurate translations of complex prose and poetry with only minimal mistakes.	The student produces accurate translations of complex prose and poetry with a smooth style and meaningful interpretations.
Composition	The student composes sentences and paragraphs in a foreign language only with difficulty and many mistakes.	The student is beginning to compose sentences and paragraphs in a foreign language but still struggles to produce accurate texts.	The student has achieved basic proficiency in composing accurate sentences and paragraphs in a foreign language.	The student shows confidence in composing accurate and stylistically pleasing sentences and paragraphs in a foreign language.
Cultural, Historical, and Literary Context	The student fails to grasp the basic cultural, historical, and literary context of a foreign language.	The student remembers some points of the basic cultural, historical, and literary context of a foreign language.	The student grasps the basic cultural, historical, and literary context of a foreign language and can express that knowledge.	The student understands and appreciates the basic cultural, historical, and literary context of a foreign language and can express that knowledge and apply it to the language's texts.
Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

		the group discussions.		

Language Club Learning Outcomes Assessment Rubric: Translation Club: Year 2 Advanced Level				
Outcome	*Level 1*	*Level 2*	*Level 3*	*Level 4*
Translation Proficiency	The student struggles to produce competent translations of long passages of complex prose and poetry.	The student produces fair attempts at translations of long passages of complex prose and poetry but still makes many mistakes in interpretation.	The student produces mostly accurate translations of long passages of complex prose and poetry with only minimal mistakes.	The student produces accurate translations of long passages of complex prose and poetry with a smooth style and meaningful interpretations.
Composition	The student composes paragraphs, essays, stories, and/or poems in a foreign language only with difficulty and many mistakes.	The student is beginning to compose paragraphs, essays, stories, and/or poems in a foreign language but still struggles to produce accurate texts.	The student has achieved basic proficiency in composing accurate paragraphs, essays, stories, and/or poems in a foreign language.	The student shows confidence in composing accurate and stylistically pleasing paragraphs, essays, stories, and/or poems in a foreign language.
Cultural, Historical, and Literary Context	The student fails to grasp the advanced cultural, historical, and literary context of a foreign language.	The student remembers some points of the advanced cultural, historical, and literary context of a foreign language.	The student grasps the advanced cultural, historical, and literary context of a foreign language and can express that knowledge.	The student understands and appreciates the advanced cultural, historical, and literary context of a foreign language and can express that knowledge and apply it to the language's texts.

Speaking and Listening	The student struggles with group discussions.	The student is participating appropriately, if not effectively, in the group discussions.	The student participates constructively and effectively in the group discussions.	The student works not only to participate in but to stimulate the group discussions.

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

The number of credits each proposed course of instruction will fulfill is listed in the table contained in Section 5.0 of this application.

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)].

Assessments of student learning outcomes in the Signum Academy Clubs are expressed in a four-point scale. These four achievement levels are as follows:

- Level 1 (Beginning): The student is beginning the Learning Outcomes
- Level 2 (Approaching): The student is approaching the Learning Outcomes
- Level 3 (Meeting): The student is meeting the Learning Outcomes
- Level 4 (Exceeding): The student is exceeding the Learning Outcomes

Every month, the preceptor prepares a Progress Report for all Learn Everywhere students, evaluating each of the four relevant Competencies and assigning the student a value between 1 and 4 for each Competency. Students who receive a 3 or 4 in a Competency have met expectations for developing proficiency in the Competency. Once the student achieves this proficiency in each of the four relevant Competencies, the student is awarded a Certificate. In order to ensure that our preceptors have a clear and sufficient basis on which to establish assessments, we require that students must attend a minimum of five sessions in order to qualify for a Learn Everywhere Certificate.

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

The Signum Academy Clubs are intended to be open for participation by any interested student, without discrimination or bias. Enrollment in the Clubs is simple. Students will register online through the Signum Academy Clubs website by filling out a Google Form with relevant data such as family contact information, Club preferences, and some basic schedule and availability information. Our support team processes these registrations and assigns interested students to a Club section that best fits their interests and their availability. The families are then sent a secure payment link (through Signum's Paypal payment gateway) to establish the monthly subscription payments. Families are able to change freely from one Club to another for as long as their subscription persists, and they can cancel their subscription at any time.

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)].

The Signum Academy Clubs has a dedicated support staff who will be handling communications with families, scheduling Club sections, recording and archiving instructor assessments, and tracking student credit achievement. In addition, we have a staff member who will serve as official liaison to the students' Local Education Agency. On the initial registration form, families will be required to disclose their students' schools and school districts, and our Educational Liaison will maintain an annually updated list of the appropriate Local Education Agencies with whom we may need to liaise for each student.

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)].

The staff member who will serve as the Educational Plan Liaison for Signum Academy Clubs, as described in Admissions II immediately above, will also serve as liaison and facilitator for the implementation of student IEP's, when they are in force. We presume that the vast majority of our students will be participating in the Signum Academy Clubs through family choice, but we are prepared to work with the Local Education Agency to facilitate IEP implementation where appropriate.

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)].

Signum University 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)].

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)].

Signum University has no facilities. All courses and programs are offered completely online. All Signum Academy students will be participating in our Clubs from the safety of their homes in an interactive, contact-free environment.

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)].

Signum University has no facilities. All of our courses and programs are offered completely online. All Signum Academy students will be participating in our Clubs from the safety of their homes in an interactive, contact-free environment.

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

Signum University does not maintain insurance coverage which would cover participants in the Learn Everywhere program.

Signum University's Statement of Program Changes

Signum Academy CLUBS
1 Hardy Rd. #389, Bedford, NH, 03110 • academy@signumu.org

Timothy C. Carney
Bureau of Educational Opportunities
New Hampshire Department of Education
25 Hall Street, Concord, NH 03301-3860

Dear Mr. Carney,

This letter states Signum Academy Clubs' intention to renew our status for the New Hampshire Learn Everywhere program.

1.) We have had no changes to any of our approved Learn Everywhere programs or documentation since being approved in 2021.

2.) We have not awarded any student a certificate for Learn Everywhere since being approved in 2021.

We thank you for your time, and please let us know if there is any other documentation that is required.

Yours Sincerely,

Ms. Elise Trudel Cedeño

Elise Trudel Cedeño
Clubs Coordinator and Preceptor, Signum Academy

3/9/2023

EXECUTIVE SUMMARY

Office of Chartered Public Schools

Synergy Academy Chartered Public School(CPS) Charter Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter application request from Synergy Academy Chartered Public School(CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny a prospective chartered public schools charter application.

C. EFFECTS OF THIS ACTION

An approval of this charter will allow Synergy Academy CPS to operate as a chartered public school in the state of New Hampshire beginning with SY 2023/2024 for a 5 year period when they will need to participate in the charter renewal approval process.

D. POSSIBLE MOTION

I move that the State Board of Education approve the renewal of Synergy Academy Chartered Public School's charter.

OR:

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

New Hampshire
Department of Education

Chartered Public School Application

Evaluation Summary

Applicant Details
Name of School: Synergy Chartered Public School **Development Team Contact: Jorge Santana** **Address: 8 Autumn Drive Concord, NH 03301** **Phone: 603 496 7664**
Date: 11/28/2022
Initial Reviewer Names: Tal Bayer, Mindy Labo

Evaluation Ratings	
Level of Achievement	**Description**
Meeting	*Clear and complete description. Accomplishes requirement(s). Meets expectations.*
Not Meeting	*Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).*

Application Evaluation Rubric

Requirements for Submitting an Application	Measurement			Comments/Justification for Measurement
Section I: Letter of Intent	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
Letter of Intent *Ed 318.08(a)* The letter shall include: • date, • proposed charter school name, • proposed grade levels • Contact person and contact details. Ed 318.08(b) • Description of the charter school developers		X		**Wrap around service support school. Group of parents to start**
Section II: Application Cover Sheet and Technical Requirements	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Application Cover Sheet *Ed 318.05(c)(1); Ed 318.08(d)(1)* Including: • The name of the proposed charter school; • Name of organization sponsoring the charter school, if any; • Name of contact person: • Mailing address; • Primary telephone; • Alternate telephone; • Email address; • Projected date of school opening; • Proposed school location; and • Total projected student enrollment broken out per year for 5 years listing the following: o School year; o Grade levels; and o Number of kindergarten students *Ed 318.08(f)*	*1*	*x*		

B. Technical Requirements • Table of contents, page numbers on each page, one-inch margins and at least 11-point font. *Ed 318.08(d)(2)* • Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. Ed 318.08(e) • Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. Ed 318.08(c) • The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." Ed 318.08(g)	*1*	*X*		*Revisions have now made the application 62 pages long. The limit is 50 pages. I would suggest adjusting table sizes and reformatting to correct.* ***ISSUE CORRECTED- Page count correct***
Section III: Introduction	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. General description and proposed or potential location *A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences. RSA194-B:3,II(a); Ed 318.05(c)(2)* *There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)*	2	x		A wrap around services and support school located in the greater Concord area.
B. The name, address, telephone and fax numbers, and email address of a contact person. *Ed 318.05(c)(3)*	2	x		
C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. *Ed 318.05(c)(4).* Persons or entities eligible to submit an application to establish a chartered public school shall include: **(a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity.** (b) A group of 2 or more New Hampshire certified teachers. (c) A group of 10 or more parents.	2	x		Group of 10+ parents
D. Education Vision and Mission Statement *RSA194-B:3,II(d), Ed 318.09(e)(1)* *(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement**. It clearly defines the core purpose and key values of the school in a few concise sentences.** Ed 318.09(e)*	2	x		Individualized learning plans and experiential learning combined with support services

E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. *Ed 318.05(c)(9)*	3			Focus on self-sufficiency, career fulfillment,mental/physical health, relationships, civic engagement, growth mindset. These are all underpinned by school curriculum, culture, individualized educational plans and student support service providers integrated into school structure.
F. Target population	3			No target population cited, each subsequent section will be mislabeled. ***CONCERN ADDRESSED- Target population inlcuded**
G. Measurable Goals and Objectives for school opening and a timeline for implementation. *Ed 318.05(c)(9)*	4	x		Goals are specific, realistic and timely with a Fall 2023 opening
H. Projected student enrollment for each of the first 5 years of operation. *Ed 318.05(c)(6)*	5	x		Curious what projections are based on?
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. *RSA194-B:3,II(e); Ed 318.05(c)(5)*	5	x		Plan doesn't seem to account for attrition that typically occurs in the upper grades over time. Adjusted attrition will also impact budget ***CONCERN ADDRESSED- See Section I for explanation.**
J. Educational Need – How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students? List the district, charter and non-public (private) schools currently operating in the general area.	5-6	x		School is focused on students not served by their traditional school systems. What does "one stop shop" mean? ***QUESTION ANSWERED- Multiple service providers on site**
K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. *Ed 318.05(c)(10)*	6	x		
Section IV: Governance	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. *Ed 318.09(e)(2)* *There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)*	6	x		Board of 5-9 members. Committees for finance, program, personnel, community but there is not a development/fundraising committee noted. ***CONCERN ADDRESSED-Fundraising included**

B. Method by which trustees and their terms are determined. *RSA194-B:3,II(c)* *There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)*	7	x		
C. Board of Trustees By-Laws *Ed 318.09(e)(2)* *There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)*		x		Appendix D
D. Organizational Structure and Growth Plan (Include Organizational Chart) *RSA194-B:3,II(b)* *There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)*	8-11	X		Board will establish within 2 months of auth. All job descriptions include 50% of direct service to students. All staff are engaged and involved in student learning and development. Student staff ratio 1:15. Org Chart needs "Board of Trustees" in structure rather than "BOARD OF DIRECTORS" **ISSUE ADDRESSED- Language Updated** ORG Chart does not fit on page. Also It is Board of Trustees rather than Board of Directors **ISSUE ADDRESSED- Language Updated**
E. Fundraising Plan *Ed 318.09(e)(11)*	11	x		See Appendix L for details.
F. Grievance/complaints Process or Policy	12	X		Process for internal disputes needs further development. There should be a defined process prior to going to the board for resolution, perhaps to Exec Director first and then to board if not resolved. If the complaint involves the Exec Director, then either direct to the Board. The Disputes between LEA and Synergy section needs some clarity/revision. If the complaint is brought to Synergy then it would follow their process, if the dispute is brought to the LEA then Synergy would

				not be determining the process at that point. ***CONCERNS ADDRESSED- Language updated**
Section V: Education Plan	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. *RSA194-B:3,II(f); Ed 318.09(e)(4)*	17-18	X		Using Myperspectives language arts, Envision for Math. Statement that all curriculum will align with Common Core and NH graduation requirements etc. *** CONCERN ADDRESSED- Language Added**
B. Current research for selecting curriculum *Ed 318.09(e)(4)* *There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards. Ed 318.09(e)(4)*	18	X		Current research??? APPENDIX E is only copies of math curriculum ***CONCERN ADDRESSED- Research supporting PBL learning added to Appendix E**
C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. *RSA194-B:2,II; Ed 318.07(b)(6)* *Statement includes a description of where this will be accessible.*		X		
D. Measurable Academic Learning Goals and Objectives and timeline for accountability *RSA194-B:3,II(g)* *There are clearly defined high and attainable educational goals and objectives. Ed 318.09 (e)(5).* *A timeline has been created to ensure accountability for achievement of goals and objectives.*	18	X		Appendix E for details_only math curriculum. What are the specific measurables and timelines for achieving? ***CONCERN ADDRESSED- See Appendix E**
E. Performance Standards				Appendix E- Only Math provided need rest of information **ISSUE CORRECTED- Additional info included**
F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. *RSA194-B:3,II(h)* *There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).*	19	X		Using NH SAS. Will there be SAT or PSAT? As far as ongoing pre and post testing what will be used? ***CONCERN ADDRESSED-SAT and ACCUPLACER included**
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. *RSA194-B:3,II(i)*	19-20	X		

H. Student Performance Data Management System *(Cumulative performance over time)*	20	X		Plans to use ALMA
I. Daily/weekly Schedule Samples	20	X		
J. Supplemental Programming	21	X		Does this mean that there will be no music, art, etc? ***QUESTION ANSWERED-Working with outside partners to provide**
Section VI: School Operations Plans	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Admissions Procedures *RSA194-B:3,II(o)* *There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9)* *A preferential status plan is fair and equitable.*	22	X		Not sure if a committee is needed to review applications for completeness. Are they reviewing for anything else? ***CONCERN ADDRESSED- LANGUAGE REMOVED** Lottery process mentioned but needs process defined ***CONCERN ADDRESSED- Lottery process defined**
• Student Recruitment Plan		X		No plan provided ***CONCERN ADDRESSED- See Appendix K**
• 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 318.07(b)(1)a		X		
• Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth);		X		
• How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b)		X		Process not defined and nothing regarding founder member students. ***CONCERN ADDRESSED-LANGUAGE ADDED**
B. School calendar and the number and duration of days pupils are to be served. *RSA194-B:3,II(s)*	23			See Appendix F
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. *RSA194-B:3,II(j)* *An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)*	23	X		See Appendix G *Large amount of Administrators/Directors for a school of this size. Will Admin also work directly with students? ***QUESTION ANSWERED- all staff will work directly/hands on with students**
D. Employee job description/responsibilities *Ed 318.09(e)(6)*	23			See Appendix G

An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)				
E. The total number of teachers and the average teacher/student ratio for the first 5 years. *ED 318.05(c)(7)*	24	X		# of teachers is reasonable and attainable over time. Overall ratio 16:1 *TABLE NEEDS REFORMATTING **CONCERN ADDRESSED- Table Updated**
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with *RSA 189:13-a. ED 318.07(3)*	24	X		
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. *RSA194-B:3,II(k): Ed 318.09(e)(6)* *A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)*	24	X		1) Salary- refers to "pay scoll" in "See notes" * spelling needs updating and where are the notes? ***CONCERN ADDRESSED- CHANGES MADE** 2) Leave- School is operating almost year round. "Staff receive additional personal days to balance out the limited summer recess" how may days is this?
H. Administration Performance Evaluation		X		Annual evaluation. Wording on the power to dismiss any Director other than the Executive Director is held by Board. It then goes on to say the Executive Director evaluation, discipline and termination shall require action by the Board of Trustees. Doesn't this mean that there is no distinction between the various Director positions and the Board has final say on all? ***CONCERN ADDRESSED- Language updated.**
I. Teacher, Paraprofessional Performance Evaluation	25	x		Eval plan is robust. Teachers will receive performance coaching at least quarterly with Supervisor/Mentor. Annual review with Exec Director who also has power to terminate etc. Rubric provided
J. Professional Development	28	x		See appendix J. Summer PD a part of "intensive skill and team building"

K. Philosophy of Student Governance and Discipline RSA194-B:3,II(p)	28-29	x		Restorative Justice Model- focus on learning and skill development as opposed to punishment. School rules are to create a legal, safe, ethical, respectful and orderly environment to support education. Goal is to ultimately build self-discipline and leadership. See Appendix I
L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. *RSA194-B:3,II(p)* *There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10)*		x		See Apppendix I- Restorative Justice Approach
M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. *RSA194_B:3,II(l)* *Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7)*		x		
N. Student, Staff Handbooks		x		Statement that will develop handbook 1 month prior to opening.
O. Student Information System		x		Plans on ALMA
Section VII: Meeting Student Needs	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities. *RSA194_B:3,II(n)* *Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8)*	45	x		Synergy will be working with sending district SPED services will they provide any inhouse services? ***Need clarity if Synergy will be looking to provide services(inhouse) in coordination with districts or is it going to be only district provided at Synergy?** **CONCERN ADDRESSED- Clarifying Language added.**
RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. **Articulate** how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a charted public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.		x		

At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. **Articulate** how you will cooperate with the LEA to make the following determinations:				
(1) The resident district may send staff to the chartered public school; or		X		**CONCERN ADDRESSED- Clarifying Language added.**
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or		X		
(3) The resident district may provide the services at the resident district school; or		X		
(4) The resident district may provide the services at the service provider's location; or		X		
(5) The resident district may contract with a chartered public school to provide the services;		X		
6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.		X		
B. Other educationally disabled and economically disadvantaged/at risk includes: *Ed 318.07(1)(c)*				
• Educationally Disadvantaged		X		Statement that support services will be provided as needed for all of these categories.
• English Language Learners (ELL)		X		
• Neglected or Delinquent		X		
• Homeless Students		X		
• Migrant and Refugee populations		X		
C. Additional Academic support and credit recovery: *strategies for improving student achievement and closing achievement gaps*		X		Assortment of strategies listed
D. Federal Title Programs	32	x		Appendix M
Section VIII: Financial Management	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. *RSA194-B:3,II(q)* *Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided. Ed 318.09(e)(11)*	32	X		Will have Director of Finance and Operations oversee. Will work with CPS for necessary reporting audits etc. Should reference 5 year budget and perhaps explain the chain of responsibility. Who has check writing authority etc. ***CONCERN ADDRESSED- SEE Appendix B BUT I WOULD REFORMAT THE BUDGET ONTO A**

				SINGLE SHEET AS IT IS DIFFICULT TO READ AS IS ***CONCERN ADDRESSED- Budget reformatted**
B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) *Ed 318.09(e)(11)* *There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)*	32	X		Appendix B- Budget is not labeled with school name nor Appendix B**. –** **ISSUE RESOLVED CLASSROOMS ETC NEEDS REMOVAL** CSP grant is listed twice in 2 different amounts. Overall needs some tightening and detail work. Budget has large portion of salaries for administration in relation to instructional/teacher line item. There is $0 for teachers in Years 2024-2028 Some questions on cost allocations for Dumpster, security, telephone, contingencies, rent, dues/fees, and then property tax(leased property or purchased? No postage in Year 5. CONCERNS ADDRESSED- Updated budget
C. Budget Narrative: providing a justification for the budget. *Ed 318.09(e)(11)* *A detailed budget narrative Ed 318.09(e)(11)*	32	X		Appendix B none noted **NO Appendix included** **CONCERN ADDRESSED- See Appendix N**
Section IX: School Culture	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. School Environment: culturally inclusive	33	x		School supports a diverse and empowered student body. There is a student seat and alternate on the Synergy Board. This can be both a positive and a negative when it comes to working with students. Appropriate training, rules and measures for student leadership need to be in place as students may lack maturity and understanding of critical issues that might be relayed back to the rest of the student body.

				CONCERN ADDRESSED- Training noted
B. Establishment and maintenance of School Culture	33	x		This section needs a bit of flushing out with details. It is more focused on the instructional methods. How is school culture instilled and maintained? What activities, events, traditions etc occur to support school culture? What are the pillars and values that define a graduate of Synergy? How do you instill those pillars? *** ISSUES AND CONCERNS ADDRESSED- Synergy Established Norms included.**
Section X: Stakeholder Engagement	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Philosophy of Parent (Family) Involvement and related plans and procedures. *RSA194-B:3,II(v)* *There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)* *There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)*	34	X		Active engagement of parents and community in the learning and support system. School staff will conduct home visits as part of that process.
B. Community Involvement Plan including Partnerships *Ed 318.09(e)(10); Ed 318.09(e)(12)* *There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)*	34	X		There will be a school staff member(Director level) focused on building community relations and partnerships. What are some examples of community partners and organizations? What is the plan? **WHAT IS MBG?** **CONCERN ADDRESSED- Deletion of item** **STILL NEEDS TO INCLUDE EXAMPLES OF POTENTIAL PARTNERS** **CONCERN ADDRESSED- Partners added** **ADDENDUM REFERENCED- WHAT ADDENDUM?** **CONCERN ADDRESSED- Addendum reference removed.**

C. LEA Partnerships *Ed 318.09(e)(12)* *There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)*	34-45	X		Statement only with possible LEA partners, no plan provided ***ISSUE RESOLVED- Plan info provided** *Title Programming plan is listed in the wrong section. Should be in Section "Meeting Student Needs" ***ISSUE CORRECTED**
Section XI: Facilities	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. ED 318.05(c)(9) *There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)*	35	X		Total SF? Classroom sizes? Acreage? ***CONCERN ADDRESSED- Descriptors providedSee sections B and C**
B. Description of school requirements		x		
C. Classroom, Offices, Athletics, Outdoor Needs Plan		x		
D. Plans for facilities lease or purchase		X		Are you working with a realtor? Do you have a bank for financing if purchasing? What is the timeline your looking at? More details needed? *** Explanation provided**
Section XII: School Safety Management Plan	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening		x		Remove EOP draft from submission. This should only go to NHHSE. **CONCERN ADDRESSED-** EOP DRAFT COMPLETED AND READY FOR SUBMISSION TO DHHS
B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service • ADA (Americans with Disabilities Act)		X		Need to add ADA language. ***CONCERN ADDRESSED- Language added**

RSA 194-B:8,II; ED 318.07(b)(4)				
Section XIII: Communication Plan	**Page #**	**✓**	**Does Not Meet ✓**	**Comments**
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. *RSA194-B:3,II(w)*	36	X		Appendix K
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	36	X		A plan should have additional commitment beyond just making info available. Additions might include things like: Shadow days and exchange days with other school staff members. Presenting at charter conferences or monthly charter meetings. ***CONCERN ADDRESSED- Language added**
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	36	x		Traditional methods of communication(email, newsletter, webpage, social media as well as home visits.
Section XIV: Assurances, Provisions, Policies	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools boards , officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. *RSA194-B:3,II(x)*	37	x		
B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. *RSA194-B:3,II(y)*	37	X		
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. *193-B:3, II(m)*	37	X		
D. Provision for providing continuing evidence of adequate insurance coverage. *RSA194-B:3,II(t)*	37	X		

E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. *RSA194-B:3,II(u)*	37	x		Too early to have identified
F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. *ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII*	38	x		Assumption is made that school will be in SAU 8 district. I would suggest adding language that SAU 8 is preferred location but will also be considering the surrounding area. ***CONCERN ADDRESSED- Language revised**
G. Statements that the school will develop, prior to opening, policies regarding the following: • Records retention; • Promoting school safety including: o Reporting of suspected abuse or neglect; o Sexual harassment, o Pupil safety and violence prevention; o Limiting the use of child restraint practices; and o Developmentally appropriate daily physical activity *Ed 318.08(j)(7)*	38	x		
H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. *RSA194-B:3,II(z)*	38-39	X		Language needs to comply with RSA's and federal guidelines as written. Specifically federally purchased items and disposal of those assets when and if appropriate. Also disbursal of assets(Cash/non-cash) prior to dissolution and post dissolution. ***CONCERN ADDRESSED- LANGUAGE ADDED**
I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. *RSA194-B:3,II(aa)*		*NA*		
J. A plan for the education of the school's pupils after the charter school may cease operation. *RSA194-B:3,II(bb)*	*39*	*X*		*Language that delineates what to do with files of graduates vs students who will continue with schooling, students who move out of state or go to private school. Perhaps also include language about exit interviews to be conducted with students and families with their input to determine appropriate educational plans for students/families.*

				STILL NEED TO ADDRESS WHAT HAPPENS WITH RECORDS ONCE THE SCHOOL CLOSES. Active students would go on to their sending districts, graduate records would be sent to NHED. ***CONCERN ADDRESSED- LANGAGE ADDED***
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. *RSA-B:8, IV; ED 318.07(b)(5)*	*39*	*x*		
L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. *RSA194-B:3,II(dd)*	*40*	*x*		
Section XV: Letters of Support	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. From business and community leaders, elected officials, local school districts, parents. *Ed 318.09(e)(12)* *There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)*	*40*	*X*		*This section is no listed. It just jumps to Opening timeline* ****Concern Addressed- See Appendix A***
Section XVI: Charter School Opening	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
Timeline for Opening		*X*		*Needs to be updated to reflect Section XVI rather than XV.* *I would also update your timeline.* ***CONCERN ADDRESSED- Revisions made**
Section XVII: Signed and Certified Application	**Page #**	**Meets ✓**	**Does Not Meet ✓**	**Comments**
A. Complete Application		**X**		**Signatures Needed-** **ISSUE CORRECTED-** Signatures added
B. Signed by all members of the Development Team				
Final Evaluation and Recommendation (*to be completed once application evaluations are complete)*				
✓	**Recommendation**	**Overall Evaluation**		

X	**Approve**	
	Tabled to a Future Meeting	
	Deny	
Overall Comments	The organization team at Synergy have been a cooperative and purposeful group to work with throughout the development process. They have taken suggested feedback, made changes and improved their application as a result. Synergy's educational and support approach is a much needed option for a demographic of students who are often lost in their current schools here in NH. Synergy's approach of working directly with on site service providers and building partnerships is a model of sustainability and potential success for the future. Their smaller size school, small classrooms and consistent student engagement from the top down creates an environment where staff and students have important connections that can be leveraged for successful educational and life outcomes. Schoo leadership team has a wealth of knowledge and experience working with high needs students and families.	

Synergy Academy Chartered Public School
July 29, 2022

Projected Opening: Fall 2023
Point of Contact: Jorge Santana
Projected Location: Greater Concord
Primary Phone: 781-706-2272
Alternate Phone: 603-496-7664
Email: Jsantana.licsw@gmail.com
Mailing Address:
8 Autumn Drive
Concord, NH 03301

	Synergy Academy Projected Grade Level Enrollment				
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
9th	32	32	32	32	32
10th	32	32	32	32	32
11th		32	32	32	32
12th			32	32	32
Total	64	96	128	128	128

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APPENDIXES:

Appendix A: **Letters of Support**
Appendix B: **Proposed Five-Year Budget and Narrative**
Appendix C: **Founder / Trustee Bios**
Appendix D: **Board of Trustees By-Laws**
Appendix E: **Synergy Academy Chartered Public School Instructional Manual & Curriculum**
Appendix F: **Sample School Calendar**
Appendix G: **Job Descriptions**
Appendix H: **Sample Professional Development Plan**
Appendix I: **Restorative Behavior Support Manual**
Appendix J: **Fingerprint/Background Check Procedure**
Appendix K: **Student Recruitment Plan**
Appendix L: **Fundraising Plan**
Appendix M: **Title Programming Overview and Plan**
Appendix N: **Synergy Academy Budget Narrative**

SECTION III. INTRODUCTION

A. *General description and proposed or potential location*

Synergy Academy Chartered Public School will be a grade 9-12 high school located in New Hampshire and serving students from the Greater Concord Area. With the ultimate goal of enrolling up to 128 students, Synergy Academy Chartered Public School will emphasize serving students from disadvantaged and underserved populations using a personalized and individualized model. Synergy Academy Chartered Public School will also take a unique partnership approach, working with nonprofit, educational, and government partners to provide wraparound student services.

Synergy understands that many of our students have been marginalized in their current learning environment and face adversity inside and outside the classroom. These students are at high risk of poverty, dropping out of high school, and showing low literacy rates. Many of the underserved students we will recruit have not received equitable resources as other students in their current educational environment. These groups of students include low-income, underrepresented racial/ethnic minorities, special education students, as well as first-generation students. Based on historical data we anticipate that roughly 60% of our student body will be eligible for Free and Reduced Lunch (FRL).

Synergy's Wraparound service approach is designed to give a student the support he or she needs throughout the school day, whether the support is academic, social, or behavioral. We will take a comprehensive approach, directly involving all relevant parties in the identification, development, and implementation of the student's learning plan. We will engage family members, students, teachers, school administrators, counselors, and any relevant individuals directly involved in the life of the child, in the development of his or her learning plan.

Students will be provided opportunities for physical growth through recreational activities, and mental health growth through one-on-one counseling support. We will also engage families that are suffering from food insecurities and work with local food banks to provide support to students as well as families in need. We will implement before and after-school programming to address many of these student needs(i.e. Physical/mental health supports, academic tutorials, food needs, etc…). These needs will also be met in the classroom through an individualized approach that removes many of our students' obstacles to learning.

B. The name, address, telephone, and fax numbers, and email address of a contact person

Jorge Santana, LICSW
Address: 8 Autumn Drive, Concord, NH 03301
Phone: (781) 706-2272
Email: jsantana.licsw@gmail.com
Fax: N/A

C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3, V.: Synergy Academy Chartered Public School is applying with a group of 10 parents, per RSA 194-B:3, V(c). The names of these parents are:

1. Adrienne Evans
2. Peter Evans
3. Sarah Aiken
4. Alex Koutroubas
5. Cynthia Koutroubas
6. Ahni Malachi
7. Cindy Payne
8. Briana Smith
9. Stephanie Sarabia
10. John Higgins

D. Education Vision and Mission Statement

The **Mission** of Synergy Academy Chartered Public School is to activate and nurture the inherent talent and potential of our students, using individualized educational plans and experiential learning to empower students with tools to navigate their futures and achieve their academic goals.

The primary purpose of Synergy Academy is to offer student-centered academics to students who have faced challenges in a traditional high school setting. We will actively engage students in a robust personalized course of study, concepts, skills, and dispositions to real-world problems, the authentic performance of mastered competencies, and meaningful relationships with the adult community through personal advisors, mentors, apprenticeships, and hands-on service learning.

Vision: All students in the greater Concord area have access to high-quality academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, educational, and cultural backgrounds learn and grow together in a safe community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

E. A summary of the school's focus, including a description of the characteristics, methods, and goals of the school.

Synergy Academy Chartered Public School's goal is for all of our students to graduate from high school and live purposeful, fulfilling lives, as evidenced by: Economic Self Sufficiency & Efficacy; Career Fulfillment & Success; Optimal Mental and Physical Health; Healthy Relationships; Active Civic & Community Engagement; and Lifelong Growth Mindset. Synergy's targeted, individualized approach is even more needed and important in the current educational climate, as students struggle to recover from learning disruptions and learning loss caused by COVID-19 shutdowns. These methods will always be applicable but will be especially vital for the next decade as these students continue with their education.

Synergy Academy Chartered Public School will employ the following methods:

Holistic: We first begin by understanding that students' lived experiences, needs (informed by Maslow's Hierarchy) and overall well-being impact their behavior and ability to learn. We will address this through a trauma-informed staff, mental health services, advisory communities, counseling services, case management, and a relationship-centric community.

Behavioral: Secondly, we know that behaviors manifest from students' holistic health (physical and mental). We support and address behavior through restorative justice and a trauma-informed environment. We treat behavior like we would treat literacy or numeracy, as something that must be learned through consistency, differentiation, error, and data-driven direction.

Instructional: Thirdly, and only once the previous two categories are nurtured, can we address the instructional component of student learning. We use competency-driven, Project Based Learning (PBL) to ensure education is provided through engaging, relevant, and cross-curricular content. We use mastery-based grading to elicit a growth mindset and to support our students through the necessary trial and error that it takes to be successful in the 21st century. Additionally, we use 13 core competencies to drive our interdisciplinary instruction so that our students see their course disciplines as all being interactive and overlapping tools that can be used in conjunction to solve some of the world's most challenging problems.

Individual Student Goals: This component of the diagram designates that we empower our students with the tools needed to reach their own individual goals. We partner with our students and their support teams to formulate a goal that will drive our students toward happy and independent adulthood. We understand that without a clear goal, there is no way to ensure targeted growth.

Community-Based Service-Learning: Students will have the opportunity to earn credits towards their diploma while engaging in adaptive community-based service-learning opportunities. These will include:

1. *Students will be required to complete a certain number of community service hours before graduating.*
2. *Community service objectives will be personalized and tied to students' individual learning plans.*
3. *Program / school-supported community service activities will be offered by and in partnership with local community partners.*

F. Target Population

Our target population are high school-aged youth who, for whatever reason, are not thriving at their district schools. Any young person and family that can benefit from an individualized learning plan, attuned to that specific student that is based on experiential learning through engaging with their community. Our specialized support and attention to individualization and family engagement, attract students and families with needs that are not being met at their district schools. Whether these challenges are based on special education needs, safety, economics, or lack of individualized attention, our school can provide the environment and support they are looking for. We expect to target young people and families that are facing conflict with their district school and are at risk of dropping out.

G. Measurable Goals and Objectives for school opening and a timeline for school implementation

Goal	Timeline	Deliverable
Recruit and formalize executive committee for school launch (COMPLETED)	June 2021	Executive Committee
Letter of Intent (COMPLETED)	June 2021	Letter of Intent
First Draft of Charter School Application (COMPLETED)	March 2022	Full Draft
Submission of Charter School Application (COMPLETED)	August 2022	Charter School Application
Apply for NH new charter grant (COMPLETED)	August 2022	Submitted Grant Application
Receive approval for NH Public Charter School	January 2023	State of NH School Charter Approval
Apply for Federal Tax Exempt (501c3) status	January 2023	Submitted 501c3 application
Implement year one of five year fundraising plan	January - December 2023	Raise necessary funds for school and programming
Hire leadership staff with signed contracts	October 2022	Hire executive director and leadership team
Secure location for campus	February 2023	Purchase or obtain long term lease for school
Launching marketing and outreach campaign	March 2023	Website, marketing packet, recruitment packet, partner MOU's
Hire staff and faculty	April 2023	Secure contracts
On-board staff, training	June-August 2023	Staff on board, complete school launch training
School launch	August 2023	First day for students!

H.Projected student enrollment for each of the first 5 years of operation.

Year of Operation	Projected Enrollment
2023	64
2024	96
2025	128
2026	128
2027	128

Following year 5, enrollment targets and capacity will be revisited to determine appropriate enrollment numbers moving forward. These projections are based on the experience of our Founders in collaboration with local districts. We have parents and community members that are extremely interested in Synergy. We also understand that we will be the only Public Chartered School in the greater Concord area serving this population of students. Synergy is free and open to any student in NH and we will recruit from the Memirmac Region of the state. Our target commute would be within 30 minutes of Concord.

I. Students to be served: grade/age levels, maximum number, and other information about pupils to be served.

Synergy Academy is a four-year high school program serving students in the greater Concord area. We will focus on students looking for an alternative to their current educational path and anticipate a maximum of 128 students.

The chart below shows an even breakdown across all grades for enrollment. We recognize that over time these numbers will fluctuate. Our goal would be to have 100% retention. However, students moving, changing schools, opting for the HiSET programming, or graduating early may affect these numbers, especially in the upper grades. We feel this will balance out over time as many of our students may not start their high school career with Synergy Academy and rather join us in their Junior or Senior year of high school. If needed we would increase enrollment activities/numbers for our freshman classes, through local district Middle School collaboration and recruitment. We would also keep an open enrollment for all students throughout the school year.

	Synergy Academy Grade Level Projected Enrollment				
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
9th	32	32	32	32	32
10th	32	32	32	32	32
11th		32	32	32	32
12th			32	32	32
TOTAL	64	96	128	128	128

J. Educational Need – How is this school different than district public schools and will it be located in an underserved community for educationally disadvantaged, at-risk students?

Synergy Academy Chartered Public School will be focused on providing a learning environment for students who have not been successful in their district public schools and/or are disengaged and disenfranchised from their education. We want to serve as an option for those young people and families looking for an alternative to the culture and educational approach of their district school. Our goal is to provide an educational experience based on a youth development lens, with an integrated service model that serves the spectrum of developmental needs of students including a rigorous education. We will serve as a "one-stop-shop" for our students and families, building a community of supportive adults and service providers. This is the most efficient and impactful way for us to best support our underserved community of educationally disadvantaged and at-risk students.

Synergy understands that today's families have a higher expectation for choice, personalization, and customization of their child's education. They're interested in the quality of their child's overall experience, and the support they receive in and out of the classroom. Synergy's one-stop shop pulls together the necessary support and resources to provide an integrated educational environment for all students. We will take a systematic approach to coordinate services that will help Synergy tailor the support they provide so every student has the right mix of services for them. We will take a whole-child approach and provide wrap-around support to address students' barriers to learning. Our program will provide students with additional support and opportunities to learn. Our Wrap Around service model has many key components: needs assessments, student support coordination, community partnerships, life skills, data tracking, and integration of the personalized plan into the classroom. Synergy will coordinate a wide range of support for students, which may include behavioral health services, housing support, mentoring, and childcare, among many others. Some services may be provided by the school, while others are provided through community partnerships.

K. Any reasons why the prospective board of trustees believes RSA 194-B:3, XII relative to a shortening of deadlines may apply to this case.

Due to the strict requirements of RSA 194-B:8, II, any facility will need to be built or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v). Because of the importance of the physical space in the future success of the school, we ask for an expedited decision regarding the application of Synergy Academy Chartered Public School so as to enable the timely acquisition and/or retrofit of an appropriate space.

SECTION IV. **GOVERNANCE**

A. **Governing Board: roles, responsibilities, qualifications, skill set, experience.**

Our governing board will consist of a diverse representation of community leaders and stakeholders with successful organizational, legal, financial, healthcare, business, and educational experience to ensure that the school is built with a strong foundation with a broad reach throughout the surrounding community.

Synergy Academy Chartered Public School will file for 501(c)(3) status once this charter application is approved in accordance with RSA 194-B:1, IV. In accordance with RSA 194-B: 5, Synergy Academy Chartered Public School will be governed by a Board of Trustees ("Board") no less than five members and no more than nine who will be responsible for maintaining oversight of school operations. The Board has a statutory responsibility for reporting the progress and achievement of Synergy Academy Chartered Public School's stated goals. The Board will serve as custodians of the Mission and Vision for Synergy Academy Chartered Public School, provide fiscal and legal oversight and guidance to the Executive Director, foster community support, and seek out fundraising opportunities for the school.

Brief biographical information of the Synergy Academy Chartered Public School. Board of Trustees attached as Appendix C.

The Board shall have direct oversight of School operations and work through the Executive Director to ensure the vision, mission, and financial health of the School supports the values set forth by the founding members in accordance with guidance from the Trustees. The Board shall have the responsibility to enter into contracts for, approve payments from, and borrow against the credit of the School. The Board shall also have the authority to hire and/or terminate personnel.

It shall be the responsibility of the **Executive Board Chair** (Chair), in general, to supervise and conduct all activities and operations of the Synergy Academy Chartered Public School. The Chair shall be empowered to act, speak for, or otherwise represent the Synergy Academy Chartered Public School between meetings of the Board. The Chair, at all times, is authorized to contract, receive, deposit, disburse, and account for all funds of the Synergy Academy Chartered Public School, to execute in the name of Synergy Academy Chartered Public School all contracts and other documents authorized either generally, or specifically by the Board to be executed by the Synergy Academy Chartered Public School, and to negotiate any and all material business transactions of the Synergy Academy Chartered Public School.

The **Vice-Chair** shall have the powers and duties of the Chair in his/her absence or for the duration of the disability, and any other powers and duties assigned by the Board.

The **Secretary** shall keep a true record of each Board meeting, make any required reports to the State of New Hampshire, and carry out duties as required by law.

The duties of the **Treasurer** of Synergy Academy Chartered Public School are outlined in the New Hampshire statutes relating to public schools.

The **Board of Trustees** are responsible for ensuring that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. They will also provide fiscal oversight and administrative direction to school employees. The Board will be responsible for working with Synergy Academy Chartered Public School staff to ensure that day-to-day operations are carried out in an efficient, fiscally responsible manner, final personnel decision-making authority with a recommendation from the Executive Director and senior staff, and conflict resolution within the student, faculty/staff, and local education communities.

Staggered terms of two years and three years will be established by the Synergy Board with appointments to be made by a 2/3 majority vote of existing Trustees.

- *Synergy Board members may serve two 3-year terms*
- *Synergy Board members may serve three 2-year terms*
- *Synergy Board members are eligible to be re-nominated after a year off the board*
- *Synergy Board members may continue to serve on committees.*

The Board will develop subcommittees, composed of at least one board member and at least one staff member per committee, as it deems necessary to pursue specific topics and report back to the larger board for action. Initial subcommittees will include Executive, Finance, Program and Curriculum, Personnel, Community Engagement, Development/Fundraising, and others as needed.

With the support of the student body, Synergy Academy will develop guidelines, protocols, and training activities for students engaged in Board or committee responsibilities.

B. **Method by which Trustees and their terms are determined**

The founding Board of Trustees will nominate and elect by majority vote the initial Chair of the Board for Synergy Academy Chartered Public School. Board member selection will be based on personal and professional background and a commitment to Synergy Academy Chartered Public School's vision and mission, support, and sustainability. As vacancies arise, remaining Trustees will appoint new Trustees whose educational vision most closely aligns with the mission and vision of the Synergy Academy Chartered Public School. The Board shall consist of no less than five members, with a maximum of nine. Three of the Board positions shall have alternating three-year terms; two of the Board positions shall have alternating two-year terms; and the remaining positions shall have one-year terms. The Trusteeship is further outlined in the table below:

Synergy Academy Board Term Membership	
(3) Three-year term	(2) Community Representative (1) Parent
(2) Two-year term	(1) Local Education Representative (SAU #) (1) Parent
(4) One-year term	(1) Upper Grades Faculty Representative (1) Lower Grades Faculty Representative (2) Parent or Community Representative

C. **Board of Trustees By-Laws**

See Appendix D.

D. **Organizational Structure and Growth Plan**

The developers of the school, Synergy Academy Chartered Public School, will empower and establish a formal Board within two months of authorization. The Board will immediately begin functioning in accordance with its Bylaws, meeting monthly or more frequently as needed to ensure the successful implementation of the school's program by August 2023.

Synergy Academy's plan for organizational growth includes the following steps:

- Election of Board officers.
- Review of and implementation of a comprehensive fundraising plan for pre and post-opening of the school.
- Preparation of detailed and if necessary revised budget for school operations.
- Hiring of the Executive Director, Facilities Director, and Operations and Billing Director.
- Set up the Board Executive Committee, to consist of the Chair and Vice-Chair of the Board, Executive Director, and Treasurer.
- Set up other committees as designated in the Bylaws.
- Personnel committee along with the Executive Director will hire a Director of Curriculum and Instruction, Director of Program and Community Engagement, and Director of Fundraising and Communication six months into the launch of the planning period.

The Board will ensure that preparation for delivering the curriculum and programming is completed by April 2023, including but not limited to decisions/steps in regard to enrollment; student transportation; course schedules; adjunct/part-time faculty; classroom supplies/equipment; extracurricular activities. The Board will direct the Executive Director and the Community and Engagement Director to initiate a process for forming the Guardian and Student Council within a month of school opening. The Board will focus on developing an advisory committee during the first year of operations where advisory members will join set committees. Focus during the first five years of operation will be on the strengthening of our internal processes and policies to ensure continuous

improvement through a process of self-evaluation and consultation with other charter schools, the Department of Education, and the NH Alliance for Charter Schools. We will continue to develop and refine daily policies, procedures, and practices in our program and strengthen the faculty and administration through professional development. Supplemental programming during the school day will be developed to meet the needs of our students.

The first five years allows for modest growth in the student population up to a maximum of 30 per grade. We will begin with 9th and 10th grade, then add an additional high school class until we have a complete 4-year high school in year three. Each of these steps will be undertaken after careful evaluation of our already existing program to ensure the delivery of a high-quality educational experience for all students. As the school grows, faculty and administrative staff will be added to support school needs (goal of having no larger than a 1:16 teacher-student ratio). Additional programs such as before and after care will also be developed to meet the needs of our families.

Synergy Charter Academy's organization chart (below) includes several director positions; while these may appear to be "top-heavy" or admin-heavy, these job descriptions are specifically tailored to support both student success and school stability. All director positions include direct service and face-to-face engagement with our students, including special education services and classroom teaching, allowing us to maintain a staff/student ratio of 1:16. Direct service will comprise up to 50% of each job description. Details on each role are as follows:

The **Curriculum and Instruction Director** will serve as our lead teacher and also play a role in Extended Learning Opportunities, leveraging our community relationships and ensuring academic rigor. They will serve as a bridge between the teachers and Community and Engagement Director, ensuring lessons and assessments are taking advantage of real-life applications through our community partners.

Our **Community Engagement Director** will facilitate our life skills groups, which will provide students with practical and necessary skills that support healthy adulthood as well as credits towards graduation. This role will also be a point of working with students around internships, job shadows, and extended learning opportunities. The Director's focus will be on building and stewarding relationships with community partners to provide opportunities for our young people.

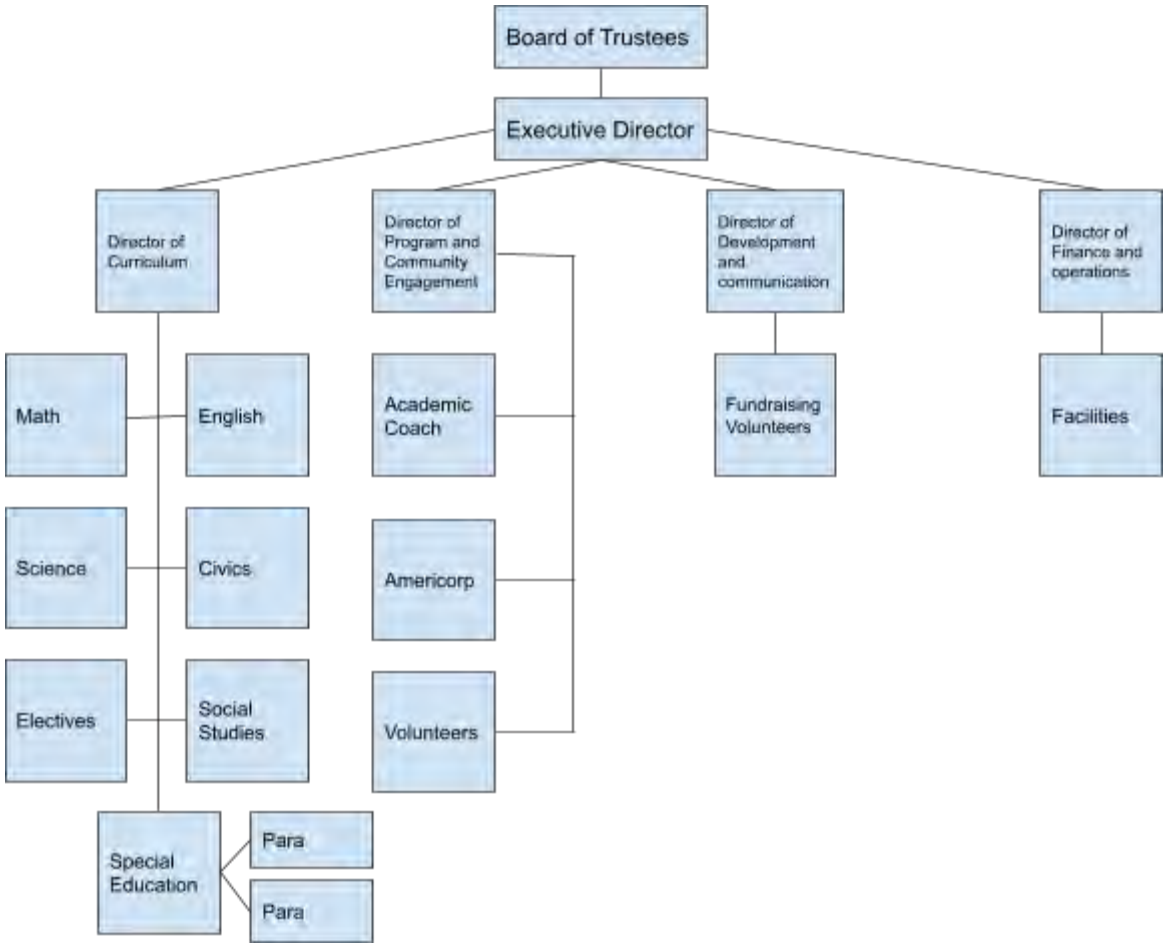
The **Development Director** will collaborate with the Community and Engagement Director around our integration of students into the community. This role will help foster and grow community partnerships and work towards engaging them as donors. This role will also support teachers with lessons on marketing, budgets, communication, and other practical hard skills. This engagement will strengthen the ability of our Development Director to both fundraise and advocate for our students and families.

The **Executive Director** will lead family engagement and restorative justice practices for the school, ensuring that they remain connected and engaged with the students and families they are serving. This will allow for opportunities for instant feedback as well as to build and promote a culture within the school and the community it serves.

Synergy will assign staffing based on data from Lexile scores, Achieve 3000, assessments, special education needs, and student and family input. Data will be reviewed quarterly and presented to stakeholders before any changes are made, and ultimately be made available to other schools.

Reviewing these data quarterly will allow us to intervene as quickly as possible, and adjust the staff in each classroom. Classes that are identified as needing extra support may also be assigned an Academic Coach; these positions will allow us to further individualize learning for each student.

We feel that this approach will not only set us apart from other schools but will also allow our students to learn and engage productively with all adults on our team. It also ensures that all staff are connected and in touch with the children and families that they are serving. This staffing model is reflective of our overall wraparound focus.



E. **Fundraising Plan**

We have several Trustees with a tremendous amount of fundraising experience. Our board structure will include a fundraising and special events committee. We will create opportunities for non-traditional revenue by utilizing the school's existing infrastructure. Because of our career development and community partnership model, we are in a unique position to create sponsorship opportunities for the businesses and organizations we work with. We will involve our students in a special events campaign. This will not only generate income for our school but will give students an opportunity to develop event planning and fundraising skills. By using a multi-pronged approach to

fundraising we believe that this program will be self-sustaining in five years or less. A fundraising plan is attached as *Appendix L.*

F. **Grievance/complaints Process or Policy**

Grievances and complaints shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth. Grievances and/or complaints against the Board shall be brought to the Trustees.

Additionally, policies for School Board Governance and Operations, Records Retention, Promoting School Safety (including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), RSA 193-F pupil safety and violence prevention, RSA 126-U, limiting the use of child restraint practices), and developmentally appropriate daily physical activity pursuant to Ed 310 will be developed upon authorization by the State Board of Education and made publicly available prior to opening.

Internal Grievance/Disputes:

Disputes arising from within Synergy Academy Chartered Public School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing Trustees, will be resolved according to policies and processes developed by the school or that are stipulated in any Collective Bargaining Agreement that may exist. The LEA shall not be involved with internal disputes of the Synergy Academy Chartered Public School unless Synergy Academy Chartered Public School requests LEA involvement or it is legally required. There will also be a designated Title IX Coordinator.

Synergy Stakeholder Internal Grievance Steps:

1. Concerned parties will attempt to resolve the issue by addressing their concerns directly with the Synergy stakeholder (i.e Parent, student teacher, etc.)
2. If no resolution with collaboration the concerned party will report the issue to their direct report/supervisor.
3. If the concerned party is not satisfied with their Direct reports response a written statement will be submitted to the Executive Director.
4. The Executive Director will work with all parties for a resolution to the dispute/grievance.
5. If the concerned party does not feel the school leadership has handled the dispute/grievance adequately, they may submit their dispute/grievance to the Board of Trustees.

Disputes Between the LEA and Synergy Academy Chartered Public School

Synergy Academy Chartered Public School will always attempt to resolve disputes with other districts amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between Synergy Academy Chartered Public School and the LEA, the staff and Synergy Academy Chartered Public School School Board and District agree to first frame the issue in written format and refer the issue to the Superintendent of the LEA and Synergy Academy Chartered Public School Executive Director. The

Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement.

In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing Trustees from their respective boards who shall jointly meet with the Superintendent and Executive Director and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director will have the option to meet to jointly identify a neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate the resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and the Synergy Academy Chartered Public School. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

SECTION V. EDUCATION PLAN

A. Curriculum and Instruction that meets or exceeds the state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness.

To find and vet curriculum options Synergy Academy Chartered Public School partnered with JFYNetWorks, a Boston-based nonprofit organization with a four-decade history of conceiving, developing, and conducting programs to enhance the academic and economic success of low-income urban youth and young adults. Our priority was identifying a curriculum that aligned with our overall approach and pedagogy, and that has been proven to be effective in teaching mastery of concepts. The following curricula best embodies our focus on individualized, project-based learning and opportunity for cross-curricular learning.

Synergy will develop a Program of Studies that will serve as a guide, along with other career/educational planning materials, as students plan their high school graduation path. Courses listed within the Program of Studies will guide students in the creation and implementation of their educational plans.

Course selection should be individualized to meet each student's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements. Synergy Academy will offer a Program of Study that is personalized, maximizing each student's educational experience based on standard expectations and personal goals as well common core state standards and competencies. The program includes a Personalized Learning Plan, Advisory Program, Community Learning Projects, Internships, Mentoring, Technology-Enhanced Learning, physical education, the arts, and competency-based core subjects that meet the NH state curriculum standards.

Following are examples of courses of study:

All courses of study will be aligned with NH State Common Core standards and will meet NH DOE state responsibilities for credit attainment and achievement of a New Hampshire certified High School diploma.

We are partnering with the education platform SAVVAS. We will access the myPerspectives curriculum for ELA subjects, enVision curriculum for Mathematics, and Miller & Lavine for the Science curriculum. Savvas US History Interactive High School Survey Edition (digital resource and workbook), World History Interactive (digital resource and workbook), Magruder's American Government Program High School Government Textbook, and Savvas High School Economics Textbook. These curriculum programs have a proven record of supporting students through the competency-based curriculum with a focus on project-based learning opportunities.

English

Synergy Academy Chartered Public School Academy will be utilizing myPerspectives for our ELA graduation requirements. myPerspectives English Language Arts curriculum was created by a team of experts, each with a focus on particular areas, including English Language Learners, English Language Development, Writing, Close Reading, the Role of the Teacher, Vocabulary, Text Complexity, Assessment, and Collaborative Learning. The curriculum values the learner's perspective, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. The program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. myPerspectives encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

MyPerspecitves can make literature hundreds of years old relevant to today's readers. Using media, blogs, films, multimedia, debate topics, or exploring a graphic novel, literature comes alive for students and increases student engagement. The literature in a teacher-led, student-centered classroom excites students to read and respond through conversations and writing. All activities, instruction, and assessments are standards-based, and students demonstrate learned skills via performance-based assessment. Students integrate the knowledge they acquired, apply critical thinking skills, cite evidence, and use an effective expression to respond to complex multi-step writing and/or speaking and listening tasks using standards-based learning outcomes.

Math

Our math curriculum will align with Common Core Standards and fulfill the New Hampshire graduation requirements. The NH Math graduation requirements have students earning 4 credits including Algebra credit that can be earned through sequential, integrated, or applied programs. The textbooks to be used are the enVision Integrated Math Common Core Grades 9 – 12. Published by the Savvas Publishing company. This text is a brand-new high school mathematics program. It's built from the ground up for the Integrated Pathway of the Common Core. This textbook series helps students see how the disciplines of mathematics are intertwined, with engaging and relevant content. The texts have a digital component and the content of these texts can be aligned with the online math program Mathspace. The text uses DESMOS, an online application, to bring alive mathematical concepts for students. To fulfill any remaining credits, students could take a Personal Financial Literacy class.

Science

The science curriculum for the Synergy Academy Chartered Public School will align with the Next Generation Science Standards and fulfill the New Hampshire graduation requirements. The NH Science graduation requirements require 3 credits including one credit in the physical sciences, one credit in the biological sciences, and one general science elective. These requirements could be fulfilled through two paths. The first path would be one credit of physical science (combining physics, chemistry, and earth science), one biology credit, and one science elective.

The second path (for STEM majors) would include one biology credit, one chemistry credit, and one physics credit. The interactive textbooks for the first path would be the Physical Science Concepts in Action Program for Grades 9-12, Miller & Levine Biology Curriculum for Grades 9-12, and a science elective: Environmental Science. The texts for the second path would be Miller & Levine Biology Curriculum for Grades 9-12, Experience Chemistry, and Experience Physics. All books have NGSS correlations and are designed to fulfill the standards required for graduation. These Savvas texts function as a blended learning curriculum and focus on problem-based learning that promotes inquiry and develops scientific thinking. All books contain program components that offer a textbook, digital license, workbooks, and a lab program. These books have a problem-solving curriculum designed for group projects and labs (virtual and classroom).

Program Components for books:

Path One

- Physical Science Concepts in Action- text(paper or digital), workbook, and lab manual. integrated math skills,
- Miller and Levine Biology- text(paper or digital), workbook and lab manual.
- Environmental Science- text(paper or digital),inquiry labs and activities and fieldwork guide.

Path Two

- Miller and Levine Biology- text(paper or digital), workbook, and lab manual.
- Experience Chemistry- text(paper or digital), Assessment, Student Experience Notebook, and Flinn Scientific lab partnership.
- Experience Physics- Student Experience Handbook (paper or digital), virtual labs, and Flinn Scientific lab partnership.

Health

To meet the state standards and graduation requirement for health, we will be utilizing Savvas Health Program for Grades 9-12. Savvas Health delivers the tools necessary for developing and enhancing healthy behaviors that influence the lifestyle choices of high school students. This relevant, integrated text and video program stimulates classroom discussion, helping students master skills essential to successful health education. Teachers will have access to an online curriculum with an online text and workbook.

Blended Print, Video, and Digital Resources:

- ●School Safety
- ● Nutrition
- ● Online Dating
- ● Media Literacy
- ● Exercise & Fitness
- ● Drug Prevention
- ● Data & Statistics
- ● Mental Health
- ● Emotional Health
- ● Family Engagement
- ● Cyberbullying
- ● Online Safety
- ● Online Friendships
- ● Cell Phone Safety
- ● Instant Messaging
- ● Decision Making
- ● Sexual Health
- ● Responsible Thinking

Social Studies and Economics

The Social Studies curriculum for Synergy Academy Chartered Public School will align to the New Hampshire Social Studies Standards and fulfill the state graduation requirements. The NH Social Studies graduation requirements include one credit in US/NH history, one-half US/NH civics and government, one-half credit in economics, and one-half credit in world history. These requirements will be fulfilled through a combination of standard coursework and project-based learning. All texts combine text, primary sources, inquiry projects, and essential questions. The curriculum integrates digital interactives, video lessons, and educational videos. The curriculum is flexible and can be tailored for an in-person, hybrid, or remote learning environment.

The interactive textbooks would include Savvas US History Interactive High School Survey Edition (digital resource and workbook), World History Interactive (digital resource and workbook), Magruder's American Government Program High School Government Textbook, and Savvas High School Economics Textbook. All books have national and state correlations and are designed to fulfill the standards required for graduation.

Students may substitute Project Imagine World History to fulfill the World History requirement. Project Imagine: World History provides digital activities and primary sources. Students learn world history by studying 6 key modules from Ancient Greece, China's Tang and Song Dynasties, the Renaissance, the Early Industrial Revolution, and Africa-1945-1985. Project Imagine US History could also be used as a supplement or elective to the US History curriculum.

All books contain program components that offer a textbook, digital license, workbooks, and/or Study Guides. These books have a problem-solving curriculum designed for groups (virtual and classroom). They are well-designed and flexible for varied learning experiences. These Savvas texts function as a blended learning curriculum and focus on problem-based learning that promotes inquiry and develops critical thinking.

New Hampshire History and Government

Synergy Academy Chartered Public School will also incorporate New Hampshire history and government into the curriculum. Teachers will use a variety of digital and print resources:

- Experience State History (history and government)

- https://digital.gibbssmitheducation.com/New_Hampshire_Our_Home_Student_Edition/
- It Happened in New Hampshire Stillman Rogers: The book provides tales of Granite State residents who were an integral part of New Hampshire history.
- Hidden History of New Hampshire by D. Quincy Whitney: Stories about significant people in New Hampshire
- New Hampshire History Curriculum-Grades 7-12-teacher guide-1999
- https://www.nhhistory.org/NHHS/media/NHHS-Media
- Library/PDFs/Educational-Resources/Curriculum/NH-History-Curriculum-Book 2

Life Skills Classes (Elective)

We will be utilizing Hope Collaborative Curriculum for our life skills classes which will serve as elective credits for the four years. Hope Collaborative is providing school and after-school programs with the technology and expert access they need to implement distributed leadership development and character-building workshops. The 4-year 12- module curriculum covers topics relevant to developing leadership skills that research has found to help young people thrive. Where there are major struggles in a family, skills are often developed by some members to counter them. Their program aims to help their partners identify such natural strengths in youth and promote them. Research credits success among young people who develop leadership capacities. Young people who face failure and then learn how to rebound are shown to do better than their counterparts who may be 'better off' but who do not have the same leadership capacities. *The 12 modules are below*

- **Self-Awareness:** Self-awareness is a life-long journey that best starts in the early childhood and teen years. Productive awareness of self requires capacities for self-reflection, awareness of emotions, feedback, and a curiosity about how one is impacting the social group and the school setting.
- **Relationship Skills:** Starting the process of building healthy relationship skills at a young age gives kids and teens advantages that can carry them far. Strong relationships with friends, family, teammates, classmates, and coworkers are essential to success in any arena.
- **Team Building:** Effective team building is a primary driver in creating effective social groups, sports teams, and school collaborations. The elements of team building are highly teachable. From goal setting to role assignment, from understanding the strengths and weaknesses of participants, team building is a valuable asset to develop.
- **Overcoming Obstacles:** Research suggests young people who learn how to problem solve and overcome obstacles are best suited to face life's challenges and mature into self-realized adults. We teach frameworks for overcoming obstacles so that young people learn to face life's challenges—and be best prepared for life.
- **Trust and Values:** Trust is an essential part of relationships, teams, and school participation. Developing a Strong Identity People who value their individuality, as well as their membership in distinct communities, have a solid foundation on which to build personally meaningful futures.
- **Good Decision Making:** Making decisions well is an essential skill for becoming an effective student, friend, and family member.
- **Mindfulness and Focus:** Mindfulness and focus are mission-critical capacities for young people to become effective students, leaders, and friends to other students and their communities. Both are learned skills with the right tools and approaches.
- **Self-Management:** The ability to manage oneself is a critical capacity for achievement and a core

asset in realizing one's potential across a variety of life segments. Empathy and Emotional Intelligence Harvard Publishing called Emotional Intelligence one of the most important advances in understanding the way individuals work and interact in the past several decades. Kids who develop EEI achieve and participate at high levels.

- **Building Self-Esteem:** Positive self-worth is the key to personal resilience

B. **Current research for selecting the curriculum.**

Synergy Academy Chartered Public School has selected the above curricula, which support our general pedagogical approach as outlined above. Each curriculum is also supported by evidence-based research, as included in *Appendix E.*

Synergy Academy's curricula will be rooted in project-based learning practices across all academic disciplines. We believe that PBL is the key to engaging a disenfranchised learner. Research bears out that PBL learning environments produce better results than the traditional curriculum delivery model for all students.

The George Lucas Educational Foundation conducted research on Project Based Learning. The research findings were the culmination of seven years of effort to develop and study rigorous PBL curricula and aligned supports used across grades and subjects. The studies were not meant to evaluate progressive education writ large, or even to evaluate all forms of PBL, but they did take a careful look at the effects of pairing high-quality project-based curriculum with the implementation of complementary instructional practices. Specifically, the findings, released in 2021, show that:

Embedding project-based learning in Advanced Placement courses increased the probability of students earning a passing score on AP tests by about 8 percentage points in the first year and 10 percentage points after teachers had two years of experience with the project-based curriculum (Saavedra, Liu, et al., 2021).

Middle school students in California who learned science with a project-based curriculum outperformed their peers by 11 percentage points on a science assessment and also did better on the state's end-of-year math and English language arts assessments (Deutscher et al., 2021).

Taken together, these studies provide clear evidence that rigorous project-based learning has a strong effect on student achievement. The research also found that these PBL programs improved certain aspects of social and emotional learning, and these effects were consistent across racial and socio-economic groups.

C. **Statement that the school will have available information about its curriculum and policies to all persons, parents, and students considering enrollment.**

Synergy Academy Chartered Public School will share access to information about our curriculum, policies, and services with the public through our website and make it available by hard copy on-site. We will post a complete Program of Studies. Our model calls for individual lesson plans, which will be reviewed and approved by students and their families, along with the general program of studies (course catalog). This process will also be made available utilizing our website, and reviewed with interested students and families.

D. **Measurable academic goals, objectives, and timeline for accountability**

Please see Appendix E for a detailed presentation of Synergy Academy Chartered Public School curriculum, including the academic learning goals and objectives for each grade and subject area. High school students must pass all classes with D or better, or pass a pass/fail course, to receive credit.

We use project-based learning to ensure education is provided through engaging, relevant, and cross-curricular content. We use mastery-based grading to elicit a growth mindset and to support our students through the necessary trial and error that it takes to be successful in the 21st century. Additionally, we use 13 core competencies to drive our interdisciplinary instruction so that our students see their course disciplines as all being interactive and overlapping tools that can be used in conjunction to solve some of the world's most challenging problems.

Given the diverse needs of our student body, we are committed to broadening the scope of what is conceived as student success. We partner with our students and their support teams to formulate a goal that will drive our students toward happy and independent adulthood. We understand that without a clear goal, there is no way to ensure targeted growth.

Goals/Objectives/Timeline

Each Spring Synergy Faculty and Administration will meet to review the past year's school-wide goals and successes in meeting these goals. Three new goals will then be created for the upcoming school year as part of the school's master plan. Each teacher will have their own professional development goals and objectives that will align with the school-wide objectives. The Administration will meet weekly to review the progress of attaining these goals and discuss ways in which to incorporate any modifications needed to meet these goals. This analysis is then reviewed weekly at Faculty meetings to maintain focus on meeting these goals. In addition to these measures, the Director of Curriculum and Design will review each class quarterly and advise the teaching staff on any enhancements that could be made to their curriculum.

Synergy will monitor student success through the review and implementation of the students Personal Learning Plan, report card, attendance record, and evaluation of standardized testing as well as pre-and Post assessments for core subject areas.

Example of Synergy Academy School-Wide Goals/Objectives:

- *Synergy Academy will maintain school-wide attendance for 85% or higher weekly (full-year goal = 85%)*
- *Synergy Academy will advance its curriculum through Project-Based Learning (PBL) activities. Full-Year Goal —Teachers will perform two PBL units per quarter.*
- *Synergy Academy will expand on its assessment process by adding pre-and post-test assessments to all core subject areas. Full Year Goal = Pre- and Post- tests established in Writing, Reading, Mathematics, Social Studies, and Science course offerings.*
- *Synergy Academy will advance its curriculum through Project-Based Learning (PBL) activities by establishing competencies for all core subjects taught.*
- Synergy Academy will expand on its Professional Development opportunities in the areas of Classroom Management and Restorative Justice Practices.
- *Synergy Academy will provide professional development opportunities for all faculty and staff in the 2023/24 school year.*

Please Reference Appendix E for additional academic materials/support.

E. **Performance standards**

Performance and learning standards for every grade level at Synergy Academy Chartered Public School are outlined in *Appendix E (Examples)* and are aligned with the Common Core Standards as set by the State of New Hampshire. We will be working with each teacher to identify measurable performance standards for all core subject areas. Synergy will establish a set of Core competencies in ELA, Mathematics, Science and Social Studies. Our curriculum is guided by the common core NH state standards.

F. **Achievement tests to be used to measure academic and other goal achievements, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling reading, expository writing, history, geography, science, and mathematics.**

Measurement of student achievement will comply with RSA 194-B:8,V. Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades nine through twelfth, with accommodations for students with learning challenges. We will also utilize pre- and post-testing around core subject areas for students entering the program to assess their learning level and growth, and Accuplacer to assess and ensure all of our graduates are college-level ready. Students will also engage in the SATs during their junior or senior year.

Synergy Academy Chartered Public School will utilize students' individual learning plans to communicate and track explicit learning goals with students and families. These road maps will be implemented with every new student, as well as reviewed and adjusted collaboratively on a quarterly basis. We will integrate our academic tracking software with our road maps to provide real-time information to students and families about their progress towards goals and competencies. Synergy Academy Chartered Public School will utilize a variety of formative and summative assessments, through which students will demonstrate competency in all subject areas of the Common Core State Standards. We want to provide a variety of opportunities for students to showcase and celebrate their work and achievements. These include presentations, assemblies, portfolios, individual and group projects, pitches, and internships.

Synergy Academy will utilize the New Hampshire Statewide Assessment System. Each year Synergy Academy students will participate in the New Hampshire Statewide Assessment System (NH SAS), the general statewide assessment, for English language arts (ELA), mathematics, and science.

G. **For Schools offering High School grade levels, graduation requirements are sufficient to ensure that the school has provided an adequate education for its pupils.**

Synergy Academy Chartered Public School will ensure that all students receive the minimum of 20 credits necessary to graduate using the below schedule:

Required Subjects	Credit(s)
English Language Arts	4
Mathematics	4, including Algebra credit that can be earned through a sequential, integrated or applied program
Physical Sciences	1
Biological Sciences	1
General Science	1 (third science credit which can be an embedded science credit)
US and NH history	1
US and NH government/civics	½
Economics, including personal finance	½
World history, global studies, or geography	½
Information and communications technologies ½ or demonstrate proficiency	
Health education	½
Physical education	1
Arts education	½
Life skills elective*	4
Open electives*	2
Totals	**22**

SAMPLE TIMELINE:

Required Subject	9th	10th	11th	12th	Totals
ELA	1 credit	1 credit	1 credit	1 credit	4 credits
Math	1 credit	1 credit	1 credit	1 credit	4 credits
General Science	1 credit				1 credit
Physical sciences		1 credit			1 credit
Biological sciences			1 credit		1 credit
US and NH history	1 credit				1 credit
US and NH Government /civics		.5 credits			.5 credits
Economics		.5 credits			.5 credits
Global studies			.5 credits		.5 credits
Information and communications technologies			.5 credits		.5 credits
Health education					
Physical education	.5 credits	.5 credits			1 credit
Arts education			.5 credits		.5 credits
Life skills elective	1 credit	1 credit	1 credit	1 credit	4 credits
Open electives	.5 credits	.5 credits	.5 credits		1.5 credits
TOTAL	6 credits	6 credits	6 credits	4 credit	**22 credits**

H. **Academic Achievement Data Management System**

Synergy Academy Chartered Public School School plans to use Alma, a cloud-based school management solution catering to businesses of all sizes in the education industry. Core features assist users in managing school administration, generate custom reports, administering the enrollment and admissions process, and tracking communications. This will act as the parent-student information system. Parents and students will be able to access grades, report cards, attendance records, etc…

Daily/weekly Schedule Sample (subject to change)

	M	**T**	**W**	**Th**	**F**
8:32 - 9:18	Contemporary Issues	Study	Life Skills	Contemporary Issues	Project Science
9:21 - 10:07	Contemporary Issues	Contemporary Issues	Life Skills	American Lit	Project Science
10:10 - 10:56	Geography	study	American Lit	Geography	Art
10:59 - 11:45	Geography	American Lit	American Lit	Geography	Art
11:48 - 12:29	Lunch	Lunch	Lunch	Lunch	Lunch
12:32 - 1:18	Health	Health	US History	Health	One on One tutoring
1:21 - 2:07	Health	US History	US History	US History	Staff Meeting
2:10 - 2:56	Pre-algebra/ math lab	Pre-algebra/ math lab	Pre-algebra/ math lab	Project Science	Staff Meeting
2:59 - 3:45	Art	Pre-algebra math lab	Project Sci.	Art	Staff Meeting
Total Instructional Time	6.13 hours	6.13 hours	6.1 hours	6.1 hours	3.07 hours

I. **Supplemental Programming**

Synergy Academy Chartered Public School will make outside referrals as needed and appropriate to community partners. As well as support services such as life skills, crisis management, tutoring, therapy, etc. by staff and community partners within and outside of the school. We will engage with The Center for the Arts to support our Fine Arts curriculum and after-school programming.

SECTION VI. SCHOOL OPERATIONS PLAN

A. **Admissions Procedures RSA194-B:3,II(o)**

Synergy Academy Chartered Public School is committed to building a strong and diverse community of students and teachers. Admission to the charter school shall be open to any student who resides in the State of New Hampshire. Methods of admission shall not be designed, intended, or used to discriminate or violate individual rights in any manner prohibited by law. For the success of the school and its students, Synergy Academy Chartered Public School will help educate prospective families on the benefits and challenges of attending a public charter school. Synergy Academy Chartered Public School will hold multiple, pre-enrollment information sessions, and site visits to allow prospective families to learn more about the school and the public charter school experience. Synergy Academy Chartered Public School will follow the basic method of admissions that defines charter schools nationwide:

Admission shall be blind; Should the number of applicants exceed capacity, students will be chosen by a lottery system, with a wait list developed from the lottery overflow.

Admissions Process Overview

- Prospective students and their families will be required to attend at least one informational meeting (in person or online) at which our educational approach and school expectations of students and their families will be explained, before enrollment;
- Synergy Academy Chartered Public School will produce application packets for prospective students about the school, its philosophy and expectations of attending students, their families. These and other student-related policies will be posted and available to the public, online;
- Families and students will be asked to sign an agreement indicating their understanding of the School's Mission, and other expectations as part of the admission process;
- Interested families will then submit their application;
- Should applicants exceed the number of spaces available, a blind lottery, organized by grade will be held on the second Monday of April each year. Those who do not receive an enrollment slot in the lottery will be placed on a waiting list in the order determined by the lottery draw;
- All accepted students will receive a notification. Those who have been wait-listed will be notified. Any lottery disputes would be sent to the Board of Directors for resolution within fourteen (14) business days of being received;
- Soon after the enrollment process is complete, Synergy Academy Chartered Public School will hold meetings for admitted students and their families and provide an orientation for students and families. Completed applications received after the deadline will be added to the waitlist according to timestamp requirements.

Synergy Academy Chartered Public School will offer automatic re-enrollment to its students. Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery. Synergy Academy Chartered Public School will admit students from the waitlist should space become available after the

lottery. Siblings of children enrolled at the school will be exempt from the lottery, space permitting.

All Special Education students that have an active IEP from their sending district will be guided by the following steps in regard to enrollment.

1. After a student has been accepted to Synergy and it is then known that the child receives IEP services from their sending district an IEP Team meeting will be called
2. A team meeting will be conducted with the sending district's students' IEP Team
3. The IEP and Student Services will be reviewed at the IEP Review meeting
4. Synergy will make a student plan to implement the requirements outlined in the students IEP/Services page
5. Synergy will present our Special Education Billing policy and procedure to the sending district

ENROLLMENT GUIDELINES/LOTTERY PROGRAM

Synergy will implement recruitment and enrollment practices to promote the inclusion of all students, including by eliminating barriers to enrollment for educationally disadvantaged students. Synergy will adopt the McKinney Vento Act into our enrollment process, understanding the need to support foster youth, as well as unaccompanied homeless youth.

1. *Siblings of existing students shall receive first priority for admission.*
    a. If a student is selected in the lottery for admission, any younger siblings who are also qualified applicants are automatically granted admission if space in their grade level is available.
    b. If there are more qualified applicants who are siblings of existing students than there are available spaces, the siblings shall be subject to a lottery to determine the award of available spaces. Siblings not awarded admission shall be placed at the head of the waiting list according to their lottery position.
2. *Children of Synergy Academy faculty, staff, and Founding Members shall receive 2nd priority.*
3. *Students residing in New Hampshire shall receive absolute priority over out-of-state tuition students.*
4. *Remaining spaces shall be filled by a blind lottery, and*
5. *Students not receiving admission through steps 1 – 4 above shall be placed on a waiting list in the order, their qualified application was received and be offered admission in that order as space becomes available.*
6. *If the number of students meeting any of the criteria 1-5 above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to fill available spots.*
    a. Following the application deadline, qualified applications will be accepted on a rolling admission basis until all spots are filled.
    b. If, after the application deadline, the number of qualified applications is greater than the number of spaces available, qualified applications shall be placed on a waiting list.

A. Admissions Procedures RAS194-B:3,II(o) Student Recruitment Plan

We have already begun developing a network of professionals that are in a position to make student referrals to our school. We have met with several non-profits in the greater Concord area. We are working with a few state agencies and local school districts to create awareness of our program. We have

developed a letter that will be sent to all surrounding district guidance counselors as well school Social workers. This letter will be accompanied by a Synergy Academy brochure that can be displayed in local district guidance offices. Synergy's full student recruitment plan is outlined in *Appendix: K.*

Local Press

1. Monthly Press Release
2. Op ED year one
3. Community recruitment events (Open House, Guided Tours etc..)

Social Media

1. School Website
2. School Facebook page
3. Digital Brochure

Community Outreach

1. Host local school district Administrator and Guidance Counselors
2. Guidance Counselor letter w/ Synergy Brochure
3. Work with local Non-Profit organizations in the community

Student Recruitment Radio Ad

Synergy Public Charter Academy, located in ----------, NH, is a public high school designed to serve students who are looking for an alternative to the traditional public school. Synergy is focused on student-centered planning and student-centered learning. We are accepting applications for the 2023/2024 school year. Please visit our website SynergyAcademyNH.org for more information about this unique learning opportunity.

For an application and an interview with the Executive Director, please contact:----------

B. **School Calendar and the number and duration of days pupils are to be served.**

A sample school calendar is included in *Appendix F.* This calendar will be updated for the launch school year upon approval of this application.

C. **Staffing Overview, including qualifications sought for professionals and paraprofessionals, administrators, and teachers**

Synergy believes Leadership engagement is second only to teaching among school-related factors in the impact on student learning. We also understand the impact of leadership tends to be greatest in schools where the learning needs of students are most acute. Synergy's organizational chart has been developed with the understanding that successful leadership can play a highly significant role in improving student learning. All Administrators/Directors will have direct contact and involvement with the students, Personal Learning Plans, community engagement activities, as well as their academics. Synergy Academy Chartered Public School staffing overview is outlined in *Appendix G.*

D. **Employee job descriptions/responsibilities**

Job descriptions for each position listed above are in Appendix G.

E. **The total number of teachers and the average teacher/student ratio for the first 5 years.**

Table 1: Projected Students, Teachers, & Ratios for Years 1 – 5

Grade Level	Year One		Year Two		Year Three		Year Four		Year Five	
	Stud-ents	***Teache rs***	***Stud-ents***	***Teache rs***	***Stud-ents***	***Teache rs***	***Stud-ents***	***Teache rs***	***Stud-ents***	***Teache rs***
9th	32	3	32	2	32	2	32	2	32	2
	Ratio: 10.6:1		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*	
10th	32	3	32	2	32	2	32	2	32	2
	Ratio: 10.6:1		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*	
11th			32	2	32	2	32	2	32	2
	Ratlo: N/A		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*	
12th					32	2	32	2	32	2
	Ratlo: N/A		*Ratlo: N/A*		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*	
Totals	**64**	**6**	**96**	**6**	**128**	**8**	**128**	**8**	**128**	**8**
	Ratlo: 10.6:1		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*		*Ratlo: 16:1*	

F. **A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.**

Synergy Academy Chartered Public School shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a. *Please see Appendix :J, FingerPrinting/Backround Check Procedure*

G. **Personnel compensation plan, including provisions for leaves and other benefits, if any.**

As a charter school, Synergy Academy Chartered Public School anticipates the need to budget with disciplined spending. We believe that the budget we have outlined fully supports our faculty with industry-standard wages and health care coverage, as well as continued education support. By tailoring the compensation plan to the individual needs as well as the individual's experience level, we feel we can attain and maintain an attractive work environment staffed by highly qualified and motivated personnel while working within the constraints of our budget.

(1) Salary: School administration and full-time teachers shall be paid an annual salary on a bi-weekly basis. Part-time staff will be paid at an hourly rate for time worked.

(2) Leave: Synergy Academy Chartered Public School will publish an annual calendar outlining school

holidays and vacations for which the school will not be open. Synergy Academy Chartered Public School will have a very limited summer recess, with staffing required for most of the summer. Salaried employees will receive an additional three weeks (15) paid personal leave days and five (5) sick days per year. Staff receives additional personal days to balance out the limited summer recess. Leave approval will be dependent on school needs and calendar.

(3) Other Benefits: Synergy Academy Chartered Public School will offer full-time salaried employees health insurance as a specific insurance plan provided by the school with an employee contribution.

H. **Administration Performance Evaluation**

Synergy Academy Chartered Public School will conduct performance evaluations for administration positions on an annual basis. Positions with significant administrative duties are Executive Director, Director of Development and Communications, Director of Program and Community Engagement, Director of Curriculum & Instruction, Director of Finance and Operations, and Facilities Manager. Administration performance will be evaluated based on their position.

If an administration position is found to be underachieving in its performance recommendations for improvement will be made by the Executive Director to the Board of Trustees. The power to dismiss any Director other than the Executive Director based on the school's needs or expectations not being met will be held by the Executive Director. Performance evaluation, discipline, or termination of the Executive Director shall require the action of the Board of Trustees.

I. **Teacher Performance Evaluation**

Synergy Academy Chartered Public School will conduct performance conversations/coaching for teachers on a continual basis, with regularly scheduled (quarterly or monthly) one-on-one sessions with their supervisor/mentor. These sessions will serve to proactive develop teacher achievement throughout the academic year. Teachers will also receive an annual evaluation by the Executive Director and Director of Curriculum & Instruction in which current year progress is discussed and goals will be developed for the following year. The power to dismiss any teachers based on the school's needs or expectations not being met will be held by the Executive Director upon advice from senior staff and following all appropriate HR protocols. The Board of Trustees will be immediately notified of all staffing changes and will be the deciding body for any complaints or disputes. Below is a sample of the teacher evaluation tool that Synergy Academy Chartered Public School will adapt and adopt.

Synergy Evaluation Document 2023

Name:	**Title:**
Submitted by:	
Evaluation Type:	**Evaluation Cycle:**
Date Completed:	**Date Acknowledged:**

Example: Classroom Observation Rubric

Planning and Preparation				
Criteria	**Ineffective**	**Basic/Developing**	**Proficient**	**Distinguished**
Clarity of Unit and Lesson Plan	Unit and/or Lesson plans and instructional outcomes are either not clear or are stated as activities, not as student learning. Unit plans and instruction outcomes are not tied to assessment and linked to accepted standards/competencies.	Unit and/or lesson plans and instructional outcomes are only moderately clear or consist of a combination of outcomes and activities. Some (a minority of) outcomes are clearly tied to assessment and are linked to accepted standards/competencies.	All unit and/or lesson plans and instructional outcomes are clearly articulated. Most (a majority) are directly tied to assessment and are linked to accepted standards/competencies.	In the unit and/or lesson plans, all of the instructional outcomes are clear, expressed in the form of student learning and are tied to assessmentsAll unit plans and outcomes are clearly linked to accepted standards/ competences.
Knowledge of Content related Pedagogy and Child/AdolescentDevelopment	Teacher's plans display little or no understanding of the range of pedagogical and age appropriate approaches suitable to student learning of the content.	Teacher's plan reflected a limited range of pedagogical and age appropriate approaches or some (a minority) approaches that are not suitable to the discipline or to the age of students.	Teacher's plans reflect familiarity with a wide range of effective pedagogical and age appropriate approaches in discipline.	Teacher's plans demonstrate a mastery of a wide array of pedagogical and age appropriate approaches in the discipline. Teacher adapts content and instruction to unique student needs and interests (discovered in

J. **Professional Development**

Synergy Academy Chartered Public School will use individual professional development plans to support the growth and excellence of our entire staff. An example of one such plan is in *Appendix H*. These plans will be tied to and in support of our school-wide goals. We will also offer a summer professional development institute for intensive skill- and team-building.

K. **Philosophy of Student Governance and Discipline**

Our school's philosophy of student discipline is based on a harm reduction model with a focus on student participation in a restorative justice approach. We view discipline, not as punishment but as an opportunity for learning and skill development. The school's rules exist for a variety of reasons:

- to fulfill legal requirements
- to maintain a safe environment
- to establish ethical standards
- to develop a respectful atmosphere
- to create an order for the attainment of our core purpose to educate

While discipline is often thought of as a set of rules to be followed and sanctions for transgressions, that is only one part of the bigger picture. The thoughtful establishment of rules and thorough explanation of those rules is intended to provide the basis upon which our students will become more self-disciplined and incorporate leadership into that self-discipline.

Since we strive to provide an academically appropriate and challenging environment, Synergy Academy Chartered Public School will build the pillars of respect, responsibility, and achievement in all we do. Student government will be empowered to develop a code of student conduct stemming from these pillars and will be asked to join the administration and faculty in recommending programs based on these pillars to educate all students. Students will not be asked to adjudicate disciplinary matters, but through student government, will be invited to share the perspectives of the student body with the administration. In this manner, students will always have an opportunity to inform the administration as to the way discipline is understood by the students. If our goal is to develop understanding through discipline, we must always invite our students to respond to our actions. While it is true that some transgressions are of an egregious nature requiring just consequences, it is our belief that most behaviors may become opportunities to help our students learn the importance of their individual actions.

Synergy Academy Chartered Public School strives to reduce and minimize the need for out-of-school suspensions for several reasons:

- Studies have shown that school suspensions harm both the suspended students and those who have not been suspended. A punitive school environment and the missing of classes by some students are harmful to all students.
- Suspensions are punishments not related to a violation. Synergy Academy Chartered Public School believes in consequences related to the violation, not punishments. For instance, a student who steals or destroys an object belonging to the school or to another student would apologize to those who have been harmed and replace the object.
- Consequences have a healing effect on all stakeholders involved in a violation.

Synergy Academy Chartered Public School does reserve the right to remove a student from school on the

basis of the student's own health and safety or the health and safety of others. When this happens, it is not considered to be a punishment, however, but a necessary measure to restore order. The student sent home, may or may not receive consequences for his actions upon his return to school. But the home interval is a necessity, not a punishment.

Synergy Academy Chartered Public School will comply with all federal and state-reporting requirements.

L. **Age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.**

Synergy's full Restorative Behavior Support manual is included in Appendix I and outlines our trauma-informed and age-appropriate behavioral supports. Our goal is to work with our students to help them stay in school, and suspensions and expulsions - which remove the student from the learning environment - are always a last choice at Synergy.

It is a challenging reality that not every student will be the best fit for Synergy. Given our incredible partners and a vast amount of resources we will be able to serve many, however, there are some students and families who may be the best fit for other organizations. Below is an outline of our offboarding and referral process and what actions or circumstances may lead to the implementation of this process. Offboarding from Synergy is most commonly a result of a potential threat to the community at large and an inability to effectively reach and support the student. The following circumstances will result in an immediate referral and offboarding from the Synergy High campus.

M. **Student Transportation plan, both inside and outside of the district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.**

Synergy Academy Chartered Public School will comply with all State of New Hampshire charter school provisions governing transportation, covered under Section 194-B:2,V, RSA 189:6, and RSA 189:8.

Synergy Academy Chartered Public School anticipates selecting a permanent physical location to maximize synergy with existing SAU 8 transportation routes, allowing students to ride existing SAU 8 bus routes for transportation to the school. Students residing outside the district boundary will be responsible for arranging their own transportation to and from the school. Synergy Academy Chartered Public School will use an internet-based application to connect families and facilitate ride-sharing and/or carpooling to ease the burden of transportation on families and the local environment.

N. **Student, Staff Handbooks**

Upon application approval, Synergy Academy Chartered Public School will finalize and adopt student and staff handbooks. All staff and student handbooks will be available and posted on the Synergy website at least one month prior to the start of the school year.

O. **Student Information System**

Synergy Academy Chartered Public School will use Alma as our SIS to track all student data.

SECTION VII. **MEETING STUDENT NEEDS**

A. **Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities.**

In accordance with RSA 194-B:8, Synergy Academy Chartered Public School shall not discriminate against any child with a disability as defined in RSA 186-C. We believe the education provided by Synergy Academy Chartered Public School can benefit all students, regardless of disability status. Synergy Academy Chartered Public School will collaborate with LEAs from each sending district and the parents and/or legal guardians of special needs students, working together to identify and implement practices to meet special education needs for our students.

NH RSA 194-B:11, III(a) states "In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district."

Synergy Academy Chartered Public School recognizes the critical role and responsibilities of the LEA in the successful implementation and administration of individual IEPs. A liaison from Synergy Academy Chartered Public School will collaborate with LEAs from sending school districts on matters pertaining to individual students' needs. We will work with the local district to provide the appropriate services for the students at Synergy Academy. In house services may include counseling, academic support, study skills training, and crisis intervention as well as family mediation. We will provide referrals to state agencies, conduct home visits, food security support through local food banks, clothing, and other student needs. One key component that we will work on is implementing training on advocacy and systems of care to facilitate relationships with external agencies. We will provide training in this focus area for all families engaged with Synergy.

Specific responsibilities of the Synergy Academy Special Education liaison will include:

- Notify and collaborate with the LEA when an individual student may require a referral for services or accommodations.
- Supply information about Synergy Academy Chartered Public School to the sending district, parents or legal guardians, service agencies, and other members of a student's potential IEP team.
- Receipt and review of IEPs from the LEA, including review of each IEP with teachers and staff involved in implementation.
- Maintain contact lists for all service providers related to IEPs.
- Coordination and communication with the LEA, parents, faculty, and staff to ensure consistent implementation of IEP services during school hours.
- Provide concerns and/or recommendations to the LEA liaison about IEP implementation.
- Organize student services being provided by the District at Synergy Academy.

B. **Other educationally disabled and economically disadvantaged/at risk includes:**

Synergy Academy Chartered Public School will provide support services as needed to support the following disadvantaged/at-risk populations:

(1) Educationally Disadvantaged

(2) English Language Learners (ELL)

(3) Neglected or Delinquent

(4) Homeless Students

(5) Migrant and Refugee populations

C. **Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps**

Synergy Academy Chartered Public School will incorporate strategies for improving student achievement and closing achievement gaps through ongoing evaluation of student achievement data, available resources, and additional resources, strategies, and actions that may be needed. Federal title programs will be identified for which our school meets eligibility requirements; where Federal title monies are not available, actions will be taken to provide supplemental services like after-school tutoring to support student achievement. Specific areas of focus will be based on National Education Association guidelines, and include:

- Enhanced Cultural Competence
- Comprehensive Support for Students
- Outreach to Students' Families
- Extended Learning Opportunities
- Classrooms that Support Learning
- Supportive Schools
- Strong District Support
- Access to Qualified Staff
- Adequate Resources and funding

D. **Title programming plan**

Synergy Academy Chartered Public School will endeavor to secure funding through Federal title programs at every opportunity to both enhance the education of the students and maximize leverage of State funding toward the improvement of student education. Eligibility for specific Federal title programs will be identified based on staff and student demographics/needs. A full title funding plan is attached as *Appendix M*.

SECTION VIII. **FINANCIAL MANAGEMENT**

A. **Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.**

The **Director of Finance and Operations** will be responsible for the daily oversight of school finances under the supervision of the Executive Director, including monthly financial reporting to the Synergy Academy Chartered Public School Board of Trustees. Synergy Academy Chartered Public School will work with independent certified public accountants for general financial oversight and to perform annual fiscal audits and reports as per RSA 194-B:3 II (q).

Synergy will be supported for its financial activities through Blundell Accounting Solutions: ***Statement of Services***

Blundell Accounting Solutions has been contracted to provide Synergy Charter School Pre-Operational Accounting Services.

The following tasks will be performed during the startup phase between the date of the engagement letter and August 31, 2023:

- Creation of Budget & Forecast models and continuous updating of models as needed
- Creation and implementation of Fiscal Policies and Procedures
- Implementation and training of QuickBooks Online Accounting Application including monthly reconciliation of bank accounts and financial statement presentation to the Board of Trustees.
- Implementation of Payroll Processing Systems and coordinating New Hire Payroll Setup
- Implementation of a cloud-based payables system (Bill.com) which will allow proper approvals from Board Members for purchases and electronic payments to vendors.
- Other Assistance as directed by the Board regarding Accounting and Fiscal Affairs
- Unlimited phone, email, and zoom support.

B. **Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures)**

Appendix B: Synergy has provided a full five-year Budget that will support synergy's financial management. The Synergy Board, Treasurer, and ED will review the budget monthly, providing quick book reports at all Board meetings. We will conduct an annual Budget review that will provide the Board with an annual Budget to be voted on for the next fiscal year. We will be using an outside service for check- writing activities. The Executive Director will have view access and deposit activities only, for the schools bank accounts. The Executive Board Chair and the Treasurer of the Board will have check signing privileges. No check above $1,000.00 is to be authorized without the signature of one of these officers of the Board.

Attached as Appendix B.

C. **Budget Narrative: providing a justification for the budget.**

Attached as Appendix N.

SECTION IX. **SCHOOL CULTURE**

A. **School Environment:**

Synergy Academy Chartered Public School will create and foster a supportive and inclusive school environment that uplifts and develops all youth. Our goal at Synergy Academy Chartered Public School is to have a student-centered community in which their voice is leveraged, refined, and strengthened in order to make a larger change in the world beyond our doors. We will have a student council who will be supported by the Community and Engagement Director in taking an active role in informing the direction of their school. The student council will elect a representative and an alternate to fill the student seat on Synergy Academy Chartered Public School's board. Student council will work with the Community and Engagement Director in facilitating school events, community events, family events, town halls, inviting guest speakers, etc. Students participate in weekly reflections and feedback loops in order to make Synergy Academy Chartered Public School the most productive and supportive environment for them to learn and grow.

Teachers and administration reference and summarize the feedback received each week and update the students on the changes that will be made as a reaction to the feedback.

The administration and faculty will develop a training module for students engaging in student leadership. Students will be supported in their leadership meetings and coached on being a member of the Synergy Academy School Board. These coaching and training sessions will be provided by the Community and Engagement Director.

B. **Establishment and maintenance of School Culture**

Synergy Academy Chartered Public School's school culture and educational philosophy is centered around individualized instruction that systematically acknowledges the variance of student learning style, interest, and personal and professional goals. Our current schools are based on an outdated model that separates students by age, rewards them for seat time, and prioritizes generalized skill sets and rote memorization over critical thinking and problem-solving. Synergy believes that School Culture starts with connections. We have designed a program that will promote strong and overlapping interactions among all members of the school community. Our leadership team, faculty, staff, and community partners will be directly involved with each student from admissions to PLP development to the development of a strong post-secondary transition plan and ultimately a high school diploma.

We will create a strong school culture where leaders communicate directly with teachers, administrators, counselors, and families, who also all communicate directly with each other about our students. Synergy Academy recognizes that a strong culture arises from messages that promote traits like collaboration, honesty, and hard work.

We start with the fundamental belief that "All students have the potential to succeed". Our shared values of collaboration and team effort will ensure that students have confidence in the school community.

Synergy Academy Established Norms:

1) All students will develop a Personal Learning Plan with team support
2) All students will have a mentor for their four years of high school
3) All students will engage in work-study and internship programming
4) We will run a daily advisory program building “School Culture”
5) We will have a School Store run by the student body.
6) Students will have access to after-school programming
7) Synergy will hold an annual Student Christmas Party supporting Toys for Tots
8) All teachers will engage in cross-discipline projects

SECTION X. **STAKEHOLDER ENGAGEMENT**

A. **Philosophy of parent (Family) involvement and related plans and procedures**

It is important that teachers get to know their students’ families and communities by actually going into the students’ home environments. This allows teachers to relate to their students as more than just “bodies'' in the classroom but also as social and cultural beings connected to a complex social and cultural network. Moreover, by becoming familiar with students’ home lives, teachers gain insight into the influences on the students’ attitudes and behaviors. Additionally, teachers can use the families and communities as resources (e.g., classroom helpers or speakers) that will contribute to the educational growth of the students. Home visits will be done in pairs for the first visit, and staff will be trained around best practices and safety. We will use our early release day as well as after school to hold home visits. We will accommodate the schedules of families as needed for those who need to meet later in the evening. We will utilize flex time for teachers who need to make later home visits, utilizing admin for coverage as needed.

Most parents and students are accustomed to traditional grading methods and need support in understanding and transitioning to mastery based grading. Synergy Academy Chartered Public School offers this support in several ways. When students enter their freshman year, all parents and families are invited to a small-group meeting with the Executive Director. We will continue our engagement through monthly Synergy Community meetings to be held on campus and virtually.

B. **Community Involvement Plan**

Community involvement is a cornerstone of our approach and educational journey. We are solidifying this commitment by hiring a director to focus on building and managing our community connections and relationships. This attention to these relationships will benefit our students by providing real opportunities for young people to gain high school credits by learning and engaging with their community members. Our layered approach starts with Community Service Days, as well as guided tours to community sites, building up to an internship in their senior year. We are also partnering with community colleges for our students to ensure they feel comfortable in a post-secondary environment by the time they graduate.

Potential Partnerships

- NHTI, CRCT, Local Rotary Clubs
- Manchester Community College, Granite State
- NAMI, RiverBend, DHHS, Chamber of Commerce

Director of Program and Community Engagement

Working in partnership with the Students, Parents, Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction to support and report monthly to the Board.

1. In collaboration with the Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction, providing energetic, charismatic, visible leadership, inspiration, and direction to the combined They will actively support and contribute to a healthy culture and ecosystem at Synergy.
2. Providing direct supervision of volunteer programs and events. They will also work with the Director of Development and Communication to generate messaging, marketing, promotional, and media collateral associated with Special Initiatives, Events, and External Relations, as needed.
3. They will prospect, cultivate, execute, and evaluate corporate partnerships to secure workforce opportunities, donations/grants, sponsorships, marketing/PR, and volunteer opportunities; and maintain good records and reports.
4. Working with the Director of Development and Communications, they will develop, maintain and update sponsorship opportunities and online sponsorship deck
5. They will represent Synergy at events and meetings with the community, government, education, and private sectors, as directed by the Executive Director with the intention of elevating Synergy in our community.

C. **LEA Partnerships**

Synergy Academy Chartered Public would partner with Concord School District and local SAUs. LEA partners may include Merrimack Valley School District, Dunbarton School District, Bow School District, and Pembrook/Deerfield. We will also partner with any LEA that is the sending district for a Synergy student.

Synergy will also partner with University and Community College Programming, DHHS, NHDOE, CRTC, Department of Economic Affairs, Rotary Clubs, as well as the BIA Center for Nonprofits.

Synergy Academy will hold monthly meetings working with all community partners to strengthen Synergy's programming. We will conduct quarterly professional Development opportunities for all community partners to participate. Synergy will develop a strong mailing list to engage our stakeholders, as well as develop recruitment communications to inform the community.

***SECTION XI*. FACILITIES**

A. **Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school.**

Synergy Academy Chartered Public School does not yet have a secured location for the school site and would work to secure a location as soon as this charter is approved. Initial funding for rent and facility costs will be covered by federal start-up funds when approved. School leaders have already vetted several potential school sites in the Concord, NH area.

B. **Description of school requirements**

Synergy is vetting potential school locations that offer sufficient classroom space, as delineated below in section C. We are seeking a site that offers sufficient space and opportunity to include outdoor education options, as well as the opportunity to host potential community partners and/or partnership programming as the school expands over time. In accordance with RSA 194-B:8, II, any facility will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v).

C. **Classroom, Offices, Athletics, Outdoor Needs Plan**

Our ideal facility will include a minimum of the following:

- A reception area
- Six classrooms
- Four administrative offices
- A conference room
- A large meeting space to accommodate special events and school-wide meetings.
- An outdoor space
- A retail space (that will be used for both programming and fundraising) ● Bathrooms
- A shower (For students that may not have access to one at home)
- An on-site laundry facility (for life skills program)
- A kitchen (for life skills program)
- A food pantry

D. **Plans for the facilities lease or purchase**

At such a time as when Synergy Academy Chartered Public School is granted a charter, the Board of Trustees will take appropriate action to finalize the lease or purchase of a location suitable for Synergy Academy Chartered Public School's needs based on appropriate locations being available and those locations being financially viable.

SECTION XII. SCHOOL SAFETY MANAGEMENT PLAN

A. **Emergency Operations Plan**

We have created Building Emergency Protocols that we will have copies of instruction in every classroom. We will conduct training on these protocols for all faculty, staff and students. We have a draft EOP document when complete we will submit to all appropriate state agencies.

B. **A statement that the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; Food Service; and ADA (Americans with Disabilities Act).**

Synergy Academy Chartered Public School shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; Food Service; and ADA. We will work with the local fire department to conduct monthly Fire/Safety Drills. We will complete an annual Fire Safety Evaluation that will be submitted to the State Fire Marshal and the NHDOE.

SECTION XIII. COMMUNICATIONS PLAN

A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

Synergy Academy Chartered Public School's student recruitment plan is included in *Appendix K* and covers our plan for informing parents and pupils about the opportunities we offer and for assisting them with decision-making.

B. A plan to develop and disseminate best practices to charter schools, LEAs, and the wider community.

Synergy Academy Chartered Public School will use our website, social media, and email newsletter to promote our general activities, especially our findings and learnings around our logic model and theory of change. This will allow other schools to access data to inform best practices. We will work with local guidance departments to conduct shadow days for students and an annual open house for all sending district personnel to attend. Synergy will conduct bi-annual Town Hall meetings and fundraising events that will draw in all aspects of the community.

C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, and student performance.

Synergy Academy Chartered Public School will also use our website, social media, and email newsletter to stay in close contact with our families and school stakeholders. Importantly, Synergy will also employ a Community Engagement Director and will have all staff make home visits to students and families.

SECTION XIV. ASSURANCES, PROVISIONS, POLICIES

A. Global hold-harmless clause

In accordance with RSA 194-B: 3, II(x), Synergy Academy Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district and any other school district which sends its students to Synergy Academy Chartered Public School, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of Synergy Academy Chartered Public School, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils.

B. Severability Provisions and Statement of Assurance

In accordance with RSA 194-B:3,II(y), if any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

C. Statement of Assurances Related to Nondiscrimination

Synergy Academy Chartered Public School's success depends on a dynamic and diverse student body and staff. In accordance with RSA 193-B:3, II(m), Synergy Academy Chartered Public School will cultivate diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law.

D. Provision for Providing Continuing Evidence of Adequate Insurance Coverage

Synergy Academy Chartered Public School will procure and provide evidence of adequate insurance. coverage as required by the State, including but not limited to general liability for the School in accordance with RSA 194-B:3,II(t).

E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

Synergy Academy Chartered Public School will engage the services of a CPA for account reviews, reporting, fiscal accounting, and fiscal audits. Synergy Academy Chartered Public School will utilize an Attorney for the review of all policies and procedures, handbooks, and contacts.

F A Policy and Procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance, and other services and facilities or states how and why the school declines to choose the option.

In the event, there are students at Synergy Academy Chartered Public School who wish to participate in athletic or other extracurricular activities offered at other schools within the local districts, the policy of Synergy Academy Chartered Public School will be to contract with the host school to provide that opportunity to those students. Transportation to and from athletic or other extracurricular activities will be the responsibility of the parents and/or guardian of the child participating.

Because Synergy Academy Chartered Public School has not secured a physical location at the time of this application, the specific transportation needs are not currently known. When the school's physical location is secured, Synergy Academy Chartered Public School will negotiate a contract with the host district for transportation to meet the requirements of Ed. 318.08(j)(2).

Maintenance and other facility services will be privately contracted. Transportation services may be negotiated with local districts once the physical school location is determined.

G. Statements that the School Will Develop, Prior to Opening, Policies

Synergy Academy Chartered Public School will develop prior to opening policies regarding: records retention; promoting school safety, including: reporting of suspected abuse or neglect, sexual harassment, pupil safety, and violence prevention; limiting the use of child restraint practices; and developmentally appropriate daily physical activity in accordance with Ed 318.08(j)(7).

H. Provision for Dissolution of the Charter School including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation.

In the event that Synergy Academy Chartered Public School ceases operation, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met in accordance with RSA 194-B:3,II(z).

Upon dissolution of Synergy Academy Chartered Public School, the property remaining after the payment of all liabilities, and the return of any loaned items to the rightful owner, shall be offered to other similar educational organizations in hopes that the assets will continue to benefit students in New Hampshire. Any money earned through the sale of assets shall be used to settle all outstanding debts. Once all debts have been settled, the remaining money earned shall be distributed according to the following guidelines:

- Money obtained through the sale of items purchased using governmental grant funds will be returned to the State for distribution to other state-funded school programs.
- To the best of our ability, money obtained through the sale of items purchased using private donations or non-governmental grants will be offered back to the funders.
- Should that not be possible, assets will be offered to other non-profit organizations for work that resembles the intended purpose of the original donation.
- Money obtained from the sale of items purchased through community fundraising will be donated to other non-profit community organizations committed to supporting innovative education in New Hampshire.

See *Section J* below for a description of the plan for the education of the School's pupils after the charter school may cease operation.

I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school.

This section is not applicable to Synergy Academy Chartered Public School.

J. Plan for the Education of the School's Pupils after the Charter School May Cease Operation

In the event that the Synergy Academy Chartered Public School shall have cause to cease operation, the Executive Director will work with the Board to develop a student transfer process and advise all parents/guardians, Staff and Faculty of the process to be followed. All student records will be finalized and returned to sending districts.

Synergy Academy Chartered Public School will work with the parents/guardians in order to provide the best appropriate education in accordance with RSA 194- B:3,II(bb).

In the event that Synergy was to close we would preserve all student records and share all student reports/plans with the student and families. We will conduct this exercise for all graduates as well. Students continuing their high school careers will have an exit interview with their team. We will work with each student to create the best transition plan from Synergy to a different high school. Synergy will provide all student records to the student's family as well as to their new school. Active students would go on to their sending districts, and all graduate records would be sent to NHDOE.

K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level.

If Synergy Academy Chartered Public School provides the only available public education services at a specific grade level within its home school district, the School shall offer those educational services to all resident pupils of the grade level in accordance with RSA-B:8, IV and ED 318.07(b)(5).

L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

A full accountability plan will be developed prior to the date of opening. Synergy Academy Chartered Public School will provide the New Hampshire Department of Education with reports on our programs and process annually utilizing a variety of curriculum-based and other assessment tools, as well as assessment data collected from our students throughout the year. We will measure and quantify student, classroom, and school progress in all learning areas. Surveys, interviews, and feedback from staff and faculty as well as families will enable Synergy Academy Chartered Public School to gain insight into our overall education impact and success. We will evaluate both academic and non-academic goals, and focus on finding and sharing best practices for supporting student success. We will share all information on our progress in relation to our goals with the school community annually. In addition to our annual reports, we will inform the Department of Education of our student enrollment, financial operations, and governance as required.

<u>This reporting will address the following:</u>

- The school's progress towards maintaining our mission;
- The school's responsibility for using public funds;
- The school's promotions for student attainment and expected knowledge and skills; and
- The school's sustainability.

SECTION XV. **<u>LETTERS OF SUPPORT</u>**

a) From business and community leaders, elected officials, local school districts, and parents.Ed 318.09 (e)(12)

Please see Appendix: A

***SECTION XVI*. CHARTER SCHOOL OPENING TIMELINE**

Goal	Timeline	Deliverable
Recruit and formalize executive committee for school launch (COMPLETED)	June 2021	Executive Committee
Letter of Intent (COMPLETED)	June 2021	Letter of Intent
First Draft of Charter School Application (COMPLETED)	March 2022	Full Draft
Submission of Charter School Application (COMPLETED)	July 2022	Charter School Application
Apply for NH new charter grant (COMPLETED)	August 2022	Submitted Grant Application
Receive approval for NH Public Charter School	December 2022	State of NH School Charter Approval
Apply for Federal Tax Exempt (501c3) status	January 2023	Submitted 501c3 application
Implement year one of five year fundraising plan	January - December 2023	Raise necessary funds to launch school
Hire administrative staff	Post grant application	Hire executive director and leadership team
Secure location for campus	February 2023	Purchase or obtain long term lease for school
Launching marketing and outreach campaign	March 2023	Website, marketing packet, recruitment packet, partner MOU's
Hire staff and faculty	April 2023	Secure contracts
On-board staff, training	June-August 2023	Staff on board, complete school launch training
School launch	August 2023	First day for students!

SYNERGY ACADEMY FOUNDERS

Jorge Santana, jsantana.licsw@gmail.com
Adrienne Evans, adrienneferro@comcast.net
Laura Mills, laura.alexandra.mills@gmail.com
John Higgins, jfhiggins3@gmail.com

DocuSign Envelope ID: 66DCB463-5920-4F3D-86DB-7F2E8790A349

Section 16: Signed and Certified Application

This application is respectfully submitted by the below signed parents who reside in the State of New Hampshire.

This application has been prepared using the criteria set forth in the 'New Hampshire Department Application Rubric dated 3.25.21 and evaluation guidelines set forth in the 'New Hampshire Department of Education Charter School Evaluation Scoring Guide For Proposed Charter School Applications' as provided by the State of New Hampshire at the time of receipt and acceptance of the 'Letter of Intent' as dated June 9, 2021.

I certify that we have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation of award. I understand that incomplete applications will not be considered. The person named as contact person for the application is so authorized to serve as the primary contact for this application.

DocuSigned by:
Adrienne Evans
BA8371FF357F43B...
Signature

10/30/2022
Date

Printed Name & City of Residence: Adrienne Evans Concord

DocuSigned by:
Peter Evans
BA8371FF357F43B...
Signature

10/30/2022
Date

Printed Name & City of Residence: Peter Evans Concord

DocuSigned by:
Sarah Aiken
9F541A6A256C40D...
Signature

11/9/2022
Date

Printed Name & City of Residence: Sarah Aiken Concord Nh

DocuSigned by:
Alex Koutroubas
9F541A6A256C40D...
Signature

11/9/2022
Date

Printed Name & City of Residence: Alex Koutroubas Concord NH

DocuSign Envelope ID: 66DCB463-5920-4F3D-86DB-7F2E8790A349

DocuSigned by:
Stephanie Obrien
E5B675EEB5874DC...

10/30/2022

Signature Date

Printed Name & City of Residence: Stephanie O'Brien/Pittsfield NH

DocuSigned by:
59458C9DFF004B3...

11/11/2022

Signature Date

Printed Name & City of Residence: Ahini Malachi Concord NH

DocuSigned by:
21335ECF493B4B6...

10/31/2022

Signature Date

Printed Name & City of Residence: Cynthia Koutroubas/Litchfield,NH

DocuSigned by:
Breanna M. Smith
BAFD343CBFDF46E...

11/1/2022

Signature Date

Printed Name & City of Residence: Breanna M. Smith

DocuSigned by:
10826ED894DE42A...

11/16/2022

Signature Date

Printed Name & City of Residence: Cynthia V Payne

DocuSigned by:
0BBB07E660384DD...

10/30/2022

Signature Date

Printed Name & City of Residence: Lindsay Hamelin Brookline, NH

APPENDIX A: LETTERS OF SUPPORT

Appendix: A

9/30/21

Manchester Community College
1066 Front Street
Manchester, NH 03102

To the New Hampshire State Board of Education,

On behalf of Manchester Community College, I am honored to submit this letter of support for Synergy Academy Chatered Public School's application. Their proposed model is truly innovative and youth-centered, and speaks to unmet needs in our community.

Manchester Community College is a fully accredited public non-profit community college with more than 60 associate degree and certificate programs, including art and design, automotive technology, business, construction technologies, education, healthcare and liberal arts.

Synergy's proposed approach of working with organizations like ours to provide high-quality wraparound services to students is of high interest to Manchester Community College. If this application is approved, Manchester Community College and Synergy will pursue partnership opportunities.

If you have any questions or would like to discuss further, please feel free to contact me at bbicknell@ccsnh.edu.

All the best,

Dr. Brian Bicknell
President
Manchester Community College

Appendix: A

Synergy Academy Charter Public Schools

The McClelland Education Private Foundation is a foundation committed to the advancement of students who come from disadvantaged circumstances who seek education as a way to fully maximize their potential; and by doing so, improve their fortunes and the fortunes of their family, neighborhoods, and State.

Synergy, with a curriculum focus of providing a foundation in reading, comprehension, math and science promises to provide its graduates with the tools to become productive citizens of our ever changing world and be contributors to New Hampshire's future development and growth.

The McClelland Foundation provides it's Scholars with grants to pursue further education in the trades as well as college so they can become financially independent and constructive citizens.

Our Scholars commit in turn to help their families, neighborhoods, and contribute financially to their education. This partnership allows for the Scholar to graduate with less debt since the grants are not taxable, nor repayable.

The McClelland Foundation

APPENDIX B: PROPOSED FIVE-YEAR BUDGET

Appendix B: Synergy Academy Five-Year Budget

School Accounting Codes	Category	Description	Startup	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
INCOME								
	Income	Tuition				$0.00	$0.00	$0.00
	Income	Federal Startup Grant	$1,274,381.14	$225,618.86		$0.00	$0.00	$0.00
	Income	Donation Unrestricted	$5,000.00	$5,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
	Income	Donation Restricted	$5,000.00	$5,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
	Income	Development			$30,000.00	$30,900.00	$31,827.00	$32,781.81
	Income	Fundraising Events	$10,000.00	$10,000.00	$15,000.00	$15,450.00	$15,913.50	$16,390.91
	Income	Special Education Reimbursement		$72,378.40	$75,997.32	$79,797.19	$83,787.05	$87,976.40
	Income	Title 1 Grant		$48,000.00	$48,000.00	$48,000.00	$48,000.00	$48,000.00
	Income	Title 2A Grant		$5,500.00	$5,500.00	$5,500.00	$5,500.00	$5,500.00
	Income	Title 4 Grant		$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
	Income	Lease Aid Grant			$0.00	$0.00	$0.00	$0.00
	Income	Adequacy Aid		$460,032.00	$690,048.00	$920,064.00	$920,064.00	$920,064.00
	Income	Differentiated Aid		$460,032.00	$109,800.00	$146,400.00	$146,400.00	$146,400.00
	Income	Grants-Other	$10,000.00	$20,000.00	$45,000.00	$60,000.00	$80,000.00	$100,000.00
	Income	Medicaid to Schools		$110,000.00	$113,300.00	$116,699.00	$122,533.95	$128,660.65
	Income	In-kind Donation	$40,000.00	$25,000.00	$30,000.00	$300,000.00	$30,000.00	$30,000.00
		TOTAL REVENUE	$1,344,381.14	$1,456,561.2	$1,202,645.3	$1,762,810.1	$1,524,025.5	$1,555,773.7

Gov. Accounting	Category	Description	Startup	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
EXPENSES								
Function-Object								
1000-110	Personnel	Salary - Teachers	$56,250.00	$225,000.00	$231,750.00	$238,702.50	$245,863.58	$253,239.48
	Personnel	Salary - Specials	$13,000.00	$49,000.00	$50,470.00	$51,984.10	$53,543.62	$55,149.93
	Personnel	Salary - Paraprofessionals	$17,280.00	$53,280.00	$54,878.40	$56,524.75	$58,220.49	$59,967.11
	Personnel	Substitutes - Professional Services						
	Personnel	Salary - Administration	$375,000.00	$210,000.00	$216,300.00	$222,789.00	$229,472.67	$236,356.85
	Personnel	Salary - Business Administrator	$41,666.67	$50,000.00	$51,500.00	$53,045.00	$54,636.35	$56,275.44
	Personnel	Salary-Student Support	$54,166.67	$65,000.00	$66,950.00	$68,958.50	$71,027.26	$73,158.07
	Personnel	Payroll Tax FICA	$35,689.55	$49,899.42	$51,396.40	$52,938.29	$54,526.44	$56,162.24
	Personnel	Workers Compensation	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
	Personnel	Health, Dental, Life, Disability Insurance	$57,225.26	$92,991.05	$104,282.82	$109,496.97	$114,971.81	$120,720.41
	Personnel	Retirement Match						
	Personnel	Hiring Expense	$5,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
	Personnel	Payroll Expense	$10,000.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00	$1,950.00
	Personnel	Professional Development	$50,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
	Personnel	Travel	$1,200.00	$1,200.00	$1,200.00	$1,200.00	$1,200.00	$1,200.00
		SUBTOTAL - PERSONNEL	$726,478.14	$814,320.47	$845,477.63	$872,389.11	$900,212.23	$930,179.53
	Instruction	Technology	$66,500.00	$3,000.00	$3,300.00	$3,630.00	$3,993.00	$4,392.30
	Instruction	Curriculum Development Contracted	$135,000.00	$10,000.00	$5,000.00	$5,500.00	$6,050.00	$6,655.00
	Instruction	Curriculum Textbooks and Materials	$75,000.00	$1,200.00	$1,320.00	$1,452.00	$1,597.20	$1,756.92
	Instruction	Computer Software and Licenses	$50,000.00	$6,400.00	$7,040.00	$7,744.00	$8,518.40	$9,370.24
	Instruction	Library Books and Materials			$0.00	$0.00	$0.00	$0.00
	Instruction	Furniture and Equipment	$14,808.00	$5,580.00	$6,138.00	$6,751.80	$7,426.98	$8,169.68
	Instruction	Student Food, PBIS		$20,000.00	$20,000.00	$22,000.00	$24,200.00	$26,620.00
	Instruction	Instructional Supplies	$26,000.00	$3,000.00	$3,300.00	$3,630.00	$3,993.00	$4,392.30
	Instruction	Class Trips		$3,700.00	$4,070.00	$4,477.00	$4,924.70	$5,417.17
	Instruction	Festivals & Events			$0.00	$0.00	$0.00	$0.00
	Instruction	Special Education Expense	$8,000.00	$8,000.00	$8,800.00	$9,680.00	$10,648.00	$11,712.80
	Instruction	Title 1			$0.00	$0.00	$0.00	$0.00
		Title 2			$0.00	$0.00	$0.00	$0.00

Appendix B: Synergy Academy Five-Year Budget

	Title 4			$0.00	$0.00	$0.00	$0.00
Instruction	McKinney-Vento	$10,000.00	$5,000.00	$5,500.00	$6,050.00	$6,655.00	$7,320.50
	SUBTOTAL - INSTRUCTION	$385,308.00	$65,880.00	$64,468.00	$70,914.80	$78,006.28	$85,806.91
Facilities	Janitorial	$1,800.00	$7,200.00	$7,920.00	$8,712.00	$9,583.20	$10,541.52
Facilities	Maintenance & Repairs	$20,000.00	$5,000.00	$5,500.00	$5,500.00	$5,500.00	$6,050.00
Facilities	Heat & AC	$3,000.00	$12,000.00	$13,200.00	$13,200.00	$14,520.00	$14,955.60
Facilities	Electricity	$1,350.00	$5,400.00	$5,562.00	$5,562.00	$5,562.00	$5,728.86
Facilities	Water/Sewer			$0.00	$0.00	$0.00	$0.00
Facilities	Groundskeeping	$3,650.00	$3,300.00	$3,399.00	$3,399.00	$3,500.97	$3,606.00
Facilities	Paper Goods & Cleaning Supplies	$6,000.00	$2,500.00	$2,575.00	$2,575.00	$2,652.25	$2,731.82
Facilities	Dumpster	$3,500.00	$6,000.00	$6,180.00	$6,180.00	$6,365.40	$6,556.36
Facilities	Telephone/Internet	$3,360.00	$5,760.00	$5,932.80	$5,932.80	$6,110.78	$6,294.11
Facilities	Network Cabling and Set-up	$15,000.00	$0.00	$0.00	$0.00	$0.00	$0.00
Facilities	Security System	$8,400.00	$14,400.00	$14,832.00	$14,832.00	$15,276.96	$15,735.27
Facilities	Permits	$2,500.00	$500.00	$515.00	$515.00	$530.45	$546.36
Facilities	Contingencies	$15,000.00	$5,000.00	$5,150.00	$5,150.00	$5,304.50	$5,463.64
Facilities	Inspections and Testing	$2,500.00	$1,000.00	$1,030.00	$1,030.00	$1,060.90	$1,092.73
	SUBTOTAL - FACILITIES	$86,060.00	$68,060.00	$71,795.80	$72,587.80	$75,967.41	$79,302.26
Fees	Bank Fees	$375.00	$1,500.00	$1,545.00	$1,591.35	$1,639.09	$1,688.26
Fees	Facility Rental	$56,000.00	$96,000.00	$98,880.00	$101,846.40	$104,901.79	$108,048.85
Fees	Property Tax - Rent	$7,000.00	$12,000.00	$12,000.00	$12,360.00	$12,730.80	$13,112.72
Fees	Depreciation			$0.00	$0.00	$0.00	$0.00
	SUBTOTAL - FEES	$63,375.00	$109,500.00	$112,425.00	$115,797.75	$119,271.68	$122,849.83
Development	Campaign Expenses			$0.00	$0.00	$0.00	$0.00
Development	Marketing Materials & Advertising	$4,000.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00
Development	Fundraising Events	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00
	SUBTOTAL - DEVELOPMENT	$6,500.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Office	Office Supplies	$2,500.00	$2,500.00	$2,750.00	$3,025.00	$3,115.75	$3,209.22
Office	Copy Machine	$935.00	$1,740.00	$1,792.20	$1,845.97	$1,901.34	$1,958.39
Office	Printing			$0.00	$0.00	$0.00	
Office	Postage	$1,200.00	$1,200.00	$1,236.00	$1,273.08	$1,311.27	$1,350.61
Office	Computer Supplies			$0.00	$0.00	$0.00	$0.00
Office	Dues & Fees	$6,000.00	$6,000.00	$6,180.00	$6,365.40	$6,556.36	$6,753.05
Office	Student Information System	$12,000.00	$12,000.00	$12,360.00	$12,730.80	$13,112.72	$13,506.11
Office	Web Admin	$525.00	$525.00	$540.75	$556.97	$573.68	$590.89
Office	Medical/Health Supplies	$1,200.00	$1,200.00	$1,236.00	$1,273.08	$1,311.27	$1,350.61
	SUBTOTAL - OFFICE	$24,360.00	$25,165.00	$24,858.95	$25,797.22	$26,571.14	$27,368.27
Professional	Accounting & Auditing	$27,000.00	$27,000.00	$27,000.00	$27,000.00	$27,000.00	$27,000.00
Professional	IT & Computer Services	$13,500.00	$5,400.00	$5,400.00	$5,562.00	$5,728.86	$5,900.73
Professional	Legal			$0.00	$0.00	$0.00	$0.00
Professional	Other Professional Fees	$1,000.00	$1,000.00	$1,000.00	$1,030.00	$1,060.90	$1,092.73
	SUBTOTAL - PROFESSIONAL	$41,500.00		$33,400.00	$33,592.00	$33,789.76	$33,993.45
Insurance	Property-Liability&Contents	$5,400.00	$18,000.00	$19,800.00	$21,384.00	$23,094.72	$24,942.30
Insurance	Umbrella Coverage	$5,400.00	$21,600.00	$23,760.00	$25,660.80	$27,713.66	$29,930.76
Insurance	Worker's Compensation			$0.00	$0.00	$0.00	$0.00
Insurance	Flood Insurance if needed			$0.00	$0.00	$0.00	$0.00
Insurance	Internet Data Insurance			$0.00	$0.00	$0.00	$0.00
Insurance	Board E&L Insurance			$0.00	$0.00	$0.00	$0.00
	SUBTOTAL - INSURANCE	$10,800.00	$39,600.00	$43,560.00	$47,044.80	$50,808.38	$54,873.05
	NET INCOME	$1,344,381.14	$1,456,561.2	$1,202,645.3	$1,762,810.1	$1,524,025.5	$1,555,773.7
	TOTAL - EXPENSE	$1,344,381.14	$1,127,525.4	$1,200,985.3	$1,243,123.4	$1,289,626.8	$1,339,373.3
		$0.00	$329,035.79	$1,659.94	$519,686.70	$234,398.61	$216,400.45

APPENDIX C: FOUNDER / TRUSTEE BIOS

APPENDIX: C

Synergy Academy Chartered Public School

Founding Board of Trustees

Ahni Malachi

Since 2018 Ahni has served as the Executive Director of the NH Commission for Human Rights. She is a current commissioner on the NH Commission on Law Enforcement Accountability, Community, and Transparency appointed by Governor Christopher Sununu. She is the current Chairwoman of the NH Governor's Advisory Council on Diversity and Inclusion.

John Freeman

John currently serves as superintendent of schools of the Strafford School District in New Hampshire. His career in education has included serving as a school or district leader in Maine, Massachusetts, and New Hampshire; elementary and middle school teaching in New Jersey and North Dakota; as well as an administrative internship year in New York. John has also worked with schools as a school change coach with the Center for Secondary School Redesign and has been a frequent presenter at state, regional, and national conferences on a range of topics including student-centered practices; high school redesign; community engagement in school development; educator effectiveness; and school leadership. Finally, John has served as an adjunct instructor teaching a range of courses – education, communication, and literature – at both the undergraduate and graduate levels, at colleges and universities in Massachusetts and New Hampshire.

Sarah Aiken

Sarah is the Director of Public Affairs at Community Bridges (a social service agency in Concord NH) She is a registered lobbyist in the state of NH with a focus on initiatives pertaining to individuals with disabilities. She is the current chairwoman of the New Hampshire Developmental Services Quality Council. She is the co-chair of the New Hampshire Council on Autism Spectrum Disorders appointed by Governor Christopher Sununu. She is also the parent of a former New Hampshire charter school student.

Synergy Academy Chartered Public School

Founding Board of Trustees Cont.

Adrienne Evans

Adrienne has been the Executive Director of the New England Institute of Developmental Pediatrics since 2013 (A multi-disciplinary therapy program for families of children with developmental disabilities) She is a current member of the New Hampshire Developmental Services Quality Council, is the Co-Chair of the New Hampshire Council on Autism Spectrum Disorders, a member of the Governor's Advisory Council on Diversity and Inclusion and is a commissioner of the New Hampshire Commission for Human Rights. She previously held a seat on the board of trustees for the Crotched Mountain Foundation, the New Hampshire Council on Developmental Disabilities, and the New Hampshire State Advisory Committee on the Education of Students with Disabilities.

George McClelland

George is a highly experienced and successful business leader who co-founded The Charitable Gift Fund, eSecLending, Universal Mobile Technologies, and Boston Bio. He has served on the boards of over seventeen companies as well as several nonprofit organizations including Big Brothers Mass Bay and the Harvard Business School Association Board of Governors. He has a B.A. in economics from Trinity College in Connecticut, an M.B.A. from Harvard Business School, and a Ph.D. in Humane Letters from the University of Massachusetts Medical School.

John Higgins

John Higgins is a Production Manager for a leading Geotechnical Risk management organization in New London, NH. John has vast experience in leadership, education, and business operations. John most recently designed and built an Alternative High School servicing students from the Dartmouth/Lake Sunapee region of NH. He worked with families, students, teachers, and community partners to provide the best secondary education to students that had struggled in a traditional education setting.

John made a significant life change by leaving the corporate world for education. Before John's 21 years as an educator, he was the Director of Sales for a major beverage company. John was responsible for the entire Northern New England marketplace, managing over one hundred million dollars of sales and 200 plus employees. He has gained a BA from Assumption College and has completed 20 post-baccalaureate credits at Granite State College with a focus on Special Education. John currently lives with his wife and two children in Newbury, NH.

APPENDIX: C

SYNERGY ACADEMY
CHARTERED PUBLIC SCHOOL

January 11, 2023

RE: Synergy, Potential Board Member

Thank you for your interest in becoming a member of the Synergy School Board of Directors. We need resourceful, energetic individuals who are excited about our mission. We are looking to add several new members to broaden our education and learning experience and increase Synergy's connections to the greater Concord community.

Synergy Charter Academy is a non-profit, public charter high school of choice, serving the greater Concord area and open to all students in the State of New Hampshire. The primary purpose of Synergy is to offer student-centered academics to students who have faced challenges in a traditional high school setting. The mission of Synergy Academy Chartered Public School is to activate and nurture the inherent talent and potential of our students, using individualized educational plans and experiential learning to empower students with tools to navigate their futures and achieve their academic goals. We will actively engage students in a robust personalized course of study, concepts, skills, and dispositions to real-world problems, the authentic performance of mastered competencies, and meaningful relationships with the adult community through personal advisors, mentors, apprenticeships, and hands-on service learning.

Synergy Academy has been created for those seeking an alternative to traditional high school. Our small, non-tax-supported public high school will play a critical role in several communities by engaging students who have struggled to succeed for a host of diverse reasons. The connections we will make with the student will be essential to their success as we prepare them not only for graduation but to enter the workforce, vocational training, or higher education. To meet our mission and provide services to our students as well as our community partners, we rely on the generosity of individuals and businesses for support. Without the assistance of community-minded individuals like you, we will not be able to support students in our community who need it the most.

Our Board is currently comprised of ---- members. We hold monthly meetings at the

school from 5:00 pm-7:00 pm every second Tuesday of the month. We have established several committees that Board members are encouraged to participate in. Our committees have participants from the faculty, staff, and parents and typically meet monthly. The Board also conducts a two-day Annual Retreat. The retreat is held the first week of June to discuss strategies and best practices to be implemented in the upcoming school year. The two-day Retreat is held at the Synergy campus, for two hours each evening.

Prospective board members should start by attending and participating in at least one board meeting. We ask that you visit our website, SynergyAcademyNH.org provide the Synergy Board with a Resume, and meet with our Executive Director. All applicants will be notified within one month of completing the above process. Please feel free to contact any Synergy Academy School Board Member with questions about the organization or serving on the Board of Directors.

Thank you for your interest in Synergy, we look forward to having you join us as a board member.

Sincerely,

Executive Board of Directors, Synergy Academy Charter School

APPENDIX D: BOARD OF TRUSTEE BY-LAWS

APPENDIX:D

Bylaws of Synergy Academy Chartered Public School
A New Hampshire Nonprofit Corporation
Incorporated Pursuant to (RSA 292)

These Bylaws are based in part upon provisions of the State of New Hampshire General Laws on Corporations for Charitable and Certain Other Purposes, and provisions of the Articles of Incorporation of Synergy Academy Chartered Public School which were filed with the Secretary of State on [date] pursuant to_____.

The name of the Nonprofit Corporation shall be Synergy Academy Chartered Public School (Synergy).

ARTICLE I.

OFFICES

Section 1. **Principal Office.** The principal office of the Nonprofit Corporation is (mailing address). The Nonprofit Corporation may have such other offices within or without the State of New Hampshire as the Board of Directors may determine from time to time.

Section 2. **Registered Office.** The Nonprofit Corporation shall have and continuously maintain in the State of New Hampshire a registered office, which may be the same as its principal office, which may change from time to time.

ARTICLE II.

MEMBERSHIP

The Nonprofit Corporation shall have no members.

ARTICLE III.

BOARD OF DIRECTORS

Section 1. **Number.** The Nonprofit Corporation shall have a Board of Directors consisting of up to and not more than twenty (20) persons.

Staggered terms of two-years and three-years will be established by the Synergy Board with appointments to be made by a 2/3 majority vote of existing Trustees.

- Synergy Board members may serve two 3-year terms
- Synergy Board members may serve three 2-year terms
- Synergy Board members are eligible to be re-nominated after a year off the board
- Synergy Board members may continue to serve on committees.

Section 2. **Election and Term.** Directors shall be appointed by the Board of Directors at a regular meeting of the Board of Directors and shall hold office for a term of three (3) years. Directors may serve a maximum of three (3) consecutive terms. They may begin serving again after a period of one year as a non-Director.

Section 3. **General Powers and Duties.** All corporate powers shall be exercised by, or under the authority of, and the business and affairs of the Nonprofit Corporation managed under the direction of the Board of Directors. Without limiting the generality of the foregoing, the Board of Directors may exercise all such powers of the Nonprofit Corporation as are provided by law, the Articles of Incorporation and these Bylaws.

Section 4. **Compensation.** Directors shall receive no compensation or stated salaries for their services as Directors of the Nonprofit Corporation; provided, however, that the Board of Directors may, by resolution, provide for reimbursement of any extraordinary expenses incurred by a Director in the performance of his or her services. Nothing herein shall be construed to preclude the payment of compensation for services rendered to the Nonprofit Corporation by a Director in some other capacity.

Section 5. **Removal and Resignations**. Any Director may be removed, with or without cause, by a vote of a majority of the Board of Directors. Any Director may resign at any time by giving written notice to the President or Secretary of the Nonprofit Corporation. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. **Vacancies.** Any vacancy occurring on the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors. A Director elected to fill a vacancy shall be elected for a normal term of 3 years.

ARTICLE IV.

MEETINGS OF THE BOARD OF DIRECTORS

Section 1. **Meetings.** A regular annual meeting of the Board of Directors shall be held at a place chosen by the Board of Directors at the time and place specified by the President. Additional regular meetings of the Board of Directors may be held at such time and place as may be fixed by the Board of Directors. Special meetings of the Board of Directors may be called by the President or by any two Directors, and shall be held at such time and place as may be designated in the notice of such meeting. The President shall preside at all meetings of the Board of Directors. In the event of his or her absence, the officer to preside at such meetings shall be designated by the Board of Directors.

Section 2. **Notices.** Notices shall be posted in two public places no later than twenty four hours before the meeting in accordance with Chapter 91-A for regular and special meetings of the Board of Directors. Written notice of special meetings of the Board of Directors shall be delivered to each Director, personally, by mail, e-mail or by telephone, at least ten (10) days prior to the date of such meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, addressed to the Director at his or her address as it appears on the records of the Nonprofit Corporation, with postage thereon prepaid. The notice of a meeting shall state the place, date and hours thereof, but need not, unless otherwise required by law or these Bylaws, state the purpose or purposes thereof. Any Director may waive notice of any meeting. Attendance of a Director at any meeting shall constitute a waiver of notice of such meeting except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purposes of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of such meeting.

Section 3. **Attendance by Telephone.** Directors may participate in any meeting of the Board of Directors or any meeting of a committee designated by the Board of Directors by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting. Public access shall be provided and meeting notices will be posted in accordance with Chapter 91-A.

Section 4. **Waiver.** A waiver of notice signed by a Director, whether before, at, or after a meeting of the Board of Directors or of any committee designated by the Board of Directors, shall be equivalent to the giving of notice to that Director.

Section 5. **Quorum.** A majority of the Directors of the Nonprofit Corporation shall be necessary to constitute a quorum for the transaction of business at any meeting of the Board of Directors. If, however, such quorum shall not be present at any meeting, a majority of the Directors present may adjourn the meeting from time to time, to a time

and date certain, without notice other than an announcement at the meeting, until a quorum shall be present.

Section 6. **Manner of Acting.** The act of a majority of the Directors present at a meeting of the Board of Directors at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater portion is required by law, the Articles of Incorporation or these Bylaws.

Section 7. **Informal Action by Directors.** Any action which is required to be taken, or which may be taken, at a meeting of the Board of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all the Directors entitled to vote with respect to the subject matter thereof. Such consent shall have the same force and effect as a unanimous vote of the Board of Directors.

ARTICLE V.

OFFICERS

Section 1. **Officers.** The Officers of the Nonprofit Corporation shall consist of a President, Secretary, Treasurer, and Executive Director, and any other officers as it shall deem desirable, such officers to have authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two (2) or more offices, except the offices of the President and the Secretary, may be held by the same person.

Section 2. **Election and Term.** Officers shall be elected or appointed at a regular meeting of the Board of Directors for a term of one (1) year and shall serve until their successors are elected and qualified or until their earlier deaths, resignations or removal.

Section 3. **Vacancies.** Any vacancy among the officers shall be filled by the Board of Directors. An Officer elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 4. **President.** The President should preside at all meetings of the members of the Board of Directors and assist in conducting matters of the Board. The President may sign with the Secretary, or any other proper officer of the Nonprofit Corporation, contracts or other instruments which the Board of Directors has authorized to be executed, except where the signing and execution thereof shall be delegated by the Board of Directors to some other Officer of the Nonprofit Corporation. In general, the President shall perform all duties and may exercise all rights as are incident to the office of President of the Nonprofit Corporation and such other duties as may be prescribed by the Board of Directors or these Bylaws.

Section 5. **Vice-President.** If elected or appointed by the board of directors, the Vice-President shall have all the powers and perform all the duties of the President in the

absence or disability of the President. The Vice-President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 6. **Secretary.** The Secretary may designate his or her duties as outlined in this section to another Director or to the Executive Assistant of the Nonprofit Corporation. The Secretary shall keep full minutes of all meetings of the Board of Directors. The Secretary should attend the meetings of the Board of Directors and should act as clerk thereof and record all the acts and votes and the minutes of all proceedings in one or more books or electronic files to be kept for that purpose. The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, and shall perform such other duties as may be assigned to such office. The Secretary shall perform such other duties and have such other powers as the President or the Board of Directors may from time to time prescribe.

Section 7. **Treasurer.** If required by the Board of Directors, the Treasurer shall give bond for the faithful discharge of his or her duties in such sum and with such sureties as the Board of Directors shall determine. The Treasurer shall keep full and correct account of receipts and disbursements in the books belonging to the Nonprofit Corporation, and shall deposit all moneys and other valuable effects to the credit of the Nonprofit Corporation in such banks of deposit, trust companies, or other depositories as may be designated by the Board of Directors. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Nonprofit Corporation. The Treasurer shall perform such other duties and have such other powers as the President or the Board of Directors may from time to time determine.

Section 8. **Executive Director.** The Executive Director shall be the Board's executive representative in the management of the affairs of the corporation and shall act as the duly authorized representative of the Board in all matters not assigned to a Board member or officer. She or he shall work with the Chairperson of the Board in setting all Board agendas. The Executive Director will be responsible for and report to the Board.

Section 9. **Resignations.** Any Officer may resign at any time by giving written notice to the Board of Directors or to the President or the Secretary of the Nonprofit Corporation. Any such resignation shall take effect at the time specified therein, unless no such time is specified, in which case such resignation shall be effective immediately. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. **Removal.** Any Officer may be removed by the Board of Directors whenever in its judgment the best interests of the Nonprofit Corporation will be served thereby. The removal of an Officer shall be without prejudice to the contract rights, if any, of the Officer so removed.

Section 11. **No Loans to Officers.** The Nonprofit Corporation shall not lend any of its assets to any Officers of the Nonprofit Corporation. If any such loan be made, the

Officers and members of the Board of Directors who make such loans or assent thereto, shall be jointly and severally liable for repayment or return thereof.

ARTICLE VI.

COMMITTEES

Section 1. **Committees of Directors.** The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of one or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Nonprofit Corporation, except that such authority shall be no greater than that permitted by the Articles of Incorporation, these Bylaws and the New Hampshire state Laws. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him or her by law.

Section 2. **Other Committees.** Other committees not having and exercising the authority of the Board of Directors in the management of the Nonprofit Corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Any member thereof may be removed by the person or persons authorized to appoint such members whenever in their judgment the best interests of the Nonprofit Corporation shall be served by such removal.

ARTICLE VII.

CONTRACTS, BANKING, GIFTS

Section 1. **Contracts.** The Board of Directors may authorize any Officer or Officers, agent or agents of the Nonprofit Corporation, in addition to the Officers so authorized by these Bylaws, to enter into any contract and to execute and deliver any instrument in the name of and on behalf of the Nonprofit Corporation. Such authority may be general or confined to specific instances or transactions.

Section 2. **Checks, Drafts, Etc.** The Board of Directors may authorize any Officer or Officers or agent or agents of the Nonprofit Corporation to issue checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued

in the name of the Nonprofit Corporation, and in such manner as shall be determined by the Board of Directors.

Section 3. **Deposits and Investments**. All funds of the Nonprofit Corporation shall be deposited to the credit of the Nonprofit Corporation in such banks, trusts companies or other depositories, or invested for the account of the Nonprofit Corporation in such manner as the Board of Directors may determine from time to time.

Section 4. **Gifts.** The Board of Directors or any Officer may accept on behalf of the Nonprofit Corporation any contribution, gift, grant, bequest or devise for the general purposes or for any special purpose of the Nonprofit Corporation.

Section 5. **Loans.** No Officer or Director shall be authorized to obtain loans on behalf of the Nonprofit Corporation without the approval of the Board of Directors.

ARTICLE VIII.

SEAL

The Nonprofit Corporation may have a corporate seal, which shall be in such form as shall be approved by resolution of the Board of Directors. Such seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any other manner reproduced. The impression of the seal may be made or attested by the Secretary for the authentication of contracts or other papers requiring such seal.

ARTICLE IX.

WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the New Hampshire state Laws or under the provisions of the Articles of Incorporation or the Bylaws of the Nonprofit Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE X.

PROTECTION OF TAX EXEMPT STATUS

Section 1. **No Private Insurance.** No part of the net earnings of the Nonprofit Corporation shall inure to the benefit of, or be distributable to, its Directors or Officers, or other private persons, except that the Nonprofit Corporation shall be authorized and

empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the Nonprofit Corporation's charitable and educational purposes to the extent consistent with law and the provisions of the Nonprofit Corporation's Articles of Incorporation and these Bylaws.

ARTICLE XI.

AMENDMENT OF BYLAWS

These bylaws may be amended, altered or repealed upon affirmative vote of a majority of the Directors.

ARTICLE XII.

ANTI DISCRIMINATION

This policy defines Synergy Academy Chartered Public School position on discrimination. This policy applies to all Synergy employees, volunteers and contractors. Synergy follows an equal opportunity employment policy, and employs personnel without regard to race, creed, color, religion, national origin, sex, sexual orientation, age, physical or mental ability, veteran status, and marital status. This policy also applies to internal promotions, training, opportunities for advancement, terminations, relationships with outside vendors and customers, use of contractors and consultants, and in dealing with the general public.

ARTICLE XIII.

DISTRIBUTIONS ON LIQUIDATION OR DISSOLUTION

Except as otherwise provided by law, upon any dissolution, voluntary or involuntary, revocation of its charter, insolvency or bankruptcy of the Nonprofit Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Nonprofit Corporation, dispose of all of the assets of the Nonprofit Corporation (as required by, and in accordance with, the applicable provisions of the New Hampshire state Laws) exclusively for the purposes of the Corporation in such manner, or to any organization or organizations engaged in activities similar to those of the Nonprofit Corporation and which at that time qualify as an exempt organization or organizations under I.R.C. §501(c)(3), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the district court of

the county in which the principal office of the Nonprofit Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine.

ARTICLE XIV.

MISCELLANEOUS

Section 1. **Invalid Provision**. The invalidity or unenforceability of any particular provision of these Bylaws shall not affect the other provisions herein, and these Bylaws shall be construed in all respects as if such invalid or unenforceable provision was omitted.

Section 2. **Governing Law.** These Bylaws shall be governed by and construed in accordance with the laws of the state of New Hampshire.

Section 3. **Books and Records**. The Nonprofit Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its board of directors and committees having any of the authority of the board of directors.

Section 4. Fiscal Year. The fiscal year of the corporation shall end on the last day of June in each calendar year.

Dated: July 1, 2022

APPENDIX E: INSTRUCTIONAL MANUAL & CURRICULUM

A Correlation of

myPerspectives

©2017

To the

Instructional Materials Evaluation Toolkit (IMET) ELA/Literacy

Grades 6-12

SAVVAS

Introduction

This document demonstrates how ***myPerspectives™ English Language Arts*** meets the criteria of the **Instructional Materials Evaluation Toolkit (IMET) ELA/Literacy**. Correlation page references are to the Student Edition and Teacher's Edition and are cited by selection or feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors' perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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myPerspectives™ ENGLISH LANGUAGE ARTS

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Non-Negotiable 1: Complexity of Texts **Texts are worthy of student time and attention; they have the appropriate level of complexity for the grade, according to both quantitative and qualitative analyses of text complexity.** • **NN Metric 1A**: 100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for grade-band placement. • **NN Metric 1B**: 100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade-level placement.	*myPerspectives* contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text. The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity. *Text Complexity Rubrics* in the Teacher's Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text. • Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a **Text Complexity Rubric** provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A. See each unit for the Text Complexity Rubrics in the Teacher's Edition. Grade 6 Unit 1 Teacher's Edition p. 42C; Unit 2 Teacher's Edition pp. 118C, 138C Grade 7 Unit 1 Teacher's Edition pp. 62C, 108C; Unit 3 Teacher's Edition page 264C Grade 8 Unit 1 Teacher's Edition pp. 12C, 44C; Unit 2 Teacher's Edition p. 98C

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	Grade 9 Unit 1 Teacher's Edition pp. 12C, 22C; Unit 3 Teacher's Edition p. 260C Grade 10 Unit 1 Teacher's Edition pp. 12C, 36C; Unit 3 Teacher's Edition p. 268C Grade 11 Unit 1 Teacher's Edition pp. 16C, 30C; Unit 3 Teacher's Edition p. 288C Grade 12 Unit 1 Teacher's Edition pp. 16C, 74C; Unit 2 Teacher's Edition p. 126C
Non-Negotiable 2: Text-Dependent and Text-Specific Questions **At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.** • **NN Metric 2A**: At least 80% of all questions and tasks should be text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text). • **NN Metric 2B:** Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: While multiple standards will be addressed with every text, not every standard must be addressed with every text.	At all grade levels in *myPerspectives,* at least 80% of questions that follow the selections are high-quality text-dependent questions requiring students to rely on the text to find the answers. • Every main selection is followed up with post reading questions and a writing activity. All questions and the majority of writing activities are highly text dependent and explicitly elicit students to provide text evidence. Writing assignments are supported with step-by-step guidance and well-defined criteria for success. • Following each selection are literary analysis questions and close reading activities that help students with **Making Meaning**, **Language Development**, and **Effective Expression**. Each question requires students to analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities that follow each selection also serve to enable students to make critical connections with the texts. • Students are required to complete **Writing to Sources** writing assignments focused on the thought-provoking theme or topic they have explored. These prompts require students to draw extensively on text evidence and to synthesize the evidence from the text. Text-dependent **Speaking and Listening** activities require students to complete an assignment and collaborate.

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	• Questions in the post reading activities have been carefully written to build toward a culminating insight of each text. We frequently "nest" questions in sets. For example, questions may require a response that demonstrates comprehension; subsequent questions might have students make an inference based on that response and on text evidence; and additional questions might then have students form a conclusion based on synthesis. Questions all require textual evidence to respond and questions are scaled in difficulty allowing teachers the ultimate flexibility with differentiating instruction. See the following examples for each grade: Grade 6 Unit 1 Teacher's Edition pp. 19, 20–25; Unit 2 Teacher's Edition pp. 111, 112–117; Unit 3 Teacher's Edition pp. 199, 200–205 Grade 7 Unit 1 Teacher's Edition pp. 25, 26–31; Unit 2 Teacher's Edition pp. 157, 158–163; Unit 3 Teacher's Edition pp. 291, 292–297 Grade 8 Unit 1 Teacher's Edition pp. 21, 22–27; Unit 2 Teacher's Edition pp. 217, 218–221; Unit 3 Teacher's Edition pp. 269, 270–275 Grade 9 Unit 1 Teacher's Edition pp. 45, 46–51; Unit 2 Teacher's Edition pp. 145, 146–151; Unit 4 Teacher's Edition pp. 446, 447–449 Grade 10 Unit 1 Teacher's Edition pp. 77, 78–81; Unit 2 Teacher's Edition pp. 179, 180–185; Unit 4 Teacher's Edition pp. 381–387 Grade 11 Unit 1 Teacher's Edition pp. 23, 24–29; Unit 2 Teacher's Edition pp. 163, 164–169; Unit 3 Teacher's Edition pp. 293, 294–299 Grade 12 Unit 1 Teacher's Edition pp. 43, 44–49; Unit 2 Teacher's Edition pp. 153, 154–159; Unit 4 Teacher's Edition pp. 431, 432–437

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
Alignment Criterion 1: Range and Quality of Texts **Materials reflect the distribution of text types and genres required by the Standards.** • **AC Metric 1A**: Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening, and speaking about topics under study. • **AC Metric 1B**: Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading. • **AC Metric 1C**: In grades 3–5, literacy programs shift the balance of texts and instructional time to 50% literature/50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction. • **AC Metric 1D**: A large majority of texts included in instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level. • **AC Metric 1E**: Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.	*myPerspectives* provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, functional and foundational texts and documents. The Table of Contents identifies the genres of each text included in the program. The texts have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author's craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity. Each unit contains selections that build on a topic related to the unit's Essential Question and all texts are meant to build knowledge on the unit topic. The selections consists of a Launch Text, Anchor Texts and Related Readings that range in genre. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. *myPerspectives* offers high quality texts that are thoughtfully selected to build insight and expose students to a variety of perspectives on the unit topic. These texts represent exemplary writing and showcase authors craft and literary sophistication to prepare students for real-world readings. Through these selections, students are given strategies for reading a text closely multiple times. Strategies include how to read a text, how to hold a discussion, how to perform research, and how to write about a text. As seen in the Table of Contents, the texts range from literary to informational and include text structures representative of both.

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
(Continued) **Alignment Criterion 1:** Range and Quality of Texts **Materials reflect the distribution of text types and genres required by the Standards.**	See the following examples for each grade: Grade 6 Unit 1 Teacher's Edition pp. 3, 11, 12–25; Unit 2 Teacher's Edition pp. 91, 99, 100–117; Unit 3 Teacher's Edition pp. 185, 193, 194–205 Grade 7 Unit 1 Teacher's Edition pp. 3, 11, 12–31; Unit 2 Teacher's Edition pp. 117, 125, 126–145; Unit 3 Teacher's Edition pp. 225, 233, 234–263 Grade 8 Unit 1 Teacher's Edition pp. 3, 11, 12–27; Unit 2 Teacher's Edition pp. 89, 97, 98–155; Unit 3 Teacher's Edition pp. 255, 263, 264–275 Grade 9 Unit 1 Teacher's Edition pp. 3, 11, 12–21; Unit 2 Teacher's Edition pp. 123, 131, 132–151; Unit 3 Teacher's Edition pp. 251, 259, 260–269 Grade 10 Unit 1 Teacher's Edition pp. 3, 11, 12–35; Unit 2 Teacher's Edition pp. 127, 135, 136–185; Unit 3 Teacher's Edition pp. 259, 267, 268–281 Grade 11 Unit 1 Teacher's Edition pp. 3, 11, 18–29; Unit 2 Teacher's Edition pp. 139, 147, 154–169; Unit 3 Teacher's Edition pp. 275, 283, 288–299 Grade 12 Unit 1 Teacher's Edition pp. 3, 11, 19–48; Unit 2 Teacher's Edition pp. 113, 121, 128–159; Unit 3 Teacher's Edition pp. 237, 245, 260–279
Alignment Criterion 2: Questions and Tasks **Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.** • **AC Metric 2A**: High-quality sequences of text-dependent questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills. • **AC Metric 2B**: Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.	At all grade levels in *myPerspectives*, questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. • Every main selection is followed up with postreading activities that require students to read the text closely, write, and practice speaking and listening. All questions and the majority of writing activities are highly text dependent and explicitly elicit students to provide text evidence. • At the culmination of the unit in the Performance-Based Assessment, students are required to complete a substantive writing assignment focused on the thought-provoking theme or topic they have explored throughout the unit. The assignment requires students to draw extensively on text evidence and to synthesize the evidence into a significant conclusion about unit topic.

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• **AC Metric 2C**: Questions build to a deep understanding of the central ideas of the text.	• Selections in the Whole-Class and Small-Group sections are followed by a text-dependent writing, listening and speaking activities which specifically require students to provide text evidence in their responses. • Writing and discussion of visual media is required in every unit. In addition, students are introduced to academic vocabulary across and within various disciplines at the beginning of the unit which they use and revisit throughout the unit in addition to the concept vocabulary. • Students are specifically reminded to practice learning vocabulary with Work Network strategies which helps students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading as well as provide an opportunity to do a Word Study that explores roots of words to help develop students ability to understand and use critical vocabulary words in their responses and writings. At the beginning of every unit, Academic Vocabulary is introduced which helps students with writing in a particular mode. In every unit, the academic vocabulary suggested for use in speaking and writing about the unit topic and Essential Question is also revisited in the writing assignments throughout the unit including the Performance Tasks and end-of-unit Performance-Based Assessment. The Teacher's Edition consistently supports a multidraft reading strategy in which students of all levels can directly experience the complexity of the text with a First Read and Close Read.

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
(Continued) **Alignment Criterion 2:** Questions and Tasks **Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.**	• With every selection, the First Read is for basic understanding and meaning. During the Close Read, students analyze the text for key ideas and details and craft and structure. Prompts and activities after the selection require students to build a deep understanding of the text. See the following examples for each grade: Grade 6 Unit 1 Teacher's Edition pp. 5, 19, 20–25; Unit 2 Teacher's Edition pp. 93, 111, 112–117; Unit 3 Teacher's Edition pp. 199, 200–205 Grade 7 Unit 1 Teacher's Edition pp. 5, 25, 26–31; Unit 2 Teacher's Edition pp. 119, 157, 158–163; Unit 3 Teacher's Edition pp. 291, 292–297 Grade 8 Unit 1 Teacher's Edition pp. 5, 21, 22–27; Unit 2 Teacher's Edition pp. 91, 217, 218–221; Unit 3 Teacher's Edition pp. 269, 270–275 Grade 9 Unit 1 Teacher's Edition pp. 5, 45, 46–51; Unit 2 Teacher's Edition pp. 125, 145, 146–151; Unit 4 Teacher's Edition pp. 446, 447–449 Grade 10 Unit 1 Teacher's Edition pp. 77, 78–81; Unit 2 Teacher's Edition pp. 179, 180–185; Unit 4 Teacher's Edition pp. 381–387 Grade 11 Unit 1 Teacher's Edition pp. 23, 24–29; Unit 2 Teacher's Edition pp. 163, 164–169; Unit 3 Teacher's Edition pp. 293, 294–299 Grade 12 Unit 1 Teacher's Edition pp. 43, 44–49; Unit 2 Teacher's Edition pp. 153, 154–159; Unit 4 Teacher's Edition pp. 431, 432–437
Alignment Criterion 3: Writing to Sources and Research **Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.**	The selections are accompanied by one or more writing assignments, the majority of which are text-dependent and require students to draw evidence from the text. Writing assignments take various forms; most fall within the three key CCSS modes (narrative, informative/ explanatory, and argument). Students working through the unit will complete an average of one **Writing to Sources** activity each week.

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• **AC Metric 3A**: Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims, and clear information. • **AC Metric 3B**: Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and opinion): **Grades 6–8** exposition 35% argument 35% narrative 30% **High School** exposition 40% argument 40% narrative 20% • **AC Metric 3C**: Writing opportunities for students are prominent and varied. • **AC Metric 3D**: Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently.	Writing is prevalent throughout with **Summary**, **Quick Writes**, and **Writing to Sources** practice opportunities. Performance Tasks that require writing are also available at the end of each Whole-Class and Small-Group sections. The program meets the requirements of the CCSS and each unit focuses on a particular mode of writing: argumentative, narrative, and informative/ explanatory. Writing models in the Toolkit provide exemplar writing with annotations to show students the constituent elements of effective writing, including the use of text evidence to support claims and students should use these strategies throughout the program. Following each selection are close reading activities. Here you will find Writing to Sources features, which present writing assignments in response to the text students have just read. Students are expected to analyze and reflect on the text and to support all responses with text evidence. In addition Comparing Texts features are also provided. These responses require careful analysis of the texts and evidence to support the responses. Online EssayScorer is available with prompts for all modes or writing for additional practice including Writing to Sources. Student essays are automatically scored with overall feedback and in most cases, feedback on the 6 traits of writing. *myPerspectives* provides numerous opportunities for students to perform research. **Research to Clarify** and **Research to Explore** are offered after every selection so that students can do short targeted research and incorporate that skill as a learning habit while at the same time, learn the basic foundational research skills needed to build upon on over the course of the year. In addition students will be presented with research opportunities in the Performance Tasks and Performance-Based Assessment. Additional research support is provided through myPerspectives + Research center which provides step-by-step instructions on research practices, citations, and integration into student work.

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
(Continued) **Alignment Criterion 3:** Writing to Sources and Research **Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.**	See the following examples for each grade: Grade 6 Unit 1 Teacher's Edition pp. 16, 19, 31, 49; Unit 2 Teacher's Edition pp. 105, 111, 116, 126, 146; Unit 3 Teacher's Edition pp. 199, 204, 209, 243, 268 Grade 7 Unit 1 Teacher's Edition pp. 16, 25, 37, 103, 112; Unit 2 Teacher's Edition pp. 141, 157, 162, 199; Unit 3 Teacher's Edition pp. 248, 296, 323, 327 Grade 8 Unit 1 Teacher's Edition pp. 21, 26, 61, 84; Unit 2 Teacher's Edition pp. 151, 187, 250; Unit 3 Teacher's Edition pp. 269, 274, 277, 323 Grade 9 Unit 1 Teacher's Edition pp. 17, 50, 97, 105; Unit 2 Teacher's Edition pp. 150, 162, 180, 190; Unit 3 Teacher's Edition pp. 297, 311, 329, 339 Grade 10 Unit 1 Teacher's Edition pp. 31, 43, 81, 122; Unit 2 Teacher's Edition pp. 184, 189, 207, 219; Unit 3 Teacher's Edition pp. 297, 335, 339, 347 Grade 11 Unit 1 Teacher's Edition pp. 28, 38, 45, 78; Unit 2 Teacher's Edition pp. 168, 184, 206, 209; Unit 3 Teacher's Edition pp. 298, 308, 333, 366 Grade 12 Unit 1 Teacher's Edition pp. 43, 48, 55, 99; Unit 2 Teacher's Edition pp. 158, 197, 208, 211; Unit 3 Teacher's Edition pp. 295, 352, 356, 379
Alignment Criterion 4: Foundational Skills **Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.** • **AC Metric 4A**: Submissions address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax, and reading fluency in a research-based and transparent progression.	*myPerspectives* is a fully integrated program, with reading, writing, conventions, speaking and listening, literary analysis, and word analysis skills instruction appearing with selections throughout the program. Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery Vocabulary is introduced and practiced throughout the textbook. Each grade has academic vocabulary lesson in

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• **AC Metric 4B**: Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading. • **AC Metric 4C**: Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression. • **AC Metric 4D**: Materials guide students to read grade-level text with purpose and understanding.	the Introduction. Each unit focuses on a set of academic vocabulary words that are related to the unit's Essential Question. These words are revisited throughout the unit. In addition, Word Networking strategies are provided for students to interact with to increase their vocabulary recognition, acquisition, and usage by introducing familiar and similar words and revisiting those words within the selections and the Performance Task and End-of-Unit Performance-Bases Assessment projects. The program offers a rich array of grade-level complex texts, and each student no matter their learner level, encounters the same text. Differentiated Instruction is provided with the Personalized Learning pages in the Teacher's Edition which includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Teaching and Learning Cycle guides helps teachers identify student needs for planning and remediation purposes. *myPerspectives* consistently supports a multidraft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression. Selections are scaffolded through instruction in and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded postreading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening. See the following examples for each grade:

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
(Continued) **Alignment Criterion 4:** Foundational Skills **Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.**	Grade 6 Unit 1 Teacher's Edition pp. 19, 20–25, 42C; Unit 2 Teacher's Edition pp. 111, 112–117; Unit 3 Teacher's Edition pp. 199, 200–205 Grade 7 Unit 1 Teacher's Edition pp. 25, 26–31, 62C; Unit 2 Teacher's Edition pp. 157, 158–163; Unit 3 Teacher's Edition pp. 264C, 291, 292–297 Grade 8 Unit 1 Teacher's Edition pp. 21, 22–27, 44C; Unit 2 Teacher's Edition pp. 217, 218–221; Unit 3 Teacher's Edition pp. 269, 270–275 Grade 9 Unit 1 Teacher's Edition pp. 12C, 45, 46–51; Unit 2 Teacher's Edition pp. 145, 146–151; Unit 4 Teacher's Edition pp. 446, 447–449 Grade 10 Unit 1 Teacher's Edition pp. 36C, 77, 78–81; Unit 2 Teacher's Edition pp. 179, 180–185; Unit 4 Teacher's Edition pp. 381–387 Grade 11 Unit 1 Teacher's Edition pp. 23, 24–29, 30C; Unit 2 Teacher's Edition pp. 163, 164–169; Unit 3 Teacher's Edition pp. 293, 294–299 Grade 12 Unit 1 Teacher's Edition pp. 16C, 43, 44–49; Unit 2 Teacher's Edition pp. 153, 154–159; Unit 4 Teacher's Edition pp. 431, 432–437
Alignment Criterion 5: Language **Materials adequately address the Language Standards for the grade.** • **AC Metric 5A**: Materials address the grammar and language conventions specified by the Language Standards at each grade level. • **AC Metric 5B**: Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.	*myPerspectives* offers instruction and practice in grammar and conventions throughout the program. • Grammar concepts are taught following each text with the **Language Development** activities. This feature provides instruction, modeling, practice, and speaking, reading, and writing application of each targeted grammar concept. These features springboard directly from the texts that are being studied. • Writing to Sources assignment in **Effective Expression** that follow **Language Development** activities provide an immediate opportunity to apply the grammar concept that has just been taught. • myPerspectives+ provides a Conventions Center with language support and instruction for both students and teacher and includes tutorials and interactive whiteboard lessons.

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• **AC Metric 5C**: Materials provide a mirror of real-world activities for student practice with natural language (e.g., mock interviews, demonstrations, presentations).	• Concept Vocabulary, Word Study, and Conventions appear after every selection and provide additional opportunity for students to study and apply grammar and style concepts. They explore the Diction and Style within each text in the set, and they examine texts closely for author's command of grammar. • Performance Tasks include a Language Development feature that explores Author's Craft and Style as well as highlight grammar concepts for immediate use in the Performance Task assignment. • Each assessment in the program requires students to examine and apply grammar concepts in their written and oral responses. See the following examples for each grade: Grade 6 Unit 1 Teacher's Edition pp. 22–24, 35, 48, 65; Unit 2 Teacher's Edition pp. 114–116, 124–126; Unit 3 Teacher's Edition pp. 202–204 Grade 7 Unit 1 Teacher's Edition pp. 40–42; Unit 2 Teacher's Edition pp. 160–162; Unit 3 Teacher's Edition pp. 262–264 Grade 8 Unit 1 Teacher's Edition pp. 24–26; Unit 2 Teacher's Edition pp. 154–156; Unit 3 Teacher's Edition pp. 272–274 Grade 9 Unit 1 Teacher's Edition pp. 32–34; Unit 2 Teacher's Edition pp. 148–150; Unit 3 Teacher's Edition pp. 268–270 Grade 10 Unit 1 Teacher's Edition pp. 34–36; Unit 2 Teacher's Edition pp. 182–184; Unit 3 Teacher's Edition pp. 280–282 Grade 11 Unit 1 Teacher's Edition pp. 26–28; Unit 2 Teacher's Edition pp. 166–168; Unit 3 Teacher's Edition pp. 296–298 Grade 12 Unit 1 Teacher's Edition pp. 46–48; Unit 2 Teacher's Edition pp. 156–158; Unit 3 Teacher's Edition pp. 293–295

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
Alignment Criterion 6: Speaking and Listening **To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.** • **AC Metric 6A**: Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non-Negotiable and Alignment Criterion 1). • **AC Metric 6B**: Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas. • **AC Metric 6C**: Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way. • **AC Metric 6D**: Materials require students to marshal evidence to orally present findings from research. • **AC Metric 6E**: Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.	In *myPerspectives* students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate. Students encounter authors' perspectives as they read literature from across time periods and cultures. Students listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives,* they will formulate—and defend—their opinions as they develop their own perspectives. In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful. In *myPerspectives*, Speaking and Listening activities that are standards-based foster students' abilities to effectively engage in collaboration and presentation task. The program provides ample opportunity for students to engage in meaningful academic discussions: • Introduction: In this section of each unit, students engage in discussion about the Essential Question. • Speaking and Listening activities after each selection encourage students to engage in academic discussions that springboard from the text. Students are provided with guidelines for taking part in collegial discussions and directed to cite textual evidence as they discuss each work. • Discussion activities appear in conjunction with each text. The discussion prompts are designed to ensure that all students participate fully in exploration of the texts under study. • Speaking and Listening assignments after each unit are standards based, and include speaking and presentation guidelines and/or rubrics for listening and for evaluating the performance of the student themselves or others in the class. • Throughout the text, students are prompted to utilize academic vocabulary in their oral responses.

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
(Continued) **Alignment Criterion 6:** Speaking and Listening **To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.**	*myPerspectives* highlights academic vocabulary throughout the textbook. Each grade has an academic vocabulary lesson in the Introduction. Each unit focuses on a set of academic vocabulary words that are related to the unit's Essential Question. These words are revisited throughout the unit. Additional concept vocabulary words appear in the close reading activities that follow each text. Students are required to utilize these terms as they engage in post-reading activities. In addition, high utility selection vocabulary is taught in conjunction with each text. Before each reading, students are presented with a listing of selection vocabulary. Students are encouraged to rate their understanding of the words prior to encountering them in context. After the selection, students are prompted to work with the words through written activities, enabling students to display understanding of the words' meaning in different contexts. Students are given instruction and practice in word roots and affixes, synonyms and antonyms, and analogies. This instruction related directly to vocabulary is pulled from the texts under study. In myPerspectives+, an Academic Vocabulary and Word Study Center provides support, instruction, and practice for students to master key vocabulary skills. A glossary of vocabulary is included in the Interactive Student Edition. See the following examples for each grade: Grade 6 Unit 1 Teacher's Edition pp. 25, 39; Unit 2 Teacher's Edition pp. 117, 127; Unit 3 Teacher's Edition pp. 186, 205, 227 Grade 7 Unit 1 Teacher's Edition pp. 4, 31; Unit 2 Teacher's Edition pp. 163, 171; Unit 3 Teacher's Edition pp. 297, 311 Grade 8 Unit 1 Teacher's Edition pp. 27, 41; Unit 2 Teacher's Edition pp. 221, 229; Unit 3 Teacher's Edition pp. 275, 303

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
(Continued) **Alignment Criterion 6:** Speaking and Listening **To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.**	Grade 9 Unit 1 Teacher's Edition pp. 51, 59; Unit 2 Teacher's Edition pp. 151, 163; Unit 3 Teacher's Edition pp. 297, 321 Grade 10 Unit 1 Teacher's Edition pp. 57, 89; Unit 2 Teacher's Edition pp. 185, 189, 223; Unit 3 Teacher's Edition pp. 297, 305 Grade 11 Unit 1 Teacher's Edition pp. 29, 39; Unit 2 Teacher's Edition pp. 169, 185; Unit 3 Teacher's Edition pp. 299, 309 Grade 12 Unit 1 Teacher's Edition pp. 49, 71, 100; Unit 2 Teacher's Edition pp. 159, 175, 189; Unit 3 Teacher's Edition pp. 279, 313
Alignment Criterion 7: Access to the Standards for All Students **Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.** • **AC Metric 7A**: Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or in a language other than English, with extensive opportunities to work with and meet grade-level standards. • **AC Metric 7B**: Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level. • **AC Metric 7C**: There are suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, suggestions for deconstruction/re-construction/ extending language, and other research-based remediation strategies).	Each unit is designed to equip students for independent close reading of complex texts, leading from modeled close readings, collaborative and guided practice to independent work. The Student Edition is made up of five/six units, each providing multi-genre texts that are topic-based and driven by an Essential Question with all readings and activities building to the end of unit Performance Based Assessment. Each unit incorporates an Instructional Model made up of: • Whole Group Learning • Small Group Learning • Independent Learning The Unit Structure provides powerful personalized learning, allowing students to develop independence within each learning environment as they become college and career ready. **UNIT STRUCTURE** UNIT INTRODUCTION o Opens the unit topic with an Essential Question o Sets the stage for student learning through exploration, guiding questions, and discussion o Previews the Performance-Based Assessment prompt

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
• **AC Metric 7D**: Materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade-level standards. • **AC Metric 7E**: Materials regularly and systematically offer assessment opportunities that genuinely measure student progress. This progress is reflected in materials through gradual release of supporting scaffolds for students so they can progress toward independence.	o Introduces the Unit's Academic Vocabulary o Enables students to preview and set academic goals o Presents a Launch Text to engage students, provoke thought and discussion on unit topic, and assess student knowledge WHOLE-CLASS LEARNING o Anchor Texts focus on text(s) with rigorous cognitive load o Teachers model and present effective ways to help students have rich, engaging, and interactive experiences with the texts o Assessment is based on: teacher observations, formative activities, selection tests, and a Performance Task SMALL-GROUP LEARNING o Supporting texts include informational and contemporary selections o Students work collaboratively in small groups to develop strategies and extend learning o Student groups have choice in selecting activities and how they will share their learning o Assessment is based on: teacher observations, selection tests, self-evaluation, and a group project mini o Performance Task INDEPENDENT LEARNING o Students select one or two texts from an array of 4-5 texts for independent deeper exploration o Student choice is key to engagement and achievement as they work independently to close read and analyze the texts

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
(Continued) **Alignment Criterion 7:** Access to the Standards for All Students **Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.**	o Student understanding is assessed through selection tests and students' use of textual evidence in provided activities UNIT PERFORMANCE-BASED ASSESSMENT o Builds on the content knowledge, process skills, and learning habits that students engage in throughout the unit o The Performance Tasks and practice in the Whole Group, Small Group, and Independent sections prepare students for success on the Performance-Based Assessment at the end of the unit *myPerspectives* provides opportunities for students to express, clarify, justify, interpret, and represent their ideas, and respond to peer/teacher feedback orally or in written form as appropriate throughout the program and ensures that students are able to practice and perform by providing substantial scaffolds and supports to help them be successful. The program is designed to have multiple forms of learning which lead to independent learning. Students will encounter unit routines that incorporate: o First Read / Close Read of the multigenre selections o Evidence Log o Vocabulary Network o Essential Question o Performance Tasks *myPerspectives* Teacher's Edition includes Personalize for Learning notes that appear through selections and provide direct instruction and teaching suggestions to engage students. The TE provides an easy to use Teaching-Learning Cycles including Lesson Planning Pages that make implementation easy. These focus on the same learner levels seen on the Reading Support/Text Complexity Rubric page: ELL, Strategic Support (On Level), and Challenge.

Instructional Materials Evaluation Toolkit (IMET) Criteria	*myPerspectives* Responses
(Continued) **Alignment Criterion 7:** Access to the Standards for All Students **Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.**	Texts within each grade level provide a range of reading and reflect grade level appropriate knowledge and experiences. Text complexity rubrics are provided for each selection. These Rubrics provide Quantitative, Qualitative, and Reader and Task suggestions to help guide teachers assign the appropriate text to their students. See the following examples for each grade: Grade 6 Unit 1 Teacher's Edition pp. 3, 12B–12C; Unit 2 Teacher's Edition pp. 91, 100B–100C; Unit 3 Teacher's Edition pp. 185, 194B–194C Grade 7 Unit 1 Teacher's Edition pp. 3, 12B–12C; Unit 2 Teacher's Edition pp. 117, 126B–126C; Unit 3 Teacher's Edition pp. 225, 234B–234C Grade 8 Unit 1 Teacher's Edition pp. 3, 12B–12C; Unit 2 Teacher's Edition pp. 89, 98B–98C; Unit 3 Teacher's Edition pp. 255, 264B–264C Grade 9 Unit 1 Teacher's Edition pp. 3, 12B–12C; Unit 2 Teacher's Edition pp. 123, 132B–132C; Unit 3 Teacher's Edition pp. 251, 260B–260C Grade 10 Unit 1 Teacher's Edition pp. 3, 12B–12C; Unit 2 Teacher's Edition pp. 127, 136B–136C; Unit 3 Teacher's Edition pp. 259, 268B–268C Grade 11 Unit 1 Teacher's Edition pp. 3, 16B–16C; Unit 2 Teacher's Edition pp. 139, 152B–152C; Unit 3 Teacher's Edition pp. 275, 288B–288C Grade 12 Unit 1 Teacher's Edition pp. 3, 16B–16C; Unit 2 Teacher's Edition pp. 113, 126B–126C; Unit 3 Teacher's Edition pp. 237, 250B–250C

myPerspectives™
ENGLISH LANGUAGE ARTS

Research Base

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I. Introduction

The world in which we currently live, the world in which the students of today will become the great thinkers, dreamers and architects of tomorrow, is a world in which interactive, high speed communication is constantly evolving. Today's students must be prepared to masterfully evaluate, critique and navigate this type of sophisticated communication if they want to create a niche for themselves in the larger world of post secondary education and the workplace (US Department of Education, 2012). Literacy proficiency has always served to define the fluidity with which one can negotiate the layers of communication, from rudimentary to genius. Literacy isn't just the ability to interpret basic signs and information needed for survival; it's the ability to read, write, speak, and listen at an advanced level (Jones-Kavalier & Flannigan, 2006).

As our world evolves, so too does the way in which we define literacy excellence for 21st century learners and the way in which we teach these lifelong skills; it must be a curriculum fundamental for all educational institutions. A 21st century learner must be able to work independently, think critically, solve complex problems, communicate and collaborate effectively, and most importantly have the drive and desire to acquire new knowledge (Soland, Hamilton, & Stecher, 2013). In order to nurture and inspire the kinds of learners that are able to achieve literacy excellence we must craft a learning environment that is filled with opportunities for deep learning, rich in personal meaning.

> ***"Literacy is the most basic currency of the knowledge economy we're living in today. Only a few generations ago, it was okay to enter the workforce as a high school dropout who could only read at a third-grade level. Whether it was on a farm or in a factory, you could still hope to find a job that would allow you to pay the bills and raise your family." – President Barack Obama***

This is no longer true in a world that demands intellectual sophistication as much as it demands technological savvy. In short, the skills that allowed previous generations to succeed, would barely prepare current generations for basic survival. Given the rate at which the U.S. must grow just to maintain stability in a competitive and highly skilled global arena, the literacy component must be addressed before students leave high school if we want them to be prepared to meet the demands of a rapidly changing world. In fact, the National Council of Teachers of English (NCTE), indicate that 21st century readers and writers must be able to (National Council of Teachers of English, 2013):

- ✓ Gain proficiency with tools of technology
- ✓ Develop relationships with others and confront and solve problems collaboratively and cross-culturally
- ✓ Design and share information for global communities to meet a variety of purposes

- ✓ Manage, analyze, and synthesize multiple streams of simultaneous information
- ✓ Create, critique, analyze, and evaluate multimedia texts
- ✓ Attend to the ethical responsibilities required by these complex environments

As the definition of literacy evolves in relation to our high-speed, mass information world, so must the vision of educators dedicated to helping 21st century students work towards a mastery of the skills needed to assimilate in this fast paced environment. The ability to process information from a multitude of sources, many of them technology based, and further filter vast amounts of digital information, will be paramount for students if they want to excel in higher education and the workplace (Office of Educational Technology, 2010). Whether we like it or not written essays, "book reports", and inanimate information sources are quickly becoming relegated to back shelves and history blogs; they're no longer the leading literacy and communication paradigm they once were.

Schools have a commitment to prepare students to be the global leaders of tomorrow, to expose them to technologies that excite them about literacy in a way that roots deep learning, critical thinking, and effective communication into the core of their learning experiences. It's not about exposing the 21st century learner to all that they'll encounter in the wider world, which would be impossible. The crux of 21st century learning is to instill in students the higher order, critical thinking, and technological skills they need to navigate an ever changing, multicultural, global world, regardless of the ephemeral definition of what that is (National Education Association, 2010).

II. Program Overview

myPerspectives™ English Language Arts is a learning environment that allows students of all levels, in grades 6 through 12, to read texts and engage in meaningful activities designed to inspire thoughtful conversations, high level discussions and lively debate. Designed with an emphasis on a connected approach to learning, students are exposed to various perspectives uniquely presented by authors through literature that spans time periods, cultures and distinct writing styles.

Centered around Essential Questions, *myPerspectives* delivers an interactive, unit of study that exposes learners to both classic and contemporary fiction and non-fiction texts. Each unit of study also integrates a visual/audio media selection that promotes additional technology based learning opportunities. The instructional model of *myPerspectives* is based on scientific research that constitutes best practices for delivering the 21st century skills and independent learning habits needed for college and career success.

The purpose of this document is to highlight the research base behind the following key principals that make *myPerspectives* uniquely suited to engage 21st century learners and teachers in a partnership devoted to effective instruction and learning in the English classroom. Specifically, *myPerspectives* was designed to drive student centered learning, foster student engagement and ownership, and facilitate the mastery of independent reading, writing, speaking and listening skills by integrating the following research based concepts:

- Student Centered Learning
- Supporting the Role of Collaborative Educators
- Generative Vocabulary
- Integrated Writing
- Differentiated Support

In looking more in depth at the research base behind *myPerspectives* and the way in which scientifically based concepts have been built into the structure of the program, readers will be able to better appreciate the applied science and digital age innovation that sits at the core of *myPerspectives*.

III. Student Centered Learning

Learners must be active in their construction of knowledge in order to cultivate awareness through their actions and experiences in the world (Fosnot & Perry, 2005; DeVries & Kohlberg, 1997). When student centered learning opportunities are implemented properly, students experience a multitude of positive outcomes including increased motivation, deeper retention of knowledge, greater understanding, and improved attitudes towards the subject being taught (Collins & O'Brien, 2003). In recognizing that prior experiences and wisdom are valued as integral components of the learning process, students are given permission and tools to make connections and choices that influence future learning. Indeed, McCombs and Whistler (1997) state that a student centered learning environment allows learners to be treated "as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration." When students are able to take ownership of their unique learning processes increased engagement follows (Benson, 2001).

The *myPerspectives* Interactive Student Edition allows for seamless, self-guided, exploration of each unit. Students have easy access to background, author and standards information. The integrated notebook allows learners to take notes, highlight text, apply close reading strategies and download interactive resources while investigating over 100 literary selections. Effective Expressions activities encourage the sharing and defending of ideas, creative collaboration, and personal, project based exploration.

IV. Supporting the Role of Collaborative Educators

The 21st century language arts teacher must make learning relevant for students; they must address the complex, multicultural lives their students live both in and out of school if they want their students to remain engaged and to actively seek meaningful learning experiences (Alvermann, 2003, 2004). It's no longer enough to get students to extrapolate on what things "mean," but rather good educators must find ways and approaches to teaching that explore what things mean to their students (Morrell & Scherff, 2015). Teachers must reflect on *how* their students are thinking and learning, rather than focusing on what they prefer to teach, if they expect students to achieve high literacy levels. This requires a willingness to hand over, at least in part, a portion of the teaching to the student, to embrace new ways of facilitating a unique learning process, and envisioning ways of differentiating instruction that speak to local contexts (Moje et al., 2004, Scherff & Piazza, 2008/2009; Souto-Manning, 2010). Educators must become willing collaborators with their students; they must create the arena in which students define and achieve meaningful literary experiences for themselves.

myPerspectives provides teachers with the tools they need to effectively support student learning while allowing students to maintain a level of choice and freedom in their literary pursuits. Whole class learning opportunities let teachers model key concepts as the class broadens their perspective of the unit topics. Small group and independent learning opportunities set the stage for collaboration and creative, student drive instruction.

V. Generative Vocabulary

As educators seek to help students unravel and draw meaning from complex texts students must be able to infer the meaning of new words based on their knowledge of how words work in the English language. Indeed, morphological awareness, or the application of generative vocabulary instruction, has been shown to significantly contribute to students' literacy development, especially when it deepens students' understanding of the morphemic structure, spelling, and meaning of written words (Carlisle, 2010). When students are exposed to generative vocabulary "we share with students the way in which words have grown beyond their original meanings, and developed their legacies, we are helping to give students a sense of control and power as they employ these words in different genres and in the service of different purposes" (Templeton, 2011). Research has shown several key strategies when it comes to unlocking complex text (Hiebert, 2014):

1. Teach students to anticipate that complex texts will have many new words and that their generative word knowledge will assist them in figuring out new words.

2. Expose students to many new topics and the vocabulary associated with those topics, including “stories” about how words work and their histories.
3. Teach student about the multiple uses of many words.
4. Teach students words in families, not just single words.
5. Teach students about the rich networks of similar meaning words from which authors of narratives choose words for traits/attributes, emotions, motion and communication.
6. With the vocabulary of informational texts, teach students about relationships among concepts of critical topics.
7. When appropriate, introduce new concepts with pictures and illustrations.

Following each *myPerspectives* selection, students make meaning of the text through close reading activities that allow them to analyze the author’s unique craft and structure. Students also engage in language development activities with Concept Vocabulary words that are introduced at the beginning of the selection and Conventions practice. *myPerspectives* was designed to provide learning opportunities that develop a strong vocabulary foundation that promotes students’ ability to comprehend increasingly more complicated texts.

VI. Integrated Writing

“Reading makes us better writers. Conversely, let us not forget that the opposite is also true: Writing makes us better readers.” (Gallagher, 2015). Indeed, research has shown that intensive writing is a critical component of effective adolescent literacy programs (Biancarosa and Snow, 2004). Writing about a text also improves comprehension and assists students in making the connection between what they already know, read, and comprehend. When students are given daily opportunities to write, their reading gains increase with the amount of writing that occurs (Graham and Hebert, 2010). When students have teachers that create engaging learning experiences focused on higher order discussions and writing about text, they exhibit greater reading growth (Taylor et al., 2002). In addition, when students spend time reading and writing they’re able to think more deeply about their reading via writing (Gallagher, 2015).

myPerspectives provides a variety of opportunities for effective expression, including activities designed to foster writing within the unit’s focus mode. Notes in the Teacher’s edition offer additional ways to personalize the curriculum through writing experiences such as WriteNow, Express and Reflect.

VII. Differentiated Support

In order to maximize student growth, educators must teach in a way that allows them to identify the distinctive learning needs, varied backgrounds, and strengths

of each student rather than attempting to teach to a class as if it were composed of identical students (Tomlinson & Allan, 2000). The ability to customize the literary experience, so students of all levels are exposed to a wide variety of texts, increases the vocabulary skills and knowledge needed to expand learning. For English Language Learners (ELL) and students of low socioeconomic status access to a rich text environment that allows for active and engaging literacy helps increase positive learning effects (Cummings & Early, 2015).

For students of *all* abilities those who receive instructional interventions designed to meet their unique educational requirements show a statistically significant difference in achievement over those students not being accommodated (Dunn, et al. 1995). When literacy teachers are able to learn about their students' backgrounds, identify language demands inherent in classroom tasks, and scaffold learning, they're better equipped to facilitate needed supports and provide targeted, differentiated, instruction (Lucas, et al., 2008).

myPerspectives gives teachers the tools they need to personalize learning for *all* students. With a built-in, continuous, improvement loop performing formative assessments, providing remediation, and selecting reading supports for each text becomes seamless. Support suggestions are based on complexity rubrics for each text and give teachers appropriate differentiation options for all levels of learners, including English learners, below level, and advanced students.

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*my*Perspectives

EVIDENCE OF EFFECTIVENESS

A Summary of the Results from the Summative Field Test

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Overview

Savvas strongly believes that its programs should be proven through scientific research to increase student achievement. As such, it contracted with independent research group JEM&R to conduct a one year summative field test of its *my*Perspectives English Language Arts program. This study was conducted in seventh and ninth grade classrooms during the 2016-2017 school year. This report summary presents an excerpt of findings from the final report, including the evaluation design and methods, a description of program usage and implementation, student performance results, and a discussion of the findings. The full results of the report is available upon request.

Research Questions

The purpose of this study is to assess the effectiveness of the *my*Perspectives program in helping students attain critical English Language Arts skills and to document usage and implementation of the *my*Perspectives program. The study employed a summative field test research design where teachers used the *my*Perspectives English Language Arts program with their students for the entire school year.

The study addressed the following overarching evaluation questions:

1. How is *my*Perspectives typically implemented in classrooms? How long does it take teachers to feel comfortable using the program? What conditions support optimal implementation?
2. Is there a relationship between *my*Perspectives and improvements in student literacy skills? What reading gains, if any, are observed and how large are these gains? Does growth vary by subpopulations?
3. What effects (anticipated or unanticipated) does *my*Perspectives have on affective dimensions of student learning? Does it affect teacher preparation and practices?
4. What do teachers and students think about *my*Perspectives? How do the teachers and students rate the perceived usefulness and quality of program features?

Participants and Setting

A total of five schools were recruited to participate in the study located in Ohio, Illinois, Kentucky and Colorado. The study schools were members of public school districts located in urban, suburban and rural areas. The final study sample included 656 students from 34 classes with nine teachers. The study sample demonstrated some variation in ethnicity and considerable variation in socioeconomic status as evidenced by eligibility for free or reduced lunch status.

Figure 1 presents the sample demographics.

		Count	Column %
Grade	7th	330	50.3%
	9th	326	49.7%
Gender	Male	344	52.4%
	Female	312	47.6%
Ethniticity	White	507	77.4%
	Hispanic	27	4.1%
	African American	71	10.8%
	Asian	8	1.2%
	Native American	2	0.3%
	Other	40	6.1%
IEP Status		46	7.8%
Gifted Status		8	2.0%
Second Language Learner Status		5	0.8%
Free/Reduced Lunch Status		137	52.3%

Measures

Multiple measures were used to assess student achievement, program implementation, and student attitudes as well as teacher perceptions of the *my*Perspectives program.

The Measure of Academic Progress (MAP), developed by Northwest Evaluation Association[1], was selected as the outcome measure of student English Language Arts skills. The MAP is an untimed computer adaptive interim assessment that measures instructional readiness and student growth. As part of the summative field test, students completed both the Reading Comprehension and Language Use MAP tests during the fall (September – November) and late spring (May). The Reading Comprehension test measures Information Text, Literary Text and Vocabulary. The Language Use Test measures students' usage of writing strategies, writing application and style, mechanics, and grammar.

The main unit of analysis for the MAP is the RIT (Rash unIT) scale. Based on the Rasch Model (1PL), this score enables valid comparisons to be made with different items and different students which is essential for computer adaptive testing1. These RIT scales are stable, equal interval scales that use individual item difficulty values to measure student

achievement independent of grade level (that is, across grades), and range from a score of 140 to 300. When appropriate, the Percentile Rank is also provided.

In order to measure program implementation and teacher perceptions, evaluators collected data through observations, surveys, and interviews with English Language Arts teachers. English Language Arts teachers also completed weekly implementation logs. This information provided researchers with a detailed data source on what was occurring in classrooms in terms of English Language Arts instruction. The biannual classroom observations and interviews with classroom teachers provided critical insight into the nature of use and the effectiveness of the English Language Arts materials used with students.

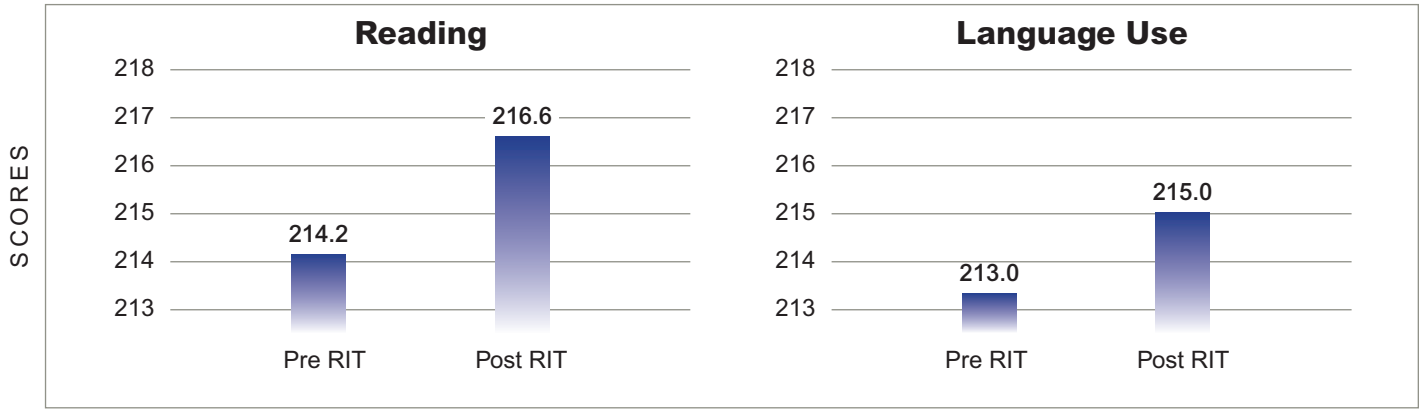
Additionally, student surveys were administered in the winter and spring of the study year. Study surveys gathered information on attitudes toward English Language Arts and perceptions of the *my*Perspectives program.

Student Performance Results

Results for *my*Perspectives Students

Students using *my*Perspectives achieved statistically significant gains in Reading Comprehension and Language Use achievement on the MAP after one year of program implementation. Improvement among *my*Perspectives students can be seen in growth of RIT scores, see Figure 2. This finding is further supported by an obtained effect size gain of .26 for Reading Comprehension and .32 for Language Use. An effect size can be represented as a percentile rank above the average baseline score. *my*Perspectives students gained 7 percentiles in Reading Comprehension and 9 percentiles in Language use.

Figure 2: *my*Perspectives Seventh and Ninth Grade Student Performance Results



The results were analyzed by implementation level in order to determine if different *my*Perspectives implementation was associated with different levels of learning gains. Teachers were separated into three groups (below average, average and above average) based on consistent implementation of all program parts and subcomponents. Figures 3 and 4 demonstrate that average and above average implementation more positively impacted student learning gains.

Figure 3: *my*Perspectives Reading Student Performance Results Implementation Level

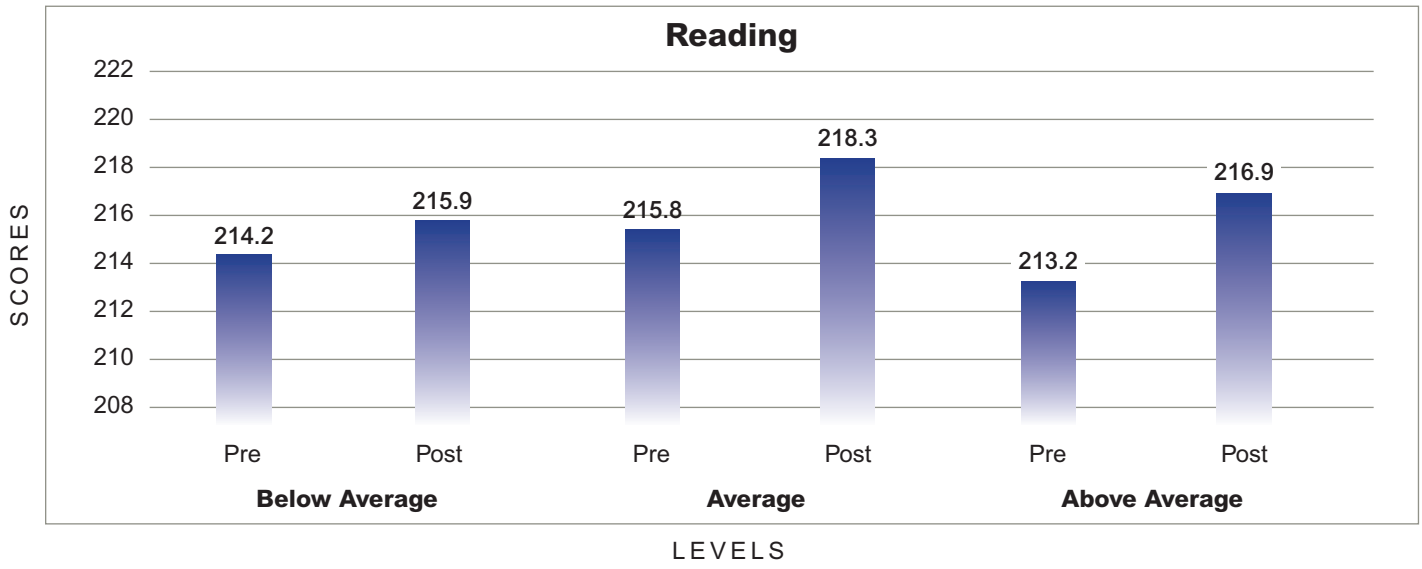
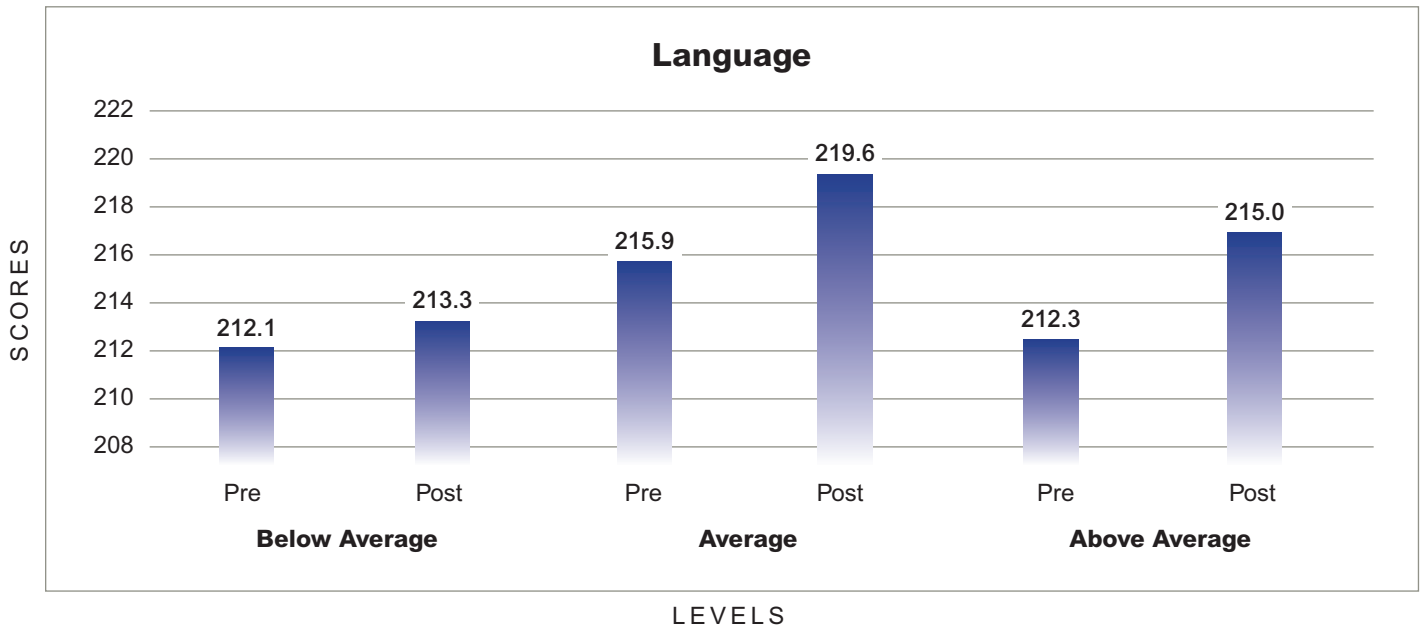


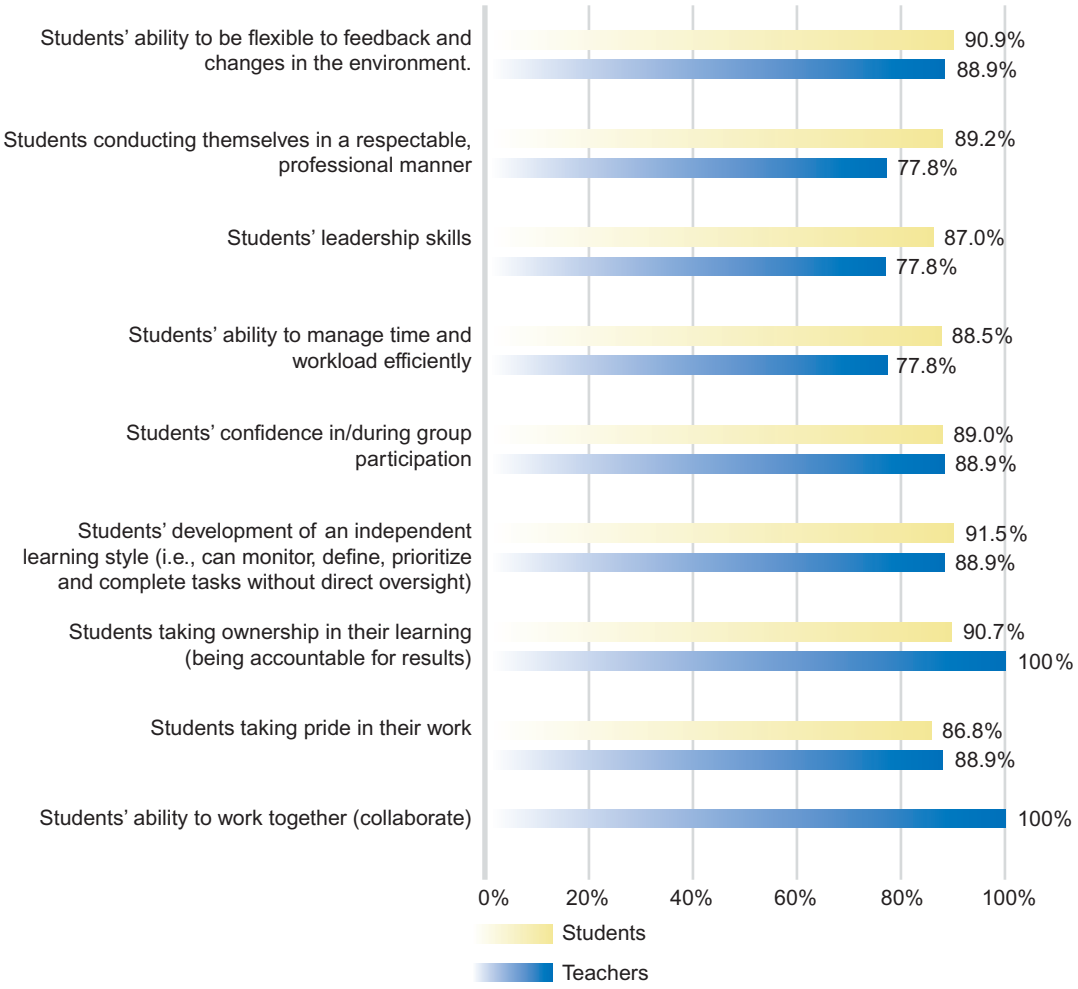
Figure 4: *my*Perspectives Language Use Student Performance Results Implementation Level



The MAP Reading Comprehension and Language Use RIT scores were also analyzed by subpopulations in order to determine whether significant growth was observed among different types of *my*Perspectives students. Results showed significant gains among all subgroups of *my*Perspectives students. That is, females, males, minorities, non-minorities, special education students, and students receiving free/reduced lunch all demonstrated significant gains from pre- to post-testing on both MAP Assessments.

In addition to measuring student outcomes, teachers and students were surveyed to measure the impact of *my*Perspectives on the promotion of life skills. Results were overwhelmingly positive as seen in Figure 5.

Figure 5: *my*Perspectives Impact on Promotion of Life Skills



*my*Perspectives Implementation

*my*Perspectives was implemented for the entire or majority of the school year at all participating schools. The majority of participating teachers implemented five days per week for an average 45-60 minutes a day. One school was on a four-day English Language Arts schedule. The average number of units attempted over the course of the school year was 2.8. The first unit took the longest to implement. This is expected as teachers and students adjust to a new English Language Arts program and following units were implemented at a quicker pace.

*my*Perspectives was implemented with varying degrees of implementation. All teachers were provided with implementation guidelines to support consistency in using key components and provide feedback. For the most, part teachers did consistently follow the implementation guidelines but adaptation did occur to meet students' needs and district requirements. Within each unit, teachers followed the unit flow implementing each part the majority of the time. The Unit Introduction was implemented 91% of the time, Whole Group 88% of the time and Small Group 75%. The least implemented part was Independent Learning at 53%.

Usage data was also collected on digital components. Teachers most frequently utilized the Digital Teacher's Edition, Digital Student Edition (most to project during instruction), Audio Summaries, and Online Worksheets. While a few teachers did have students complete the Online Worksheets digitally, the majority printed the worksheets.

Three levels of implementation (below average, average and above average) were created based on key *my*Perspectives components implemented and percentage of units attempted. Triangulation of implementation logs, observations, and interviews indicated that three teachers were above average implementers, three teachers were classified average, and three were classified below average.

Participant Feedback

Student Attitudes

In addition to providing evidence of efficacy, other outcomes associated with use of the *my*Perspectives program were investigated. Students completed surveys in the winter and spring. Student satisfaction with the *my*Perspectives program was moderate. Students rated the *my*Perspectives reading materials and content, Realize (technology components) and small group activities very highly when asked to list what they liked most about the program. More than half the students also agreed that the Close Reads deepened their understanding of literature and the Comprehension Checks helped them to understand the main idea and details of the study. The majority of students reported they actively participated in learning about reading and grammar during the school year.

Teacher Attitudes

More than half of teachers reported satisfaction with *my*Perspectives in general and they liked the organized format, the inclusion of whole-group, small-group, and independent learning skills. When asked to list what they liked most about *my*Perspectives, teachers mostly listed Realize (digital components), the Essential Questions, and Text Selections.

The majority of *my*Perspectives teachers reported that the program had a positive impact on academic skills, including comprehension, writing, grammar, and vocabulary skills. Additionally, the majority of teachers reported *my*Perspectives had a positive effect on college readiness and 21st century learning skills. Specifically teachers rated the program effective in impacting students' development of an independent learning style, confidence in group setting, taking ownership in learning, taking pride in their work, and being open/flexible to feedback.

Teachers indicated the program had a positive influence on student engagement. The majority of teachers agreed that the reading materials kept student interest and students actively participated in learning.

Conclusion

This study indicates that *my*Perspectives is effective at significantly increasing student literacy achievement. Results by *my*Perspectives subgroups also showed significant learning gains across different types of students including females, males, minorities and non-minorities, students receiving free/reduced lunch and special education students. *my*Perspectives teachers reported that students learned important English Language Arts skills over the course of the study. Teachers also reported *my*Perspectives prepared students for college and was effective in building student confidence. Students reported they particularly enjoyed using Realize (digital components) and small-group learning and that Close Reads and Comprehension Checks help to deepen their understanding. In sum, the research data as seen in this study indicates that the *my*Perspectives program is an effective and useful program for both teachers and students.

About Academic and Product Research at Pearson

Pearson's Academic & Product Research team conducts formative and summative research that directly informs the development of K-12 instructional programs. This mission of this team is to provide Pearson's product developers with learner-centered insights and scientific data to drive the development of effective, industry-leading learning solutions.

About JEM&R, LLC

Research and evaluation firm, JEM&R, LLC, was founded in 2008 by Miriam Resendez, President and Senior Researcher. Ms. Resendez has served as a principal investigator or senior researcher on numerous large-scale, complex evaluation studies involving diverse target populations and multiple agencies and stakeholders. She has over 15 years of experience in evaluation research and possesses expertise in database development and management, quantitative/qualitative data analysis, interviewing, and large-scale multi-site data collection methods, and project management.

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Math Curriculum for Synergy Academy Chartered Public School

Our math curriculum will align to Common Core Standards and fulfill the New Hampshire graduation requirements. The NH Math graduation requirements have students earning 4 credits including Algebra credit that can be earned through sequential, integrated or applied program. The textbooks to be used are the *enVision Integrated Math Common Core Grades 9 – 12.* Published by the Savvas Publishing company.

This text is a brand-new high school mathematics program. It's built from the ground up for the Integrated Pathway of the Common Core. This textbook series helps students see how the disciplines of mathematics are intertwined, with engaging and relevant content. The texts have a digital component and the content of these texts can be aligned with the online math program Mathspace. The text uses DESMOS, an online application, to bring alive mathematical concepts for students. To fulfill any remaining credits, students could take a Personal Financial Literacy class.

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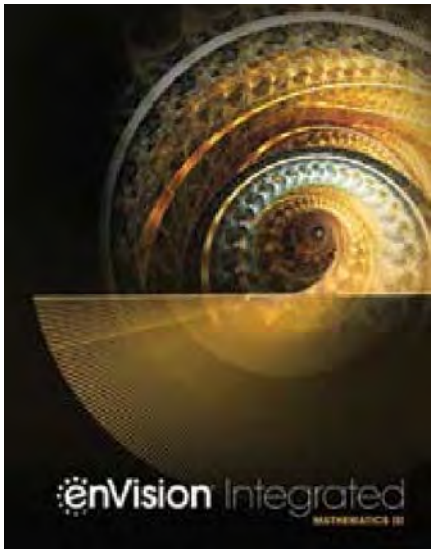

To the

Common Core State Standards for Mathematics High School

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To the Common Core State Standards for Mathematics

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To the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics	enVision Integrated Mathematics ©2019
Standards for Mathematical Practice	
MP.1 Make sense of problems and persevere in solving them.	Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references. **Mathematics I** **SE/TE:** 8, 31, 47, 57, 68, 72, 76, 88, 111, 152 **TE:** 24A-24B, 32, 37A, 59, 84, 137B, 147, 158B, 191B, 200 **Mathematics II** **SE/TE:** 5, 10, 17, 25, 33, 54, 62, 68, 73-74, 81 **TE:** 18A, 34B, 55A, 75B, 83B, 111, 120, 151B, 164B, 191B **Mathematics III** **SE/TE:** 39, 50, 52, 56, 67-68, 97, 99, 108, 119, 139 **TE:** 27, 36, 40A-40B, 47A-47B, 48, 88, 95, 111, 123A, 135
MP.2 Reason abstractly and quantitatively.	Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references. **Mathematics I** **SE/TE:** 23, 27, 63, 86, 105, 111, 118, 131-133, 141, 145 **TE:** 12A, 63A, 83A, 104A, 112A, 137A, 144A, 151B, 219A, 236A **Mathematics II** **SE/TE:** 10, 31, 54, 62, 86, 88, 99, 109, 301, 352 **TE:** 47A, 83A, 89A, 205B, 212A, 229A-229B, 297A, 311A-311B, 319B, 328 **Mathematics III** **SE/TE:** 52, 108, 153, 164, 219, 245, 251, 260, 304, 313 **TE:** 47A, 69A, 84A, 131A, 136, 140B, 155, 177A, 181, 185A

SE = Student Edition **TE: = Teacher's Edition**

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MP.3 Construct viable arguments & critique the reasoning of others.	Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references. **Mathematics I** **SE/TE:** 11, 17, 28, 56, 67, 102, 116, 120, 170, 182 **TE:** 12, 18B, 24A, 53, 57A, 63A, 89B, 177A, 184A, 195 **Mathematics II** **SE/TE:** 9, 15-16, 23-24, 31, 38, 52-53, 60, 66, 341, 482 **TE:** 5B, 11A, 47A, 69B, 117A, 145A, 191B, 205A, 374A, 391A **Mathematics III** **SE/TE:** 10-11, 21, 28, 37, 44, 51, 66, 73, 82, 245 **TE:** 5A, 102, 109A, 113, 141, 154, 180, 355, 379A, 456
MP.4 Model with mathematics.	Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references. **Mathematics I** **SE/TE:** 44, 62, 68, 77, 88, 91, 128, 133, 157, 171-172 **TE:** 30, 51A, 69, 89A, 96A, 103, 164, 165A, 191A, 212 **Mathematics II** **SE/TE:** 26, 82, 131, 176, 190, 236, 327, 364, 444, 498 **TE:** 26A-26B, 82A-82B, 131A-131B, 176A-176B, 190A-190B, 236A-236B, 327A-327B, 364A-364B, 444A-444B, 498A-498B **Mathematics III** **SE/TE:** 53, 100, 162, 202, 246, 332, 363, 439, 480, 527 **TE:** 53A-53B, 100A-100B, 162A-162B, 202A-202B, 246A-246B, 332A-332B, 363A-363B, 439A-439B, 480A-480B, 527A-527B

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MP.5 Use appropriate tools strategically.	Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references. **Mathematics I** **SE/TE:** 23, 144, 148, 156, 168, 183, 197, 204, 210, 234 **TE:** 85, 98, 112B, 120A, 139, 160, 185, 224, 228A, 236B **Mathematics II** **SE/TE:** 17, 30, 32, 39, 60-61, 65, 76, 80, 147, 168 **TE:** 27A, 37, 64, 70, 75A, 84, 118, 170B, 237B, 283 **Mathematics III** **SE/TE:** 18, 43, 63, 111, 126, 145, 149, 171, 200, 276 **TE:** 13A, 34, 61A, 65, 101A, 147A, 169A, 270, 283, 369
MP.6 Attend to precision.	Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references. **Mathematics I** **SE/TE:** 10-11, 21, 54, 66, 87, 93, 109, 117, 142, 412-413 **TE:** 31A, 33, 57A, 89A, 104A, 250A, 319A, 335A, 363A, 396A **Mathematics II** **SE/TE:** 8, 15, 23-24, 33, 40, 43, 52, 79, 107, 121 **TE:** 13, 27A, 28, 51, 55B, 65, 89B, 126, 132B, 146 **Mathematics III** **SE/TE:** 12, 28-29, 37, 44, 50-51, 54, 73, 136, 138, 144 **TE:** 23A-23B, 47B, 62, 85, 127, 129, 136, 157, 173, 185B

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MP.7 Look for and make use of structure.	Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references. **Mathematics I** **SE/TE:** 42, 46, 55, 66-67, 75-76, 83, 89, 95, 100, 104 **TE:** 19, 26, 51A, 70A, 96A, 187, 207, 265B, 319B, 329 **Mathematics II** **SE/TE:** 17, 51, 123, 125, 135, 174, 218, 267, 352, 363 **TE:** 47B, 69A, 83A, 89A, 103A, 120, 216, 330, 383, 521B **Mathematics III** **SE/TE:** 33, 55, 82, 86, 147, 184, 189, 201, 250, 254 **TE:** 42, 80, 96, 143, 230, 336, 367, 409, 417, 443
MP.8 Look for and express regularity in repeated reasoning.	Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references. **Mathematics I** **SE/TE:** 16, 35, 60, 62, 127, 156, 162, 172, 197, 202-203 **TE:** 31A, 70A, 83A, 120A, 151A, 158A, 177A, 199A, 242A, 285A **Mathematics II** **SE/TE:** 11, 35, 57, 63, 67, 108, 137, 149, 155, 188 **TE:** 18B-18, 20, 22, 34A, 63A, 103A, 132A, 183A, 304A, 422A **Mathematics III** **SE/TE:** 56, 74, 85, 98, 116, 129, 145, 152, 160, 287 **TE:** 49, 92A, 101A, 142, 161, 247A, 297A, 340A, 393A, 423A

Common Core State Standards for Mathematics	enVision Integrated Mathematics ©2019
Numbers and Quantities	
HSN-RN The Real Number System	
HSN-RN.A Extend the properties of exponents to rational exponents.	
HSN-RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. Example: For example, we define 5 to the 1/3 power to be the cube root of 5 because we want (5 to the 1/3 power)^3 = (5 to the 1/3 power)^3 to hold, so (5 to the 1/3 power)^3 must equal 5.	**Mathematics I** **SE:** 177-183 **TE:** 177A-183B **Mathematics II** **SE:** 11-17 **TE:** 11A-17B **Mathematics III** **SE:** 169-176, 177-184 **TE:** 169A-176B, 177A-184B
HSN-RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	**Mathematics I** **SE:** 177-183 **TE:** 177A-183B **Mathematics II** **SE:** 11-17 **TE:** 11A-17B **Mathematics III** **SE:** 169-176, 177-184 **TE:** 169A-176B, 177A-184B
HSN-RN.B Use properties of rational and irrational numbers.	
HSN-RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	**Mathematics I** **TE:** 2B, 2G, 180, 219A, 277B **Mathematics II** **SE:** 5-10 **TE:** 5A-10B **Mathematics III** **SE/TE:** 104

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HSN-Q Quantities	
HSN-Q.A Reason quantitatively and use units to solve problems.	
HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	**Mathematics I** **SE/TE:** 22, 33, 55-56, 69, 93-95, 108, 112-113, 119, 227, 422 **TE:** 69A-69B, 431-434, 467-467B **Mathematics II** **SE/TE:** 10, 43, 68, 88, 94, 109, 163, 178, 373, 382 **TE:** 10B, 17A, 29, 33A, 36, 99A-99B, 130B **Mathematics III** **SE/TE:** 68, 113, 222, 429, 487, 565, 568, 570, 573, 580 **TE:** 275, 472B, 563, 587A-587B
HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.	**Mathematics I** **SE/TE:** 30, 69, 103, 164, 212, 249, 313, 356, 380, 467 **TE:** 30A-30B, 69A-69B, 103A-103B, 164A-164B, 212A-212B, 249A-249B, 313A-313B, 356A-356B, 380A-380B, 467A-467B **Mathematics II** **SE/TE:** 26, 82, 131, 176, 190, 236, 327, 364, 444, 498 **TE:** 26A-26B, 82A-82B, 131A-131B, 176A-176B, 190A-190B, 236A-236B, 327A-327B, 364A-364B, 444A-444B, 498A-498B **Mathematics III** **SE/TE:** 53, 100, 162, 202, 246, 332, 363, 439, 480, 527 **TE:** 53A-53B, 100A-100B, 162A-162B, 202A-202B, 246A-246B, 332A-332B, 363A-363B, 439A-439B, 480A-480B, 527A-527B

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HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	**Mathematics I** **SE/TE:** 238, 239, 240, 377, 379 **TE:** 11A, 23B, 47C, 79C, 212B, 236, 241B, 379A **Mathematics II** **SE/TE:** 20, 197, 219, 286, 324, 395, 443, 467, 576, 626 **TE:** 25A-25B, 33A-33B, 130B, 163A, 382B, 460B, 467B, 541B, 562B **Mathematics III** **SE/TE:** 46, 153, 184, 210, 220, 237, 259-260, 275, 303, 322 **TE:** 153B, 161B, 223A-223B, 242A-242B, 315B
HSN-CN The Complex Number System	
HSN-CN.A Perform arithmetic operations with complex numbers.	
HSN-CN.A.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	**Mathematics II** **SE:** 183-189, 192, 200, 221-222 **TE:** 183A-189B, 192, 198A-198B, 204B **Mathematics III** **SE/TE:** 103, 104, 106-107, 169 **TE:** 101A, 108B, 169B, 387
HSN-CN.A.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	**Mathematics II** **SE:** 183-189 **TE:** 183A-189B
HSN-CN.A.3(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	**Mathematics II** **SE:** 183-189 **TE:** 183A-189B **Mathematics III** **SE:** 101-108 **TE:** 101A-108B

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HSN-CN.B Represent complex numbers and their operations on the complex plane.	
HSN-CN.B.4(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	**Mathematics II** **SE/TE:** 189 **TE:** 189B **Mathematics III** **TE:** 352A, 363, 387
HSN-CN.B.5(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. Example: For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-CN.B.6(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-CN.C Use complex numbers in polynomial identities and equations.	
HSN-CN.C.7 Solve quadratic equations with real coefficients that have complex solutions.	**Mathematics II** **SE/TE:** 183, 186-189, 192, 200, 221-222 **TE:** 183A-183B, 189A-189B, 192, 198A-198B, 204B **Mathematics III** **SE/TE:** 103, 104, 106-107, 169 **TE:** 101A, 108B, 169B, 387
HSN-CN.C.8(+) Extend polynomial identities to the complex numbers. Example: For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	**Mathematics II** **SE/TE:** 186, 188 **TE:** 189B
HSN-CN.C.9(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	**Mathematics II** **SE/TE:** 220-221 **TE:** 222 **Mathematics III** **SE/TE:** 103, 105-107 **TE:** 100B, 101A, 108B

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HSN-VM Vector and Matrix Quantities	
HSN-VM.A Represent and model with vector quantities.	
HSN-VM.A.1(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\boldsymbol{v}$, $\lvert\boldsymbol{v}\rvert$, $\lvert\lvert\boldsymbol{v}\rvert\rvert$, v).	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.A.2(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.A.3(+) Solve problems involving velocity and other quantities that can be represented by vectors.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.B Perform operations on vectors.	
HSN-VM.B.4(+) Add and subtract vectors.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.B.4a Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.B.4b Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.

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HSN-VM.B.4c Understand vector subtraction $\boldsymbol{v} - \boldsymbol{w}$ as $\boldsymbol{v} + (-\boldsymbol{w})$, where $-\boldsymbol{w}$ is the additive inverse of $\boldsymbol{w}$, with the same magnitude as $\boldsymbol{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.B.5(+) Multiply a vector by a scalar.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.B.5a Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $(v_x, v_y) = (cv_x, c\,v_y)$.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.B.5b Compute the magnitude of a scalar multiple $c\boldsymbol{v}$ using $\|\|c\boldsymbol{v}\|\| = \|c\|\boldsymbol{v}$. Compute the direction of $c\boldsymbol{v}$ knowing that when $\|c\|\boldsymbol{v} \neq 0$, the direction of $c\boldsymbol{v}$ is either along $\boldsymbol{v}$ (for $c > 0$) or against $\boldsymbol{v}$ (for $c < 0$).	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.C Perform operations on matrices and use matrices in applications.	
HSN-VM.C.6(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.C.7(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.

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HSN-VM.C.8(+) Add, subtract, and multiply matrices of appropriate dimensions.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.C.9(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.C.10(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.C.11(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSN-VM.C.12(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.

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Algebra	
HSA-SSE Seeing Structure in Expressions	
HSA-SSE.A Interpret the structure of expressions	
HSA-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.	**Mathematics I** **SE/TE:** 6-8, 14, 19, 22-23, 26, 29, 30, 31, 33, 38 **TE:** 7, 18B, 20, 24B, 30A-30B, 31, 37B, 69A-69B, 103A-103B **Mathematics II** **SE/TE:** 51, 54, 59, 61, 74, 81, 88, 105, 109, 113 **TE:** 83B, 88B, 130A, 132B, 170B, 175B, 197B, 204A, 255A, 262A **Mathematics III** **SE/TE:** 19, 30, 65, 67, 71, 73, 95, 99, 115, 125 **TE:** 91B, 92B, 139B, 146B, 153B, 161B, 201B, 210A, 219B, 234A
HSA-SSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.	**Mathematics I** **SE/TE:** 9, 13-15, 19, 25, 27, 51, 53-54, 74, 99-102, 130 **TE:** 18A, 23B, 31A, 51A-51B, 70, 102B, 157A, 184, 198B, 272B **Mathematics II** **SE/TE:** 30, 47, 49, 52, 71, 75, 195, 199, 203, 215 **TE:** 47B, 54B, 55B, 69A, 83B, 89A-89B, 151B, 158A, 170A-170B, 249A **Mathematics III** **SE/TE:** 17, 20, 71, 74, 81, 83, 85, 102, 149, 230 **TE:** 61A-61B, 68B, 69A-69B, 75A, 84A-84B, 91B, 92B, 100A-100B, 131A, 140A

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HSA-SSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity. Example: For example, interpret $(1+r)^n$ as the product of P and a factor not depending on P.	**Mathematics I** **SE:** 191-198 **TE:** 191A-198B **Mathematics II** **SE:** 18-25, 27-33, 47-54, 55-62, 63-68, 110-116, 117-123, 229-235, 237-242, 275-280 **TE:** 18A-25B, 27A-33B, 47A-54B, 55A-62B, 63A-68B, 110A-116B, 117A-123B, 229A-235B, 237A-242B, 275A-280B **Mathematics III** **SE:** 13-22, 23-30, 69-75, 109-116, 131-139, 140-146, 147-153, 185-192, 203-210, 227-234 **TE:** 13A-22B, 23A-30B, 69A-75B, 109A-116B, 131A-139B, 140A-146B, 147A-153B, 185A-192B, 203A-210B, 227A-234B
HSA-SSE.A.2 Use the structure of an expression to identify ways to rewrite it. Example: For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	**Mathematics I** **SE/TE:** 5, 9-10, 13, 15, 28, 44, 46, 58, 107, 146 **TE:** 11B, 12A-12B, 17B, 18A-18B, 23B, 24B, 43B, 76B, 183B, 265B **Mathematics II** **SE:** 63-68, 69-74, 75-81, 83-88, 89-94, 110-116, 117-123, 151-157, 158-163, 212-222 **TE:** 63A-68B, 69A-74B, 75A-81B, 83A-88B, 89A-94B, 110A-116B, 117A-123B, 151A-157B, 158A-163B, 212A-222B **Mathematics III** **SE:** 76-83, 84-91, 92-99, 169-176, 177-184, 267-272, 379-386 **TE:** 76A-83B, 84A-91B, 92A-99B, 169A-176B, 177A-184B, 267A-272B, 379A-386B

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HSA-SSE.B Write expressions in equivalent forms to solve problems	
HSA-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	**Mathematics I** **SE:** 51-56, 57-62, 63-68, 137-143, 144-150, 151-157, 184-190, 191-198, 206-211 **TE:** 48C, 51A-56B, 57A-62B, 63A-68B, 137A-143B, 144A-150B, 151A-157B, 184A-190B, 191A-198B, 206A-211B **Mathematics II** **SE:** 63-68, 69-74, 75-81, 83-88, 89-94, 110-116, 117-123, 151-157, 158-163, 212-222 **TE:** 63A-68B, 69A-74B, 75A-81B, 83A-88B, 89A-94B, 110A-116B, 117A-123B, 151A-157B, 158A-163B, 212A-222B **Mathematics III** **SE:** 76-83, 84-91, 92-99, 169-176, 177-184, 267-272, 379-386 **TE:** 76A-83B, 84A-91B, 92A-99B, 169A-176B, 177A-184B, 267A-272B, 379A-386B
HSA-SSE.B.3a Factor a quadratic expression to reveal the zeros of the function it defines.	**Mathematics II** **SE:** 69-74, 75-81, 83-88, 89-94, 151-157 **TE:** 69A-74B, 75A-81B, 83A-88B, 89A-94B, 151A-157B **Mathematics III** In Integrated Mathematics III, students find zeros of polynomials and roots of polynomial equations. **SE:** 92-99, 101-108 **TE:** 92A-99B, 101A-108B
HSA-SSE.B.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	**Mathematics II** **SE:** 191-197 **TE:** 191A-197B

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HSA-SSE.B.3c Use the properties of exponents to transform expressions for exponential functions. Example: For example the expression 1.15 to the *t* power can be rewritten as ((1.15 to the 1/12 power) to the 12*t* power) is approximately equal to (1.012 to the 12*t* power) to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.	**Mathematics I** **SE:** 177-183, 184-190, 191-198, 199-205, 206-211, 212 **TE:** 177A-183B, 184A-190B, 191A-198B, 199A-205B, 206A-211B, 212-212B **Mathematics II** **SE:** 11-17, 18-25 **TE:** 11A-17B, 18A-25B **Mathematics III** **SE:** 169-176, 177-184, 227-234, 235-245 **TE:** 169A-176B, 177A-184B, 227A-234B, 235A-245B
HSA-SSE.B.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. Example: For example, calculate mortgage payments.	**Mathematics I** Geometric sequences are introduced **SE:** 199-205 **TE:** 199A-205B **Mathematics III** **SE/TE:** 280-288 **TE:** 280A-288B
HSA-APR Arithmetic with Polynomials and Rational Expressions	
HSA-APR.A Perform arithmetic operations on polynomials	
HSA-APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	**Mathematics II** **SE:** 47-54, 55-62, 63-68 **TE:** 47A-54B, 55A-62B, 63A-68B **Mathematics III** **SE:** 69-75, 76-83 **TE:** 69A-75B, 76A-83B
HSA-APR.B Understand the relationship between zeros and factors of polynomials	
HSA-APR.B.2 Know and apply the Remainder Theorem: For a polynomial (x) and a number a, the remainder on division by $x - a$ is (a), so (a) = 0 if and only if ($x - a$) is a factor of (x).	**Mathematics III** **SE:** 84-91 **TE:** 84A-91B

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HSA-APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	**Mathematics II** **SE:** 69-74, 75-81, 83-88, 89-94, 103-109, 110-116, 117-123, 145-150, 151-157 **TE:** 69A-74B, 75A-81B, 83A-88B, 89A-94B, 103A-109B, 110A-116B, 117A-123B, 145A-150B, 151A-157B **Mathematics III** **SE:** 92-99 **TE:** 92A-99B
HSA-APR.C Use polynomial identities to solve problems	
HSA-APR.C.4 Prove polynomial identities and use them to describe numerical relationships. Example: For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	**Mathematics II** **SE:** 63-68, 89-94, 212-222 **TE:** 63A-68B, 89A-94B, 212A-222B **Mathematics III** **SE:** 76-83 **TE:** 76A-83B
HSA-APR.C.5(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.	**Mathematics III** **SE/TE:** 76-83 **TE:** 76A-83B
HSA-APR.D Rewrite rational expressions	
HSA-APR.D.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	**Mathematics III** **SE:** 131-139, 140-146, 147-153 **TE:** 131A-139B, 140A-146B, 147A-153B
HSA-APR.D.7(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	**Mathematics III** **SE:** 140-146, 147-153 **TE:** 140A-146B, 147A-153B

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HSA-CED Creating Equations	
HSA-CED.A Create equations that describe numbers or relationships	
HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	**Mathematics I** **SE:** 5-11, 12-17, 24-29, 31-36, 89-95, 184-190, 191-198 **TE:** 5A-11B, 12A-17B, 24A-29B, 31A-36B, 89A-95B, 184A-190B, 191A-198B **Mathematics II** **SE:** 145-150, 151-157, 164-169, 191-197, 198-204 **TE:** 145A-150B, 151A-157B, 164A-169B, 191A-197B, 198A-204B **Mathematics III** **SE:** 40-46, 101-108, 154-161, 193-201, 273-279 **TE:** 40A-46B, 101A-108B, 154A-161B, 193A-201B, 273A-279B
HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	**Mathematics I** **SE:** 18-23, 51-56, 57-62, 63-68, 70-76, 89-95, 96-102, 184-190, 191-198, 206-211 **TE:** 18A-23B, 51A-56B, 57A-62B, 63A-68B, 70A-76B, 89A-95B, 96A-102B, 184A-190B, 191A-198B, 206A-211B **Mathematics II** **SE:** 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 **TE:** 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B **Mathematics III** **SE:** 23-30, 61-68, 131-139, 185-192, 227-234, 235-245, 247-253, 261-266, 323-331, 333-339 **TE:** 23A-30B, 61A-68B, 131A-139B, 185A-192B, 227A-234B, 235A-245B, 247A-253B, 261A-266B, 323A-331B, 333A-339B

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HSA-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. Example: For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	**Mathematics I** **SE:** 5-11, 12-17, 24-29, 31-36, 37-43, 137-143, 144-150, 151-157, 158-163, 165-170 **TE:** 5A-11B, 12A-17B, 24A-29B, 31A-36B, 37A-43B, 137A-143B, 144A-150B, 151A-157B, 158A-163B, 165A-170B **Mathematics II** **SE:** 145-150, 151-157, 164-169, 170-175, 191-197, 198-204, 205-211 **TE:** 145A-150B, 151A-157B, 164A-169B, 170A-175B, 191A-197B, 198A-204B, 205A-211B **Mathematics III** **SE:** 40-46, 47-52, 101-108, 154-161, 193-201, 273-279, 355-362 **TE:** 40A-46B, 47A-52B, 101A-108B, 154A-161B, 193A-201B, 273A-279B, 355A-362B
HSA-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. Example: For example, rearrange Ohm's law $V = IR$ to highlight resistance R.	**Mathematics I** **SE:** 18-23 **TE:** 18A-23B **Mathematics II** **SE/TE:** 50 **Mathematics III** **TE:** 201B

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HSA-REI Reasoning with Equations and Inequalities	
HSA-REI.A Understand solving equations as a process of reasoning and explain the reasoning	
HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	**Mathematics I** **SE:** 5-11, 12-17, 37-39, 41-42, 178-183 **TE:** 5A-11B, 12A-17B, 37A-39, 43A-43B, 178-183B **Mathematics II** **SE:** 145-150, 151-157, 164-169, 191-197, 198-204 **TE:** 145A-150B, 151A-157B, 164A-169B, 191A-197B, 198A-204B **Mathematics III** **SE:** 40-46, 101-108, 154-161, 193-201, 273-279, 355-362 **TE:** 40A-46B, 101A-108B, 154A-161B, 193A-201B, 273A-279B, 355A-362B
HSA-REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	**Mathematics III** **SE:** 154-161, 193-201 **TE:** 154A-161B, 193A-201B
HSA-REI.B Solve equations and inequalities in one variable	
HSA-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	**Mathematics I** **SE:** 5-11, 12-17, 18-23, 24-29, 31-36 **TE:** 5A-11B, 12A-17B, 18A-23B, 24A-29B, 31A-36B **Mathematics II** **TE:** 50 **Mathematics III** **SE:** 40-46 **TE:** 40A-46B, 201B
HSA-REI.B.4 Solve quadratic equations in one variable.	**Mathematics II** **SE:** 145-150, 151-157, 164-169, 191-197, 198-204 **TE:** 145A-150B, 151A-157B, 164A-169B, 191A-197B, 198A-204B **Mathematics III** **SE:** 40-46, 92-99, 101-108 **TE:** 40A-46B, 92A-99B, 101A-108B

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HSA-REI.B.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	**Mathematics II** **SE:** 191-197, 198-204 **TE:** 191A-197B, 198A-204B
HSA-REI.B.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.	**Mathematics II** **SE:** 145-150, 151-157, 164-169, 191-197, 198-204 **TE:** 145A-150B, 151A-157B, 164A-169B, 191A-197B, 198A-204B **Mathematics III** **SE:** 40-46, 92-99, 101-108 **TE:** 40A-46B, 92A-99B, 101A-108B
HSA-REI.C Solve systems of equations	
HSA-REI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	**Mathematics I** **SE:** 144-150, 151-157 **TE:** 144A-150B, 151A-157B **Mathematics II** **SE:** 170-175, 205-211 **TE:** 170A-175B, 205A-211B **Mathematics III** **SE:** 47A-52B **TE:** 47A-52B
HSA-REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	**Mathematics I** **SE:** 137-143, 144-150, 151-157 **TE:** 137A-143B, 144A-150B, 151A-157B **Mathematics II** **SE:** 170-175, 205-211 **TE:** 170A-175B, 205A-211B **Mathematics III** **SE:** 47A-52B **TE:** 47A-52B

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HSA-REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Example: For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.	**Mathematics II** **SE:** 170-175, 205-211 **TE:** 170A-175B, 205A-211B **Mathematics III** **SE:** 47-52 **TE:** 47A-52B
HSA-REI.C.8(+) Represent a system of linear equations as a single matrix equation in a vector variable.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSA-REI.C.9(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSA-REI.D Represent and solve equations and inequalities graphically	
HSA-REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	**Mathematics I** **SE/TE:** 51-56, 57-62, 63-68, 70-76, 137-143 **TE:** 51A-56B, 57A-62B, 63A-68B, 70A-76B, 137A-143B **Mathematics II** **SE:** 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 256-262, 263-268, 269-274 **TE:** 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 256A-262B, 263A-268B, 269A-274B **Mathematics III** **SE:** 5-12, 13-22, 40-46, 47-52, 61-68, 109-116, 123-130, 131-139, 185-192, 261-266 **TE:** 5A-12B, 13A-22B, 40A-46B, 47A-52B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 261A-266B

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HSA-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where (x) and/or (x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	**Mathematics I** **SE:** 137-143 **TE:** 137A-143B **Mathematics II** **SE:** 170-175 **TE:** 170A-175B **Mathematics III** **SE:** 40-46 **TE:** 40A-46B
HSA-REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	**Mathematics I** **SE:** 158-163, 165-170 **TE:** 158A-163B, 165A-170B **Mathematics II** **SE/TE:** 207-208 **Mathematics III** **SE:** 47-52 **TE:** 47A-52B
Functions	
HSF-IF Interpreting Functions	
HSF-IF.A Understand the concept of a function and use function notation	
HSF-IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then (x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = (x)$.	**Mathematics I** **SE:** 83-88, 89-95, 184-190 **TE:** 83A-88B, 89A-95B, 184A-190B **Mathematics II** **SE:** 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 **TE:** 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B **Mathematics III** **SE:** 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 **TE:** 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B

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HSF-IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	**Mathematics I** **SE:** 83-88, 89-95, 96-102, 184-190, 206-211 **TE:** 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B **Mathematics II** **SE:** 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 **TE:** 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B **Mathematics III** **SE:** 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 **TE:** 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B
HSF-IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. Example: For example, the Fibonacci sequence is defined recursively by (0) = (1) = 1, (*n*+1) = (*n*) + (*n*-1) for *n* greater than or equal to 1.	**Mathematics I** **SE:** 104-111, 199-205 **TE:** 104A-111B, 199A-205B **Mathematics II** **SE/TE:** 439 **TE:** 460B, 576B, 593B **Mathematics III** **SE:** 31-39, 280-288 **TE:** 31A-39B, 280A-288B, 518B, 535B

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HSF-IF.B Interpret functions that arise in applications in terms of the context	
HSF-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	**Mathematics I** **SE:** 83-88, 89-95, 96-102, 184-190, 206-211 **TE:** 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B **Mathematics II** **SE:** 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 **TE:** 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B **Mathematics III** **SE:** 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 **TE:** 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B
HSF-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. Example: For example, if the function (n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	**Mathematics I** **SE:** 83-88, 89-95, 96-102, 184-190, 206-211 **TE:** 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B **Mathematics II** **SE:** 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 **TE:** 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B **Mathematics III** **SE:** 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 **TE:** 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B

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HSF-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	**Mathematics I** **SE:** 83-88, 89-95, 96-102, 184-190, 206-211 **TE:** 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B **Mathematics II** **SE/TE:** 27-33, 34-40, 103-109, 132-139, 242, 248 **TE:** 243A, 248A-248B, 270 **Mathematics III** **SE/TE:** 9, 11-12, 63, 67, 68, 231, 233, 251, 263, 265 **TE:** 5A-5B, 12A, 234A, 249, 253A-253B, 266A-266B, 323A
HSF-IF.C Analyze functions using different representations	
HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	**Mathematics I** **SE:** 83-88, 89-95, 96-102, 184-190, 206-211 **TE:** 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B **Mathematics II** **SE:** 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 **TE:** 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B **Mathematics III** **SE:** 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 **TE:** 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B

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HSF-IF.C.7a Graph linear and quadratic functions and show intercepts, maxima, and minima.	**Mathematics I** **SE:** 83-88, 89-95, 96-102 **TE:** 83A-88B, 89A-95B, 96A-102B **Mathematics II** **SE:** 103-109, 110-116, 117-123, 124-130 **TE:** 103A-109B, 110A-116B, 117A-123B, 124A-130B **Mathematics III** **SE:** 5-12, 13-22, 23-30, 61-68, 109-116 **TE:** 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B
HSF-IF.C.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	**Mathematics I** **SE:** 83-88, 89-95, 96-102 **TE:** 83A-88B, 89A-95B, 96A-102B **Mathematics II** **SE:** 27-33, 34-40, 229-235, 237-242, 243-248, 249-255 **TE:** 27A-33B, 34A-40B, 229A-235B, 237A-242B, 243A-248B, 249A-255B **Mathematics III** **SE:** 23-30, 40-46, 185-192 **TE:** 23A-30B, 40A-46B, 185A-192B
HSF-IF.C.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	**Mathematics II** **SE:** 103-109, 110-116, 117-123, 124-130 **TE:** 103A-109B, 110A-116B, 117A-123B, 124A-130B **Mathematics III** **SE:** 61-68, 92-99, 109-116 **TE:** 61A-68B, 92A-99B, 109A-116B
HSF-IF.C.7d(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	**Mathematics III** **SE:** 123-130, 131-139 **TE:** 123A-130B, 131A-139B

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HSF-IF.C.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	**Mathematics I** **SE:** 184-190, 206-211 **TE:** 184A-190B, 206A-211B **Mathematics II** **SE:** 18-25 **TE:** 18A-25B **Mathematics III** **SE:** 227-234, 235-245, 246, 261-266, 323-331, 333-339, 340-347 **TE:** 227A-234B, 235A-245B, 246A-246B, 261A-266B, 323A-331B, 333A-339B, 340A-347B
HSF-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	**Mathematics I** **SE:** 51-56, 57-62, 63-68, 70-76 **TE:** 51A-56B, 57A-62B, 63A-68B, 70A-76B **Mathematics II** **SE:** 103-109, 110-116, 117-123 **TE:** 103A-109B, 110A-116B, 117A-123B **Mathematics III** **SE:** 5-12, 13-22, 61-68, 101-108, 109-116, 379-386 **TE:** 5A-12B, 13A-22B, 61A-68B, 101A-108B, 109A-116B, 379A-386B
HSF-IF.C.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	**Mathematics II** **SE:** 69-74, 75-81, 83-88, 89-94, 151-157, 191-197 **TE:** 69A-74B, 75A-81B, 83A-88B, 89A-94B, 151A-157B, 191A-197B **Mathematics III** **SE:** 76-83, 92-99 **TE:** 76A-83B, 92A-99B

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HSF-IF.C.8b Use the properties of exponents to interpret expressions for exponential functions. Example: For example, identify percent rate of change in functions such as y = (1.02) to the *t* power, *y* = (0.97) to the *t* power, *y* = (1.01) to the 12*t* power, *y* = (1.2) to the *t*/10 power, and classify them as representing exponential growth or decay.	**Mathematics I** **SE:** 184-190, 191-198, 199-205, 206-211 **TE:** 184A-190B, 191A-198B, 199A-205B, 206A-211B **Mathematics II** **SE:** 18-25 **TE:** 18A-25B **Mathematics III** **SE:** 227-234, 235-245 **TE:** 227A-234B, 235A-245B
HSF-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Example: For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	**Mathematics I** **SE/TE:** 186, 209, 211 **TE:** 174F, 206A **Mathematics II** **SE/TE:** 30 **TE:** 124B, 131 **Mathematics III** **SE/TE:** 72 **TE:** 69A

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HSF-BF Building Functions	
HSF-BF.A Build a function that models a relationship between two quantities	
HSF-BF.A.1 Write a function that describes a relationship between two quantities.	**Mathematics I** **SE:** 89-95, 96-102, 103, 104-111, 112-119, 120-128, 184-190, 191-198, 206-211, 212 **TE:** 89A-95B, 96A-102B, 103A-103B, 104A-111B, 112A-119B, 120A-128B, 184A-190B, 191A-198B, 206A-211B, 212A-212B **Mathematics II** **SE:** 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 **TE:** 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B **Mathematics III** **SE:** 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 **TE:** 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B
HSF-BF.A.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.	**Mathematics I** **SE:** 104-111, 199-205 **TE:** 104A-111B, 199A-205B **Mathematics II** **SE/TE:** 188 **TE:** 183A **Mathematics III** **SE:** 31-39, 280-288 **TE:** 31A-39B, 280A-288B

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HSF-BF.A.1b Combine standard function types using arithmetic operations. Example: For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	**Mathematics I** **SE:** 96-102, 206-211 **TE:** 96A-102B, 206A-211B **Mathematics II** **SE:** 275-280 **TE:** 275A-280B **Mathematics III** **SE:** 203-210 **TE:** 203A-210B
HSF-BF.A.1c(+) Compose functions. Example: For example, if (y) is the temperature in the atmosphere as a function of height, and (t) is the height of a weather balloon as a function of time, then ((t)) is the temperature at the location of the weather balloon as a function of time.	**Mathematics III** **SE:** 203-210, 211-219 **TE:** 203A-210B, 211A-219B
HSF-BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	**Mathematics I** **SE:**104-111, 199-205 **TE:** 104A-111B, 199A-205B, 248B **Mathematics III** **SE:** 31-39, 280-288 **TE:** 31A-39B, 280A-288B
HSF-BF.B Build new functions from existing functions	
HSF-BF.B.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\ f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	**Mathematics I** **SE:** 96-102, 206-211 **TE:** 96A-102B, 206A-211B **Mathematics II** **SE:** 256-262, 263-268, 269-274 **TE:** 256A-262B, 263A-268B, 269A-274B **Mathematics III** **SE:** 13-22, 109-116, 131-139, 185-192, 227-234, 262, 265, 340-347 **TE:** 13A-22B, 109A-116B, 131A-139B, 185A-192B, 227A-234B, 340A-347B

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HSF-BF.B.4 Find inverse functions.	**Mathematics II** **SE:** 281-286 **TE:** 281A-286B **Mathematics III** **SE:** 211-219, 355-362 **TE:** 211A-219B, 355A-362B
HSF-BF.B.4a Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Example: For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	**Mathematics II** **SE:** 281-286 **TE:** 281A-286B **Mathematics III** **SE:** 211-219, 355-362 **TE:** 211A-219B, 355A-362B
HSF-BF.B.4b(+) Verify by composition that one function is the inverse of another.	**Mathematics III** **SE/TE:** 215, 217 **TE:** 211A, 216, 219B
HSF-BF.B.4c(+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	**Mathematics II** **SE:** 281-286 **TE:** 281A-286B **Mathematics III** **SE:** 211-219 **TE:** 211A-219B
HSF-BF.B.4d(+) Produce an invertible function from a non-invertible function by restricting the domain.	**Mathematics II** **SE:** 281-286 **TE:** 281A-286B **Mathematics III** **SE:** 211-219, 355-362 **TE:** 211A-219B, 355A-362B
HSF-BF.B.5(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	**Mathematics III** **SE:** 254-260, 261-266, 267-272, 273-279 **TE:** 254A-260B, 261A-266B, 267A-272B, 273A-279B

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HSF-LE Linear, Quadratic, and Exponential Models	
HSF-LE.A Construct and compare linear, quadratic, and exponential models and solve problems	
HSF-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.	**Mathematics I** **SE:** 89-95, 96-102, 103, 184-190, 191-198, 206-211, 212 **TE:** 89A-95B, 96A-102B, 103-103B, 104A-111B, 184A-190B, 191A-198B, 206A-211B, 212-212B **Mathematics II** **SE:** 18-25, 26, 132-139 **TE:** 18A-25B, 26A-26B, 132A-139B **Mathematics III** **SE:** 227-234, 235-245, 247-253 **TE:** 227A-234B, 235A-245B, 247A-253B
HSF-LE.A.1a Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	**Mathematics I** **SE:** 89-95, 96-102, 104-111, 184-190, 191-198, 199-205, 206-211 **TE:** 89A-95B, 96A-102B, 104A-111B, 184A-190B, 191A-198B, 199A-205B, 206A-211B **Mathematics II** **SE:** 18-25, 26, 132-139 **TE:** 18A-25B, 26A-26B, 132A-139B **Mathematics III** **SE/TE:** 227-234, 235-245, 247-253 **TE:** 227A-234B, 235A-245B, 247A-253B
HSF-LE.A.1b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	**Mathematics I** **SE:** 89-95, 96-102, 103, 104-111 **TE:** 89A-95B, 96A-102B, 103-103B, 104A-111B **Mathematics II** **SE:** 132-139 **TE:** 132A-139B **Mathematics III** **SE:** 247-253 **TE:** 247A-253B

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HSF-LE.A.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	**Mathematics I** **SE:** 184-190, 191-198, 199-205, 206-211, 212 **TE:** 184A-190B, 191A-198B, 199A-205B, 206A-211B, 212-212B **Mathematics II** **SE:** 18-25, 26, 132-139 **TE:** 18A-25B, 26A-26B, 132A-139B **Mathematics III** **SE:** 227-234, 235-245, 247-253 **TE:** 227A-234B, 235A-245B, 247A-253B
HSF-LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	**Mathematics I** **SE:** 89-95, 96-102, 104-111, 184-190, 191-198, 199-205, 206-211 **TE:** 89A-95B, 96A-102B, 104A-111B, 184A-190B, 191A-198B, 199A-205B, 206A-211B **Mathematics II** **SE:** 18-25, 26, 132-139 **TE:** 18A-25B, 26A-26B, 132A-139B **Mathematics III** **SE/TE:** 227-234, 235-245, 247-253 **TE:** 227A-234B, 235A-245B, 247A-253B
HSF-LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	**Mathematics I** **SE/TE:** 187, 189-190, 192 **TE:** 184A-184B **Mathematics II** **SE/TE:** 18-25, 26, 132-139 **TE:** 18A-25B, 26A-26B, 132A-139B **Mathematics III** **SE/TE:** 227-234, 235-245, 247-253 **TE:** 227A-234B, 235A-245B, 247A-253B

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HSF-LE.A.4 For exponential models, express as a logarithm the solution to *ab* to the *ct* power = *d* where *a*, *c*, and *d* are numbers and the base *b* is 2, 10, or *e*; evaluate the logarithm using technology.	**Mathematics III** **SE/TE:** 273-279 **TE:** 273A-279B
HSF-LE.B Interpret expressions for functions in terms of the situation they model	
HSF-LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.	**Mathematics I** **SE:** 89-95, 96-102, 103, 120-128, 184-190, 191-198, 206-211, 212 **TE:** 89A-95B, 96A-102B, 103-103B, 104A-111B, 120A-128B, 184A-190B, 191A-198B, 206A-211B, 212-212B **Mathematics II** **SE:** 18-25, 26, 132-139 **TE:** 18A-25B, 26A-26B, 132A-139B **Mathematics III** **SE:** 227-234, 235-245, 247-253 **TE:** 227A-234B, 235A-245B, 247A-253B
HSF-TF Trigonometric Functions	
HSF-TF.A Extend the domain of trigonometric functions using the unit circle	
HSF-TF.A.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	**Mathematics II** **SE:** 569-576 **TE:** 569A-576B **Mathematics III** **SE:** 305-315 **TE:** 305A-315B
HSF-TF.A.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	**Mathematics III** **SE:** 305-315, 316-322 **TE:** 305A-315B, 316A-322B

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HSF-TF.A.3(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π–*x*, π+*x*, and 2π–*x* in terms of their values for *x*, where *x* is any real number.	**Mathematics III** **SE/TE:** 297-304, 305-315 **TE:** 297A-304B, 305A-315B
HSF-TF.A.4(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	**Mathematics III** **SE:** 305-315, 316-322, 323-331 **TE:** 305A-315B, 316A-322B, 323A-331B
HSF-TF.B Model periodic phenomena with trigonometric functions	
HSF-TF.B.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	**Mathematics III** **SE:** 323-331, 333-339 **TE:** 323A-331B, 333A-339B
HSF-TF.B.6(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	**Mathematics III** **SE:** 355-362 **TE:** 355A-362B
HSF-TF.B.7(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	**Mathematics III** **SE:** 355-362, 363, 364-372, 373-378 **TE:** 355A-362B, 363A-363B, 364A-372B, 373A-378B
HSF-TF.C Prove and apply trigonometric identities	
HSF-TF.C.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.	**Mathematics II** **SE/TE:** 468-470 **Mathematics III** **SE:** 316-322, 379-386 **TE:** 316A-322B, 379A-386B
HSF-TF.C.9(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	**Mathematics III** **SE:** 379-386 **TE:** 379A-386B

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Geometry	
HSG-CO Congruence	
HSG-CO.A Experiment with transformations in the plane	
HSG-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	**Mathematics I** **SE:** 219-227, 285-291, 292-298, 299-305, 306-312, 415-422 **TE:** 219A-227B, 285A-291B, 292A-298B, 299A-305B, 306A-312B, 415A-422B **Mathematics II** **SE:** 304-310, 311-318, 569-576 **TE:** 304A-310B, 311A-318B, 569A-576B **Mathematics III** **SE:** 466-472, 511-518 **TE:** 466A-472B, 511A-518B
HSG-CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	**Mathematics I** **SE:** 319-326, 327-334, 335-342, 343-349, 350-355 **TE:** 319A-326B, 327A-334B, 335A-342B, 343A-349B, 350A-355B **Mathematics II** **SE:** 413-421, 422-428 **TE:** 413A-421B, 422A-428B
HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	**Mathematics I** **SE:** 350-355, 356 **TE:** 350A-355B, 356A-356B
HSG-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	**Mathematics I** **SE:** 319-326, 327-334, 335-342, 343-349, 350-355 **TE:** 319A-326B, 327A-334B, 335A-342B, 343A-349B, 350A-355B
HSG-CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	**Mathematics I** **SE:** 319-326, 327-334, 335-342, 343-349, 350-355 **TE:** 319A-326B, 327A-334B, 335A-342B, 343A-349B, 350A-355B

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HSG-CO.B Understand congruence in terms of rigid motions	
HSG-CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	**Mathematics I** **SE:** 343-349, 363-370 **TE:** 343A-349B, 363A-370B
HSG-CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	**Mathematics I** **SE:** 363-370, 381-387, 388-395, 396-401, 402-407 **TE:** 363A-370B, 381A-387B, 388A-395B, 396A-401B, 402A-407B
HSG-CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	**Mathematics I** **SE:** 363-370, 381-387, 388-395, 396-401, 402-407 **TE:** 363A-370B, 381A-387B, 388A-395B, 396A-401B, 402A-407B
HSG-CO.C Prove geometric theorems	
HSG-CO.C.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	**Mathematics I** **SE/TE:** 232, 265-271, 285-291, 292-298, 299-305, 306-312, 320, 324, 413 **TE:** 265A-271B, 285A-291B, 292A-298B, 299A-305B, 306A-312B **Mathematics II** **SE:** 304-310, 311-318 **TE:** 304A-310B, 311A-318B **Mathematics III** **SE:** 466-472 **TE:** 466A-472B
HSG-CO.C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	**Mathematics I** **SE/TE:** 71, 292, 299-305, 371-379 **TE:** 298B, 299A-305B, 371A-379B **Mathematics II** **SE/TE:** 319-326, 328-335, 336-342, 343-348, 445-451 **TE:** 319A-326B, 328A-335B, 336A-342B, 343A-348B, 445A-451B

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HSG-CO.C.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	**Mathematics I** **SE/TE:** 290, 351, 408-414 **TE:** 291, 353, 408A-414B **Mathematics II** **SE:** 374-382, 383-390, 391-397, 398-405 **TE:** 374A-382B, 383A-390B, 391A-397B, 398A-405B
HSG-CO.D Make geometric constructions	
HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	**Mathematics I** **SE/TE:** 228-235, 297, 300, 339-340 **TE:** 228A-235B, 295, 336, 373 **Mathematics III** **SE:** 455-465 **TE:** 455A-465B
HSG-CO.D.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	**Mathematics I** **SE/TE:** 418, 421 **Mathematics III** **SE:** 455-465 **TE:** 455A-465B
HSG-SRT Similarity, Right Triangles, and Trigonometry	
HSG-SRT.A Understand similarity in terms of similarity transformations	
HSG-SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor:	**Mathematics II** **SE:** 413-421, 422-428 **TE:** 413A-421B, 422A-428B
HSG-SRT.A.1a A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	**Mathematics II** **SE:** 413-421 **TE:** 413A-421B
HSG-SRT.A.1b The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	**Mathematics II** **SE:** 413-421 **TE:** 413A-421B

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HSG-SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	**Mathematics II** **SE:** 422-428 **TE:** 422A-428B
HSG-SRT.A.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	**Mathematics II** **SE:** 422-428, 429-435 **TE:** 422A-428B, 429A-435B
HSG-SRT.B Prove theorems involving similarity	
HSG-SRT.B.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	**Mathematics II** **SE:** 436-443, 445-451, 452-460, 461-470 **TE:** 436A-443B, 445A-451B, 452A-460B, 461A-467B, 468-470
HSG-SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	**Mathematics I** **SE:** 381-387, 388-395, 396-401, 402-407 **TE:** 381A-387B, 388A-395B, 396A-401B, 402A-407B **Mathematics II** **SE:** 436-443, 445-451, 452-460, 461-470 **TE:** 436A-443B, 445A-451B, 452A-460B, 461A-467B, 468-470
HSG-SRT.C Define trigonometric ratios and solve problems involving right triangles	
HSG-SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	**Mathematics II** **SE:** 436-443, 452-460, 461-470 **TE:** 436A-443B, 452A-460B, 461A-467B, 468-470
HSG-SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.	**Mathematics II** **TE:** 463, 465

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HSG-SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	**Mathematics II** **SE:** 452-460, 461-470 **TE:** 452A-460B, 461A-467B, 468-470 **Mathematics III** **SE:** 373-378 **TE:** 373A-378B
HSG-SRT.D Apply trigonometry to general triangles	
HSG-SRT.D.9(+) Derive the formula $A = 1/2\ ab\ \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	**Mathematics III** **SE/TE:** 375-378 **TE:** 378A-378B
HSG-SRT.D.10(+) Prove the Laws of Sines and Cosines and use them to solve problems.	**Mathematics III** **SE:** 364-372, 373-378 **TE:** 364A-372B, 373A-378B
HSG-SRT.D.11(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	**Mathematics III** **SE:** 364-372, 373-378 **TE:** 364A-372B, 373A-378B
HSG-C Circles	
HSG-C.A Understand and apply theorems about circles	
HSG-C.A.1 Prove that all circles are similar.	**Mathematics II** **SE:** 422-428 **TE:** 422A-428B
HSG-C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	**Mathematics I** **SE:** 415-422 **TE:** 415A-422B **Mathematics II** **SE:** 577-584, 586-593, 594-600, 601-608 **TE:** 577A-584B, 586A-593B, 594A-600B, 601A-608B **Mathematics III** **SE:** 519-526, 528-535, 536-542, 543-550 **TE:** 519A-526B, 528A-535B, 536A-542B, 543A-550B

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HSG-C.A.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	**Mathematics II** **SE/TE:** 322-326 **TE:** 326A-326B **Mathematics III** **SE/TE:** 463-465
HSG-C.A.4(+) Construct a tangent line from a point outside a given circle to the circle.	**Mathematics II** **SE/TE:** 578, 581 **TE:** 584A-584B **Mathematics III** **SE/TE:** 520, 523 **TE:** 526A-526B
HSG-C.B Find arc lengths and areas of sectors of circles	
HSG-C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	**Mathematics II** **SE:** 569-576 **TE:** 569A-576B **Mathematics III** **SE:** 511-518 **TE:** 511A-518B
HSG-GPE Expressing Geometric Properties with Equations	
HSG-GPE.A Translate between the geometric description and the equation for a conic section	
HSG-GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	**Mathematics II** **SE:** 550-555 **TE:** 550A-555B **Mathematics III** **SE:** 491-496 **TE:** 491A-496B
HSG-GPE.A.2 Derive the equation of a parabola given a focus and directrix.	**Mathematics II** **SE:** 556-562 **TE:** 556A-562B **Mathematics III** **SE:** 497-503 **TE:** 497A-503B

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HSG-GPE.A.3(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.
HSG-GPE.B Use coordinates to prove simple geometric theorems algebraically	
HSG-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically. Example: For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).	**Mathematics I** **SE:** 408-414 **TE:** 408A-414B **Mathematics II** **SE:** 543-549 **TE:** 543A-549B **Mathematics III** **SE:** 481-487 **TE:** 481A-487B
HSG-GPE.B.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	**Mathematics I** **SE:** 306-312 **TE:** 306A-312B **Mathematics III** **SE:** 466-472 **TE:** 466A-472B
HSG-GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	**Mathematics III** **SE/TE:** 488-490
HSG-GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	**Mathematics I** **SE:** 408-414 **TE:** 408A-414B **Mathematics II** **SE:** 535-541 **TE:** 535A-541B **Mathematics III** **SE:** 473-479 **TE:** 473A-479B

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HSG-GMD Geometric Measurement and Dimension	
HSG-GMD.A Explain volume formulas and use them to solve problems	
HSG-GMD.A.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	**Mathematics II** **SE:** 569-577 **TE:** 569A-577B **Mathematics III** **SE:** 511-518, 557-562, 563-570, 572-578 **TE:** 511A-518B, 557A-562B, 563A-570B, 572A-578B
HSG-GMD.A.2(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	**Mathematics III** **SE:** 579-584 **TE:** 579A-584B
HSG-GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	**Mathematics III** **SE:** 557-562, 563-570, 572-578, 579-584 **TE:** 557A-562B, 563A-570B, 572A-578B, 579A-584B
HSG-GMD.B Visualize relationships between two-dimensional and three-dimensional objects	
HSG-GMD.B.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	**Mathematics III** **SE:** 557-562 **TE:** 557A-562B
HSG-MG Modeling with Geometry	
HSG-MG.A Apply geometric concepts in modeling situations	
HSG-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	**Mathematics I** **SE/TE:** 218, 227, 232-233, 238-241, 249, 271, 284, 290-291, 294-295, 298, 302, 305, 312, 313 **TE:** 236B, 249A-249B, 313A-313B **Mathematics II** **SE/TE:** 541, 546, 549, 555, 559, 562, 568, 573, 576, 584 **TE:** 555B, 585A-585B **Mathematics III** **SE/TE:** 459, 462, 465, 472, 487, 489-490, 496, 562, 564-567, 570 **TE:** 466B, 472B, 571A-571B

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HSG-MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	**Mathematics I** **SE/TE:** 119, 284, 411 **Mathematics II** **SE/TE:** 4, 624, 628, 639 **Mathematics III** **SE/TE:** 566, 570, 581
HSG-MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	**Mathematics I** **SE/TE:** 218, 284, 298, 302, 318, 362, 374, 379, 380, 395 **TE:** 236B, 380A-380B **Mathematics II** **SE/TE:** 4, 26, 69, 70, 81, 109, 147, 182, 296, 365 **TE:** 26A-26B, 40B, 62B, 204B, 357A **Mathematics III** **SE/TE:** 52, 60, 75, 143, 168, 180, 354, 359, 363, 510 **TE:** 99B, 192B, 296, 363A
Statistics and Probability	
HSS-ID Interpreting Categorical and Quantitative Data	
HSS-ID.A Summarize, represent, and interpret data on a single count or measurement variable	
HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).	**Mathematics I** **SE/TE:** 431-437, 438-445, 446-452 **TE:** 431A-437B, 438A-445B, 446A-452B **Mathematics III** **SE/TE:** 394-395, 398-399, 408-414 **TE:** 399B, 407B, 414B, 415B
HSS-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	**Mathematics I** **SE:** 438-445, 446-452, 453-460 **TE:** 438A-445B, 446A-452B, 453A-460B **Mathematics III** **SE/TE:** 407-414 **TE:** 407A-414B

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HSS-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	**Mathematics I** **SE:** 438-445, 446-452, 453-460 **TE:** 438A-445B, 446A-452B, 453A-460B, 467B **Mathematics III** **SE:** 407-414 **TE:** 407A-414B
HSS-ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	**Mathematics I** **SE/TE:** 450, 453-460 **TE:** 453A-460B **Mathematics III** **SE:** 415-422 **TE:** 415A-422B
HSS-ID.B Summarize, represent, and interpret data on two categorical and quantitative variables	
HSS-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	**Mathematics I** **SE:** 461-466 **TE:** 461A-466B **Mathematics II** **SE:** 477-482 **TE:** 477A-482B
HSS-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	**Mathematics I** **SE:** 112-119, 120-128 **TE:** 112A-119B, 120A-128B **Mathematics II** **SE/TE:** 22, 132-139 **TE:** 132A-139B **Mathematics III** **SE/TE:** 235-242, 243-245, 246, 247-253 **TE:** 235A-242B, 246A-246B, 247A-253B

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HSS-ID.B.6a Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	**Mathematics I** **SE:** 112-119, 120-128 **TE:** 112A-119B, 120A-128B **Mathematics II** **SE/TE:** 22, 132-139 **TE:** 132A-139B **Mathematics III** **SE/TE:** 235-242, 243-245, 246, 247-253 **TE:** 235A-242B, 246A-246B, 247A-253B
HSS-ID.B.6b Informally assess the fit of a function by plotting and analyzing residuals.	**Mathematics I** **SE:** 120-128 **TE:** 120A-128B **Mathematics III** **SE/TE:** 235-242, 243-245, 246 **TE:** 235A-242B, 246A-246B
HSS-ID.B.6c Fit a linear function for a scatter plot that suggests a linear association.	**Mathematics I** **SE:** 112-119, 120-128 **TE:** 112A-119B, 120A-128B **Mathematics II** **SE/TE:** 22, 132-139 **TE:** 132A-139B
HSS-ID.C Interpret linear models	
HSS-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	**Mathematics I** **SE:** 112-119, 120-128 **TE:** 112A-119B, 120A-128B
HSS-ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.	**Mathematics I** **SE:** 112-119, 120-128 **TE:** 112A-119B, 120A-128B **Mathematics II** **SE/TE:** 22, 132-139 **TE:** 132A-139B

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HSS-ID.C.9 Distinguish between correlation and causation.	**Mathematics I** **SE:** 112-119, 120-128 **TE:** 112A-119B, 120A-128B **Mathematics II** **SE/TE:** 138 **TE:** 17B **Mathematics III** **SE/TE:** 253 **TE:** 257
HSS-IC Making Inferences and Justifying Conclusions	
HSS-IC.A Understand and evaluate random processes underlying statistical experiments	
HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	**Mathematics I** **SE/TE:** 432-433, 440-441, 447-448, 463 **TE:** 453B **Mathematics III** **SE:** 393-399, 400-406 **TE:** 393A-399B, 400A-406B
HSS-IC.A.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. Example: For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	**Mathematics II** **SE/TE:** 476 **TE:** 483A **Mathematics III** **SE:** 393-399, 400-406 **TE:** 393A-399B, 400A-406B
HSS-IC.B Make inferences and justify conclusions from sample surveys, experiments, and observational studies	
HSS-IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	**Mathematics I** **SE/TE:** 125, 248, 430, 461-466 **TE:** 127, 461A-461B **Mathematics III** **SE:** 400-406 **TE:** 400A-406B

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HSS-IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	**Mathematics I** **SE/TE:** 430, 446-452, 453-460 **TE:** 446A-452B, 453A-460B **Mathematics III** **SE:** 407-414, 415-422, 423-430 **TE:** 407A-414B, 415A-422B, 423A-430B
HSS-IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	**Mathematics III** **SE:** 431-438 **TE:** 431A-438B
HSS-IC.B.6 Evaluate reports based on data.	**Mathematics III** **SE:** 431-438 **TE:** 431A-438B
HSS-CP Conditional Probability and the Rules of Probability	
HSS-CP.A Understand independence and conditional probability and use them to interpret data	
HSS-CP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	**Mathematics II** **SE:** 483-490 **TE:** 483A-490B
HSS-CP.A.2 Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	**Mathematics II** **SE:** 483-490 **TE:** 483A-490B
HSS-CP.A.3 Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.	**Mathematics II** **SE:** 491-497 **TE:** 491A-497B

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HSS-CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. Example: For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	**Mathematics I** **SE:** 461-466 **TE:** 461A-466B **Mathematics II** **SE:** 477-482, 483-490, 491-497 **TE:** 477A-482B, 483A-490B, 491A-497B
HSS-CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. Example: For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	**Mathematics II** **SE:** 483-490, 491-497 **TE:** 483A-490B, 491A-497B
HSS-CP.B Use the rules of probability to compute probabilities of compound events in a uniform probability model	
HSS-CP.B.6 Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.	**Mathematics II** **SE:** 491-497 **TE:** 491A-497B
HSS-CP.B.7 Apply the Addition Rule, (*A* or *B*) = (*A*) + (*B*) – (*A* and *B*), and interpret the answer in terms of the model.	**Mathematics II** **SE:** 483-490 **TE:** 483A-490B
HSS-CP.B.8(+) Apply the general Multiplication Rule in a uniform probability model, (*A* and *B*) = (*A*)(*B* | *A*) = *P*(*B*)*P*(*A* | *B*), and interpret the answer in terms of the model.	**Mathematics II** **SE:** 483-490 **TE:** 483A-490B

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HSS-CP.B.9 Use permutations and combinations to compute probabilities of compound events and solve problems.	**Mathematics II** **SE:** 499-505 **TE:** 499A-505B
HSS-MD Using Probability to Make Decisions	
HSS-MD.A Calculate expected values and use them to solve problems	
HSS-MD.A.1(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	**Mathematics II** **SE:** 506-513 **TE:** 506A-513B
HSS-MD.A.2(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	**Mathematics II** **SE:** 514-520 **TE:** 514A-520B
HSS-MD.A.3(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. Example: For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	**Mathematics II** **SE:** 506-513, 514-520 **TE:** 506A-513B, 514A-520B
HSS-MD.A.4(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. Example: For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	**Mathematics II** **SE:** 506-513, 514-520 **TE:** 506A-513B, 514A-520B

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HSS-MD.B Use probability to evaluate outcomes of decisions	
HSS-MD.B.5(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	**Mathematics II** **SE:** 514-520, 521-527 **TE:** 514A-520B, 521A-527B **Mathematics III** **SE:** 440-446 **TE:** 440A-446B
HSS-MD.B.5a Find the expected payoff for a game of chance. Example: For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.	**Mathematics II** **SE:** 514-520, 521-527 **TE:** 514A-520B, 521A-527B **Mathematics III** **SE:** 440-446 **TE:** 440A-446B
HSS-MD.B.5b Evaluate and compare strategies on the basis of expected values. Example: For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	**Mathematics II** **SE:** 514-520, 521-527 **TE:** 514A-520B, 521A-527B **Mathematics III** **SE:** 440-446 **TE:** 440A-446B
HSS-MD.B.6(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	**Mathematics II** **SE:** 521-527 **TE:** 521A-527B **Mathematics III** **SE:** 440-446 **TE:** 440A-446B
HSS-MD.B.7(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	**Mathematics II** **SE:** 521-527 **TE:** 521A-527B **Mathematics III** **SE:** 431-438, 440-446 **TE:** 431A-438B, 440A-446B

Mathematical Practices and Processes

Problem Solving

Make sense of problems and persevere in solving them.

Proficient math thinkers are able to read through a problem situation and can put together a workable solution path to solve the problem posed. They analyze the information provided and identify constraints and dependencies. They identify multiple entries to a problem solution and will choose an efficient and effective entry point.

Consider these questions to help you make sense of problems.

- What am I asked to find?
- What are the quantities and variables? The dependencies and the constraints? How do they relate?
- What are some possible strategies to solve the problem?

Attend to precision.

Proficient math thinkers communicate clearly and precisely the approach they are using. They identify the meaning of symbols that they use and always remember to specify units of measure and to label accurately graphical models. They use mathematical terms precisely and express their answers with the appropriate degree of accuracy.

Consider these questions to help you attend to precision.

- Have I stated the meaning of the variables and symbols I am using?
- Have I specified the units of measure I am using?
- Have I calculate accurately?

Reasoning and Communicating

Reason abstractly and quantitatively.

Proficient math thinkers make sense of quantities in problem situations. They represent a problem situation using symbols or equations and explain what the symbols or equation represent in relationship to a problem situation. As they model a situation symbolically or mathematically, they explain the meaning of the quantities.

Consider these questions to help you reason abstractly and quantitatively.

- How can I represent the problem using equations or formulas?
- What do the numbers, variables, and symbols in the equation or formula represent?

Construct viable arguments and critique the reasoning of others.

Proficient math thinkers and problem solvers communicate their problem solutions clearly and convincingly. They construct sound mathematical arguments and develop and defend conjectures to explain mathematical situations. They make use of examples and counterexamples to support their arguments and justify their conclusions. When asked, they respond clearly and logically to the positions and conclusions of others, and compare two arguments, identifying any flaws in logic or reasoning that the arguments may contain. They ask questions to clarify or improve the position of a classmate.

Consider these questions to help you construct mathematical arguments.

- What assumptions can I make when constructing an argument?
- What conjectures can I make about the solution to the problem?
- What arguments can I present to defend my conjectures?

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Representing and Connecting

Model with mathematics.

Proficient math thinkers use mathematics to represent a problem situation and make connections between a real-world problem situation and mathematics. They see the applicability of mathematics to solve every-day problems and explain how geometry can be used to solve a carpentry problem or algebra to solve a proportional relationship problem. They define and map relationships among quantities in a problem, using appropriate tools. They analyze the relationships and draw conclusions about the solutions.

Consider these questions to help you model with mathematics.

- What representations can I use to show the relationship among quantities or variables?
- What assumptions can I make about the problem situation to simplify the problem?

Use appropriate tools strategically.

Proficient math thinkers strategize about which tools are more helpful to solve a problem situation. They consider all tools, from paper and pencil to protractors and rulers, to calculators and software applications. They articulate the appropriateness of different tools and recognize which would best serve the needs for a given problem. They are especially insightful about technological tools and use them in ways that deepen or extend their understanding of concepts. They also make use of mental tools, such as estimation, to determine the appropriateness of a solution.

Consider these questions to help you use appropriate tools.

- What tool can I use to help me solve the problem?
- How can technology help me solve the problem?

Seeing Patterns and Generalizing

Look for and make use of patterns.

Proficient math thinkers see mathematical patterns in the problems they are solving and generalize mathematics principles from these patterns. They see complicated expressions or equations as single objects composed of many parts.

Consider these questions to help you see structure.

- Can I see a pattern in the problem or solution strategy?
- How can I use the pattern I see to help me solve the problem?

Look for generalizations.

Proficient math thinkers notice when calculations are repeated and can uncover both general methods and shortcuts for solving similar problems.

Consider these questions to help you look for regularity in repeated reasoning.

- Do I notice any repeated calculations or steps?
- Are there general methods that I can use to solve the problem?
- What can I generalize from one problem to another?
- How reasonable are the results that I am getting?

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Key Concepts in Integrated Mathematics I

Proficiency with key concepts and skills of Integrated Mathematics I is often cited as a requisite for college- and career- readiness. These foundational concepts of algebraic and geometric thinking provide the gateway to advanced mathematics.

Listed below are the key concepts that you will be studying in **enVision Integrated Mathematics I.**

Solving Equations and Inequalities

- Equations and inequalities in two or more variables represent relationships between quantities. They can be used to model real-world situations.
- Rearranging an equation, using the same reasoning as in solving equations, reveals key information about a quantity of interest.
- Each step in solving an equation can be explained and justified mathematically.
- Properties of real numbers and equality hold for all types of equations. These properties, along with properties of inequality, can be applied to solve any equation or inequality.
- Equations and inequalities in two or more variables can represent constraints of the context they represent.
- A system of equations can have no solutions, one solution, or infinitely many solutions.
- A system of inequalities has infinitely many solutions.
- The solutions to equations and inequalities in two or more variables can be graphed in a coordinate plane.
- The solutions to equations and inequalities in two or more variables can be interpreted as viable or non-viable in relationship to the context represented.
- The graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
- The graph of the solution to a linear inequality in two variables is a half-plane on a coordinate plane.
- The graph of the solution to a system of linear inequalities in two variables is the intersection of the corresponding half-planes.
- A system of linear equations can be solved by graphing the system or through algebraic manipulation.
- Linear equations can be solved algebraically through substitution or elimination.

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A Study of Functions

- A function describes a relationship between two quantities. A function consists of inputs, called the domain, and outputs, called the range.
- A function can be written using function notation.
- A function can be rewritten in different forms. Each form reveals different information about the context it models.
- A function can be evaluated for inputs in its domain.
- A function can be represented in different ways: algebraically, in a graph, in a table, or by a verbal description.
- A function has parameters that can be interpreted in terms of the context it models.
- The domain and range of a function may be restricted based on the contextual situation.
- Key features of the graph of a function reveal information about the relationship between the two quantities that the function models.
- A table of values of a function has key features that reveal information about the relationship between the two quantities that the function models.
- The properties of two (or more) functions of the same type can be compared even when the functions are represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).

Linear Functions and Equations

- A linear function represents a situation in which one quantity changes at a constant rate per unit interval relative to another quantity.
- A linear function grows by equal differences over equal intervals.
- The graph of a linear function is a straight line that can show x- and y-intercepts.
- An arithmetic sequence is a type of linear function. It can be defined recursively or explicitly. It can be used to model a real-world situation.
- The domain of an arithmetic sequence is a subset of the integers.
- In a linear function, the slope represents the rate of change and the y-intercept represents a constant term. These parameters have meaning in the context of a situation or data set.
- Linear equations or functions can be used to represent and solve real-world and mathematical problems.
- A correlation coefficient represents the goodness of fit of a data set to a linear model.

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Key Concepts in Integrated Mathematics I

Exponential Functions and Equations

- An exponential function grows by equal factors over equal intervals.
- An exponential function represents a situation in which a quantity grows or decays by a constant rate per unit interval relative to another.
- A geometric sequence is a type of exponential function. It can be defined recursively or explicitly. It can be used to model a real-world situation.
- The domain of a geometric sequence is a subset of the integers.
- The graph of an exponential function shows *x*- and *y*-intercepts, when appropriate, and end behavior.
- A quantity that increases exponentially eventually exceeds a quantity increasing linearly or quadratically.
- The parameters of an exponential function reveal important information about the context that the function represents.
- The properties of exponents can be used to interpret expressions for exponential functions.
- The properties of exponents can be used to transform expressions for exponential functions.

Foundations of Geometry

- The foundation of geometry is based on undefined notions of point, line, plane, distance along a line, and distance around a circular arc.
- Postulates and axioms are assumed to be true; whereas theorems and corollaries need to be proven.
- Theorems and corollaries about lines, angles, and figures can be proven using postulates, axioms, definitions, and other theorems.
- Two lines with the same slope are parallel while two lines whose slopes are opposite reciprocals are perpendicular.
- The coordinates of a polygon in a coordinate grid can be used to compute perimeters of polygons and areas of triangles and rectangles.
- Some geometric theorems can be proven algebraically by using coordinates of figures in a coordinate plane.
- Inductive reasoning is a tool to develop conjectures.
- Deductive reasoning is a way to formally construct a valid argument.
- Using laws of logic aids in the process of determining the validity of a statement.

Angle Relationships

- If the measure of one angle formed when a pair of parallel lines is cut by a transversal is known, then the measures of the other angles can be determined.
- Special angle pair measurements can be used to prove that two lines are parallel.

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Congruence

- Transformations in the plane take points in the plane as inputs and give other points as outputs.
- Some transformations, such as translations, reflections, and rotations preserve distance and angle.
- A series of transformations can carry a given figure onto another.
- The definition of congruence in terms of rigid motions can be used to determine whether two figures are congruent.
- Two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- The criteria for triangle congruence – Angle-Side-Angle, Side-Angle-Side, and Side-Side-Side – follow from the definition of congruence in terms of rigid motions.
- Congruence criteria for triangles can be used to solve problems and to prove relationships in geometric figures.

Statistics

- Data can be represented using a variety of displays. Some data can be plotted on the real number line to create dot plots, histograms, and box plots.
- The shape of the data distribution reveals key information about the center and spread of the data set. It can also reveal extreme outliers in the data set.
- Comparing the shapes of the data distribution for two different data sets reveals important information about the data sets.
- Two-way frequency tables can be used to summarize categorical data for two categories.
- The relative frequencies – joint, marginal, and conditional relative frequencies – of a data set can be interpreted to reveal possible associations or trends in the data.
- Data on two quantitative variables can be represented in a scatter plot. The scatter plot can show how the variables are related.
- A function can be fit to a data set. The function fitted to a data set can be used to solve problems in the context of the data. The function is often linear or exponential.
- The context of a data set may suggest the type of function that fits the data.
- The fit of a function to a data set can be informally assessed by plotting and analyzing residuals.
- Correlation suggests that the behavior of one variable is linked to the behavior of a second variable. Causation indicates that the behavior of one variable is caused by the behavior of a second variable.

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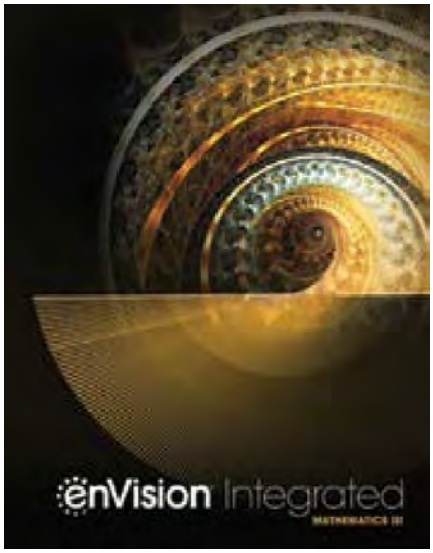

To the

SAT Math Test
Measured Content and Skills
High School

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

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To the SAT Math Test Measured Content and Skills

Introduction

enVision® Integrated Mathematics ©2019 is part of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

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A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

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STEP 2 Visual Learning
STEP 3 Assess and Differentiate

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To the SAT Math Test Measured Content and Skills

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SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN 8

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SAT ADDITIONAL TOPICS IN MATH DOMAIN 21

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To the SAT Math Test Measured Content and Skills

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
SAT Heart of Algebra Domain	
Heart of Algebra: Linear Equations and Functions	
Linear equations in one variable	
1. Create and use linear equations in one variable to solve problems in a variety of contexts.	**Mathematics I** **SE:** 5-11, 12-17, 44-47 **TE:** 11A-11B, 17A-17B, 44-47
2. Create a linear equation in one variable, and when in context interpret solutions in terms of the context.	**Mathematics I** **SE:** 5-11, 12-17, 44-47 **TE:** 11A-11B, 17A-17B, 44-47
3. Solve a linear equation in one variable, making strategic use of algebraic structure.	**Mathematics I** **SE:** 5-11, 12-17, 44-47 **TE:** 11A-11B, 17A-17B, 44-47
4. For a linear equation in one variable	
a. interpret a constant, variable, factor, or term in a context;	**Mathematics I** **SE:** 5-11, 12-17, 18-23, 44-47 **TE:** 11A-11B, 17A-17B, 23A-23B, 44-47
b. determine the conditions under which the equation has no solution, a unique solution, or infinitely many solutions	**Mathematics I** **SE:** 13-15, 44-47 **TE:** 17A-17B, 44-47
5. Fluently solve a linear equation in one variable.	**Mathematics I** **SE:** 5-11, 12-17, 44-47 **TE:** 11A-11B, 17A-17B, 44-47
Linear functions **Algebraically, a linear function can be defined by a linear expression in one variable or by a linear equation in two variables. In the first case, the variable is the input and the value of the expression is the output. In the second case, one of the variables is designated as the input and determines a unique value of the other variable, which is the output.**	
1. Create and use linear functions to solve problems in a variety of contexts.	**Mathematics I** **SE:** 83-88, 89-95, 129-133 **TE:** 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141 **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293

SE = Student Edition **TE: = Teacher's Edition**

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2. Create a linear function to model a relationship between two quantities.	**Mathematics I** **SE:** 83-88, 89-95, 129-133 **TE:** 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141 **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
3. For a linear function that represents a context,	
a. interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;	**Mathematics I** **SE:** 83-88, 89-95, 129-133 **TE:** 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
b. given an input value, find and/or interpret the output value using the given representation;	**Mathematics I** **SE:** 83-88, 89-95, 129-133 **TE:** 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
c. given an output value, find and/or interpret the input value using the given representation, if it exists.	**Mathematics I** **SE:** 83-88, 89-95, 129-133 **TE:** 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293

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4. Make connections between verbal, tabular, algebraic, and graphical representations of a linear function by	
a. deriving one representation from the other;	**Mathematics I** **SE:** 83-88, 89-95, 129-133 **TE:** 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
b. identifying features of one representation given another representation;	**Mathematics I** **SE:** 83-88, 89-95, 129-133 **TE:** 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
c. determining how a graph is affected by a change to its equation	**Mathematics I** **SE:** 89-95, 129-133 **TE:** 95A-95B, 129-133
5. Write the rule for a linear function given two input/output pairs or one input/output pair and the rate of change.	**Mathematics I** **SE:** 83-88, 89-95, 129-133 **TE:** 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293

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Linear equations in two variables **A linear equation in two variables can be used to represent a constraint or condition on two-variable quantities in situations where neither of the variables is regarded as an input or an output. A linear equation can also be used to represent a straight line in the coordinate plane.**	
1. Create and use a linear equation in two variables to solve problems in a variety of contexts.	**Mathematics I** **SE:** 51-56, 57-62, 63-67, 77-79 **TE:** 56A-56B, 62A-62B, 68A-68B, 77-79
2. Create a linear equation in two variables to model a constraint or condition on two quantities.	**Mathematics I** **SE:** 51-56, 57-62, 63-67, 77-79 **TE:** 56A-56B, 62A-62B, 68A-68B, 77-79
3. For a linear equation in two variables that represents a context,	
a. interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;	**Mathematics I** **SE:** 51-56, 57-62, 63-68, 77-79 **TE:** 56A-56B, 62A-62B, 68A-68B, 77-79 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
b. given a value of one quantity in the relationship, find a value of the other, if it exists.	**Mathematics I** **SE:** 51-56, 57-62, 63-68, 77-79 **TE:** 56A-56B, 62A-62B, 68A-68B, 77-79 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
4. Make connections between tabular, algebraic, and graphical representations of a linear equation in two variables by	
a. deriving one representation from the other;	**Mathematics I** **SE:** 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 **TE:** 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293

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b. identifying features of one representation given the other representation;	**Mathematics I** **SE:** 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 **TE:** 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
c. determining how a graph is affected by a change to its equation	**Mathematics I** **SE:** 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 **TE:** 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102
5. Write an equation for a line given two points on the line, one point and the slope of the line, or one point and a parallel or perpendicular line.	**Mathematics I** **SE:** 51-56, 57-62, 63-68, 70-76, 77-79 **TE:** 56A-56B, 62A-62B, 68A-68B, 76A-76B, 77-79 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 466-472, 504-507 **TE:** 472A-472B, 504-507
Systems of two linear equations in two variables	
1. Create and use a system of two linear equations in two variables to solve problems in a variety of contexts.	**Mathematics I** **SE:** 137-143, 144-150, 151-157, 171-173 **TE:** 143A-143B, 150A-150B, 157A-157B, 171-173 **Mathematics III** **SE:** 47-52, 54-57 **TE:** 52A-52B, 54-57
2. Create a system of linear equations in two variables, and when in context interpret solutions in terms of the context.	**Mathematics I** **SE:** 137-143, 144-150, 151-157, 171-173 **TE:** 143A-143B, 150A-150B, 157A-157B, 171-173 **Mathematics III** **SE:** 47-52, 54-57 **TE:** 52A-52B, 54-57

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3. Make connections between tabular, algebraic, and graphical representations of the system by deriving one representation from the other.	**Mathematics I** **SE:** 137-143, 144-150, 151-157, 171-173 **TE:** 143A-143B, 150A-150B, 157A-157B, 171-173 **Mathematics III** **SE:** 47-52, 54-57 **TE:** 52A-52B, 54-57
4. Solve a system of two linear equations in two variables, making strategic use of algebraic structure.	**Mathematics I** **SE:** 137-143, 144-150, 151-157, 171-173 **TE:** 143A-143B, 150A-150B, 157A-157B, 171-173 **Mathematics III** **SE:** 47-52, 54-57 **TE:** 52A-52B, 54-57
5, For a system of linear equations in two variables,	
a. interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;	**Mathematics I** **SE:** 137-143, 144-150, 151-157, 171-173 **TE:** 143A-143B, 150A-150B, 157A-157B, 171-173 **Mathematics III** **SE:** 47-52, 54-57 **TE:** 52A-52B, 54-57
b. determine the conditions under which the system has no solution, a unique solution, or infinitely many solutions.	**Mathematics I** **SE:** 137-143, 144-150, 151-157, 171-173 **TE:** 143A-143B, 150A-150B, 157A-157B, 171-173 **Mathematics III** **SE:** 47-52, 54-57 **TE:** 52A-52B, 54-57
6. Fluently solve a system of linear equations in two variables.	**Mathematics I** **SE:** 137-143, 144-150, 151-157, 171-173 **TE:** 143A-143B, 150A-150B, 157A-157B, 171-173 **Mathematics III** **SE:** 47-52, 54-57 **TE:** 52A-52B, 54-57

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Linear inequalities in one or two variables	
1. Create and use linear inequalities in one or two variables to solve problems in a variety of contexts.	**Mathematics I** **SE:** 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 **TE:** 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 40-46, 54-57 **TE:** 46A-46B, 54-57
2. Create linear inequalities in one or two variables, and when in context interpret the solutions in terms of the context.	**Mathematics I** **SE:** 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 **TE:** 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 40-46, 54-57 **TE:** 46A-46B, 54-57
3. For linear inequalities in one or two variables, interpret a constant, variable, factor, or term, including situations where seeing structure provides an advantage.	**Mathematics I** **SE:** 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 **TE:** 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 40-46, 54-57 **TE:** 46A-46B, 54-57
4. Make connections between tabular, algebraic, and graphical representations of linear inequalities in one or two variables by deriving one from the other.	**Mathematics I** **SE:** 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 **TE:** 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 40-46, 54-57 **TE:** 46A-46B, 54-57

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5. Given a linear inequality or system of linear inequalities, interpret a point in the solution set.	**Mathematics I** **SE:** 165-170, 171-173 **TE:** 170A-170B Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 40-46, 54-57 **TE:** 46A-46B, 54-57
SAT Problem Solving and Data Analysis Domain	
Problem Solving and Data Analysis: Proportional Relationships, Percentages, Complex Measurements, and Data Interpretation and Synthesis	
Ratios, rates, proportional relationships, and units **Items will require students to solve problems by using a proportional relationship between quantities, calculating or using a ratio or rate, and/or using units, derived units, and unit conversion.**	
1. Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences.	**Mathematics I** **SE:** 186-190, 191-198, 213-214, 461-466, 468-471 **TE:** 190A-190B, 198A-198B, 213-214, 466A-466B, 468-471 **Mathematics II** **SE:** 37-38, 39-40, 41-43, 413-421, 429-435, 436-443, 445-451, 461-467, 468-470, 471-473, 477-482, 529-531 **TE:** 40A-40B, 41-43, 421A-421B, 435A-435B, 443A-443B, 451A-451B, 467A-467B, 470A-470B, 471-473, 482A-482B, 529-531 **Mathematics III** **SE:** 297-304, 305-315, 348-351 **TE:** 304A-304B, 315A-315B, 348-351
2. Solve problems involving	
a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer);	**Mathematics III** **SE:** 305-315, 348-351 **TE:** 315A-315B, 348-351
b. unit conversion, including currency exchange and conversion between different measurement systems.	**Mathematics III** **SE:** 305-315, 348-351 **TE:** 315A-315B, 348-351 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics I** **SE:** 20, 23 **TE:** 23A-23B

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3. Understand and use the fact that when two quantities are in a proportional relationship, if one changes by a scale factor, then the other also changes by the same scale factor.	**Mathematics II** **SE:** 413-421, 445-451, 471-473 **TE:** 421A-421B, 451A-451B, 471-473
Percentages	
1. Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.	**Mathematics I** **SE:** 192-194, 196-198, 213-215, 461-466, 468-471 **TE:** 198A-198B, 213-215, 466A-466B, 468-471 **Mathematics II** **SE:** 18-25, 41-43, 477-482, 529-531 **TE:** 25A25B, 482A-482B **Mathematics III** **SE:** 235-242, 289-293 **TE:** 242A-242B, 289-293
2. Understand and use the relationship between percent change and growth factor (5% and 1.05, for example); include percentages greater than or equal to 100%.	**Mathematics I** **SE:** 174-175, 176, 191-194, 196-198 **TE:** 174A-175, 176, 191A- 194, 196-198B
One-variable data: distributions and measures of center and spread	
1. Choose an appropriate graphical representation for a given data set.	**Mathematics I** **SE:** 431-437, 438-445, 446-452, 453-460, 468-471 **TE:** 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471 **Mathematics II** **SE:** 477-482, 529-531 **TE:** 482A-482B, 529-531
2. Interpret information from a given representation of data in context.	**Mathematics I** **SE:** 431-437, 438-445, 446-452, 453-460, 468-471 **TE:** 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471 **Mathematics II** **SE:** 477-482, 529-531 **TE:** 482A-482B, 529-531 **Mathematics III** **SE:** 393-399, 407-414, 415-422, 423-430, 447-451 **TE:** 399A-399B, 414A-414B, 422A-422B, 430A-430B, 447-451

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3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots.	**Mathematics I** **SE:** 431-437, 438-445, 446-452, 453-460, 468-471 **TE:** 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471 **Mathematics II** **SE:** 477-482, 529-531 **TE:** 482A-482B, 529-531 **Mathematics III** **SE:** 393-399, 407-414, 415-422, 423-430, 447-451 **TE:** 399A-399B, 414A-414B, 422A-422B, 430A-430B, 447-451
4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation.	**Mathematics I** **SE:** 446-452, 453-460, 468-471 **TE:** 452A-452B, 460A-460B, 468-471 **Mathematics III** **SE:** 407-414, 415-422, 447-451 **TE:** 414A-414B, 422A-422B, 447-451
5. Compare distributions using measures of center and spread, including distributions with different means and the same standard deviations and ones with the same mean and different standard deviations.	**Mathematics I** **SE:** 446-452, 453-460, 468-471 **TE:** 452A-452B, 460A-460B, 468-471 **Mathematics III** **SE:** 407-414, 415-422, 447-451 **TE:** 414A-414B, 422A-422B, 447-451
6. Understand and describe the effect of outliers on mean and median.	**Mathematics I** **SE:** 438-445, 468-471 **TE:** 445A-445B, 468-471 **Mathematics III** **SE:** 415-422, 447-451 **TE:** 422A-422B, 447-451
7. Given an appropriate data set, calculate the mean.	**Mathematics I** **SE:** 438-445, 446-452, 468-471 **TE:** 445A-445B, 452A-452B, 468-471 **Mathematics III** **SE:** 407-414, 423-430, 447-451 **TE:** 414A-414B, 430A-430B, 447-451

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Two-variable data: models and scatterplots	
1. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set	**Mathematics I** **SE:** 112-119, 129-133 **TE:** 119A-119B, 129-133
2. Interpret the slope and intercepts of the line of best fit in context.	**Mathematics I** **SE:** 112-119, 120-128, 129-133 **TE:** 119A-119B, 128A-128B, 129-133 **Mathematics III** **SE:** 243-245, 289-293 **TE:** 243-245, 289-293
3. Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship.	**Mathematics I** **SE:** 112-119, 120-128, 129-133 **TE:** 119A-119B, 128A-128B, 129-133 **Mathematics II** **SE:** 126-130, 132-138, 139-141 **TE:** 130A-130B, 138A-138B, 139-141 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 243-245, 289-293 **TE:** 243-245, 289-293
4. Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models.	**Mathematics I** **SE:** 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 **TE:** 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215 **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
5. Select a graph that represents a context, identify a value on a graph, or interpret information on the graph.	**Mathematics I** **SE:** 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 **TE:** 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215 **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141 **Mathematics III** **SE:** 247-253, 289-293, 407-414, 415-422, 447-451 **TE:** 253A-253B, 414A-414B, 422A-422B, 447-451
6. For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data.	**Mathematics I** **SE:** 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 **TE:** 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215 **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141 **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
7. Compare linear and exponential growth.	**Mathematics I** **SE:** 181-190, 191-198, 213-215 **TE:** 190A-190B, 198A-198B, 213-215 **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141 **Mathematics III** **SE:** 247-253, 289-293 **TE:** 253A-253B, 289-293
8. Estimate the line of best fit for a given scatterplot; use the line to make predictions.	**Mathematics I** **SE:** 120-128, 129-133 **TE:** 128A-128B Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics III** **SE:** 243-245, 289-293 **TE:** 243-245, 289-293

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
Probability and conditional probability **Use one- and two-way tables, tree diagrams, area models, and other representations to find relative frequency, probabilities, and conditional probabilities.**	
1. Compute and interpret probability and conditional probability in simple contexts.	**Mathematics II** **SE:** 483-490, 491-497, 528-531 **TE:** 490A-490B, 497A-497B, 528-531
2. Understand formulas for probability and conditional probability in terms of frequency.	**Mathematics II** **SE:** 483-490, 491-497, 528-531 **TE:** 490A-490B, 497A-497B, 528-531
Inference from sample statistics and margin of error	
1. Use sample mean and sample proportion to estimate population mean and population proportion. Utilize, but do not calculate, margin of error.	**Mathematics III** **SE:** 423-430, 447-451 **TE:** 430A-430B, 447-451
2. Interpret margin of error; understand that a larger sample size generally leads to a smaller margin of error.	**Mathematics III** **SE:** 423-430, 447-451 **TE:** 430A-430B, 447-451
Evaluating statistical claims: observational studies and experiments	
1. With random samples, describe which population the results can be extended to.	**Mathematics I** **SE:** 431-432, 438-439, 446-448, 461 **TE:** 446B, 453B, 466B **Mathematics III** **SE:** 400-406, 430-438 **TE:** 400A-406B, 430A-438B Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 506-513, 514-520, 521-527, 528-531 **TE:** 513A-513B, 520A-520B, 527A-527B, 528-531
2. Given a description of a study with or without random assignment, determine whether there is evidence for a causal relationship.	**Mathematics I** **SE:** 125, 127 **TE:** 120A-B, 125, 127 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 506-513, 514-520, 521-527, 528-531 **TE:** 513A-513B, 520A-520B, 527A-527B, 528-531 **Mathematics III** **SE:** 401-405, 447-451 **TE:** 405A-405B, 447-451

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
3. Understand why random assignment provides evidence for a causal relationship.	**Mathematics I** **SE:** 431-432, 438-439, 446-448, 461 **TE:** 446B, 453B, 466B Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 506-513, 514-520, 521-527, 528-531 **TE:** 513A-513B, 520A-520B, 527A-527B, 528-531 **Mathematics III** **SE:** 401-405, 447-451 **TE:** 405A-405B, 447-451
4. Understand why a result can be extended only to the population from which the sample was selected.	**Mathematics I** **SE:** 431-432, 438-439, 446-448, 461 **TE:** 446B, 453B, 466B **Mathematics III** **SE:** 400-406, 430-438 **TE:** 400A-406B, 430A-438B Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 506-513, 514-520, 521-527, 528-531 **TE:** 513A-513B, 520A-520B, 527A-527B, 528-531
SAT Passport to Advanced Math Domain	
Passport to Advanced Math: Analyzing Advanced Expressions	
Equivalent expressions	
1. Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including	**Mathematics I** **SE:** 151-157, 171-173 **TE:** 157A-157B, 171-173 **Mathematics II** **SE:** 18-25, 41-43, 151-157, 158-163, 177-179, 191-197, 223-225 **TE:** 25A-25B, 41-43, 157A-157B, 163A-163B, 177-179, 197A-197B, 223-225 **Mathematics III** **SE:** 131-139, 140-146, 163-165, 177-184, 220-223 **TE:** 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
a. rewriting simple rational expressions;	**Mathematics III** **SE:** 131-139, 140-146, 163-165, 177-184, 220-223 **TE:** 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225
b. rewriting expressions with rational exponents and radicals;	**Mathematics II** **SE:** 11-17, 41-43, 158-163, 177-179 **TE:** 17A-17B, 41-43, 163A-163B, 177-179 **Mathematics III** **SE:** 131-139, 140-146, 163-165, 177-184, 220-223 **TE:** 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225
c. factoring polynomials.	**Mathematics II** **SE:** 69-74, 75-81, 83-88, 89-94, 95-99, 151-157, 177-179 **TE:** 74A-74B, 81A-81B, 88A-88B, 94A—94B, 95-99, 157A-157B, 177-179 **Mathematics III** **SE:** 76-83, 117-119 **TE:** 83A-83B, 117-119
2. Fluently add, subtract, and multiply polynomials.	**Mathematics II** **SE:** 47-54, 55-62, 63-68, 95-99 **TE:** 54A-54B, 62A-62B, 68A-68B, 95-99 **Mathematics III** **SE:** 69-75, 117-119 **TE:** 75A-75B, 117-119

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
Nonlinear equations in one variable and systems of equations in two variables	
1. Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to	
a. solve quadratic equations in one variable presented in a wide variety of forms; determine the conditions under which a quadratic equation has no real solutions, one real solution, or two real solutions;	**Mathematics II** **SE:** 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 223-225 **TE:** 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 223-225
b. solve simple rational and radical equations in one variable;	**Mathematics III** **SE:** 154-161, 163-165, 193-201, 220-223 **TE:** 161A-161B, 163-165, 201A-201B, 220-223 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics I** **SE:** 177-183, 213-215 **TE:** 183A-183B, 213-215
c. identify when the procedures used to solve a simple rational or radical equation in one variable lead to an equation with solutions that do not satisfy the original equation (extraneous solutions);	**Mathematics III** **SE:** 154-161, 163-165, 193-201, 220-223 **TE:** 161A-161B, 163-165, 201A-201B, 220-223
d. solve polynomial equations in one variable that are written in factored form;	**Mathematics II** **SE:** 220-222, 223-225 **TE:** 220-222, 223-225 **Mathematics III** **SE:** 92-99, 117-119 **TE:** 99A-99B, 117-119
e. solve linear absolute value equations in one variable;	**Mathematics I** **SE:** 37-38, 41-43, 45-47 **TE:** 43A-43B, 45-47 **Mathematics II** **SE:** 229-235, 287-293 **TE:** 235A-235B, 287-293
f. solve systems of linear and nonlinear equations in two variables, including relating the solutions to the graphs of the equations in the system.	**Mathematics II** **SE:**171-175, 223-225 **TE:** 175A-175B, 223-225

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
2. Given a nonlinear equation in one variable that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.	**Mathematics II** **SE:** 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 220-222, 223-225 **TE:** 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 220-222, 223-225 **Mathematics III** **SE:** 40-46, 54-57, 92-99, 117-119, 154-161, 163-165, 193-201, 220-223, 229-235, 287-293 **TE:** 46A-46B, 54-57, 99A-99B, 117-119, 161A-161B, 163-165, 201A-201B, 220-223, 235A-235B, 287-293
3. Given an equation or formula in two or more variables that represents a context, view it as an equation in a single variable of interest where the other variables are parameters and solve for the variable of interest.	**Mathematics I** **SE:** 18-23, 45-47 **TE:** 43A-43B, 45-47 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 18-25, 41-43, 569-576, 609-611, 621-628, 630-636, 637-642, 643-645 **TE:** 25A-25B, 41-43, 576A-576B, 609-611, 628A-628B, 636A-636B, 642A-642B, 643-645 **Mathematics III** **SE:** 193-201, 220-223 **TE:** 201A-201B, 220-223
4. Fluently solve quadratic equations in one variable, written as a quadratic expression in standard form equal to zero, where using the quadratic formula or completing the square is the most efficient method for solving the equation.	**Mathematics II** **SE:** 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 223-225 **TE:** 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 223-225
Nonlinear functions	
1. Create and use quadratic or exponential functions to solve problems in a variety of contexts.	**Mathematics I** **SE:** 184-190, 191-198, 213-215 **TE:** 190A-190B, 198A-198B, 213-215 **Mathematics II** **SE:** 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 **TE:** 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141 **Mathematics III** **SE:** 227-234, 235-242, 247-253, 289-292 **TE:** 234A-234B, 242A-242B, 253A-253B, 289-292

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
2. For a quadratic or exponential function,	
a. identify or create an appropriate function to model a relationship between quantities;	**Mathematics I** **SE:** 184-190, 191-198, 213-215 **TE:** 190A-190B, 198A-198B, 213-215 **Mathematics II** **SE:** 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 **TE:** 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141 **Mathematics III** **SE:** 227-234, 235-242, 247-253, 289-292 **TE:** 234A-234B, 242A-242B, 253A-253B, 289-292
b. use function notation to represent and interpret input/output pairs in terms of a context and points on the graph	**Mathematics I** **SE:** 184-190, 213-215 **TE:** 190A-190B, 213-215 **Mathematics II** **SE:** 124-130, 139-141 **TE:** 130A-130B, 139-141 **Mathematics III** **SE:** 227-234, 235-242, 247-253, 289-292 **TE:** 234A-234B, 242A-242B, 253A-253B, 289-292
c. for a function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage	**Mathematics I** **SE: SE:** 184-190, 191-198, 213-215 **TE:** 190A-190B, 198A-198B, 213-215 **Mathematics II** **SE:** 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 **TE:** 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141 **Mathematics III** **SE:** 227-234, 235-242, 247-253, 289-292 **TE:** 234A-234B, 242A-242B, 253A-253B, 289-292

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
d. determine the most suitable form of the expression representing the output of the function to display key features of the context, including	
i. selecting the form of a quadratic that displays the initial value, the zeros, or the extreme value;	**Mathematics II** **SE:** 103-109, 110-116, 117-123, 124-130, 139-141 **TE:** 109A-109B, 116A-116B, 123A-123B, 130A-130B, 139-141
ii. selecting the form of an exponential that displays the initial value, the end-behavior (for exponential decay), or the doubling or halving time;	**Mathematics I** **SE:** 191-198, 213-215 **TE:** 198A-198B, 213-215 **Mathematics III** **SE:** 227-234, 235-242, 289-292 **TE:** 234A-234B, 242A-242B, 289-292 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141
e. make connections between tabular, algebraic, and graphical representations of the function by	
i. given one representation, selecting another representation;	**Mathematics II** **SE:** 103-109, 110-116, 117-123, 124-130, 132-138, 139-141, 229-235, 237-242, 243-248, 281-286, 287-293 **TE:** 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141, 235A-235B, 242A-242B, 248A-248B, 286A-286B, 287-293 **Mathematics III** **SE:** 227-234, 235-242, 289-292 **TE:** 234A-234B, 242A-242B, 289-292 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics I** **SE: SE:** 184-190, 191-198, 213-215 **TE:** 190A-190B, 198A-198B, 213-215

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
ii. identifying features of one representation given another representation, including maximum and minimum values of the function;	**Mathematics II** **SE:** 27-33, 34-40, 41-43, 103-109, 110-116, 117-123, 139-141, 229-235, 237-242, 243-248, 256-262, 287-293 **TE:** 33A-33B, 40A-40B, 41-43, 109A-109B, 116A-116B, 123A-123B, 139-141, 235A-235B, 242A-242B, 248A-248B, 262A-262B, 287-293 **Mathematics III** **SE:** 227-234, 235-242, 289-292 **TE:** 234A-234B, 242A-242B, 289-292 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics I** **SE:** 184-190, 191-198, 213-215 **TE:** 190A-190B, 198A-198B, 213-215
iii. determining how a graph is affected by a change to its equation, including a vertical shift or scaling of the graph.	**Mathematics I** **SE:** 206-211, 213-215 **TE:** 211A-211B, 213-215 **Mathematics II** **SE:** 27-33, 34-40, 41-43, 103-109, 110-116, 117-123, 139-141, 229-235, 249-255, 263-268, 269-274, 287-293 **TE:** 33A-33B, 40A-40B, 41-43, 109A-109B, 116A-116B, 123A-123B, 139-141, 235A-235B, 255A-255B, 268A-268B, 274A-274B, 286A-286B, 287-293 **Mathematics III** **SE:** 227-234, 235-242, 289-292 **TE:** 234A-234B, 242A-242B, 289-292
3. For a factorable or factored polynomial or simple rational function,	
a. use function notation to represent and interpret input/output pairs in terms of a context and points on the graph;	**Mathematics II** **SE:** 124-130, 139-141 **TE:** 130A-130B, 139-141 **Mathematics III** **SE:** 61-68, 109-116, 117-119, 123-130, 163-165 **TE:** 68A-68B, 116A-116B, 117-119, 130A-130B, 163-165

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b. understand and use the fact that for the graph of $y = f(x)$, the solutions to $f(x) = 0$ correspond to x-intercepts of the graph and $f(0)$ corresponds to the y-intercept of the graph; interpret these key features in terms of a context;	**Mathematics III** **SE:** 61-68, 92-99, 109-116, 117-119, 131-139, 163-165 **TE:** 68A-68B, 99A-99B, 116A-116B, 117-119, 139A-139B, 163-165 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141
c. identify the graph given an algebraic representation of the function and an algebraic representation given the graph (with or without a context).	**Mathematics III** **SE:** 61-68, 92-99, 109-116, 117-119, 131-139, 163-165 **TE:** 68A-68B, 99A-99B, 116A-116B, 117-119, 139A-139B, 163-165 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 132-138, 139-141 **TE:** 138A-138B, 139-141
SAT Additional Topics in Math Domain	
Additional Topics in Math	
Area and volume	
1. Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume.	**Mathematics II** **SE:** 621-628, 630-636, 637-642, 643-645 **TE:** 628A-628B, 636A-636B, 642A-642B, 643-645 **Mathematics III** **SE:** 375-378, 387-389, 473-479, 504-504, 563-570, 572-578, 579-584, 585-587 **TE:** 378A-378B, 387-389, 479A-479B, 504-507, 570A-570B, 578A-578B, 584A-584B, 585-587
a. Apply knowledge that changing by a scale factor of k changes all lengths by a factor of k, changes all areas by a factor of k^2, and changes all volumes by a factor of k^3.	**Mathematics II** **SE:** 415-421, 422-428, 471-473 **TE:** 421A-421B, 428A-428B, 471-473

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.	**Mathematics II** **SE:** 621-628, 630-636, 637-642, 643-645 **TE:** 628A-628B, 636A-636B, 642A-642B, 643-645 **Mathematics III** **SE:** 563-570, 572-578, 579-584, 585-587 **TE:** 570A-570B, 578A-578B, 584A-584B, 585-587
Lines, angles, and triangles	
1. Use concepts and theorems relating to congruence and similarity of triangles to solve problems.	**Mathematics I** **SE:** 363-370, 371-379, 381-387, 388-395, 396-401, 402-407, 423-427 **TE:** 370A-370B, 379A-379B, 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427 **Mathematics II** **SE:** 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 **TE:** 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473
2. Determine which statements may be required to prove certain relationships or to satisfy a given theorem.	**Mathematics I** **SE:** 381-387, 388-395, 396-401, 402-407, 423-427 **TE:** 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427 **Mathematics II** **SE:** 297-303, 311-318, 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 **TE:** 303A-303B, 318A-318B, 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473
3. Apply knowledge that changing by a scale factor of *k* changes all lengths by a factor of *k*, but angle measures remain unchanged.	**Mathematics II** **SE:** 415-421, 422-428, 471-473 **TE:** 421A-421B, 428A-428B, 471-473
4. Know and directly apply relevant theorems such as	
a. the vertical angle theorem;	**Mathematics I** **SE:** 265-271, 278-281 **TE:** 271A-271B, 278-281 **Mathematics II** **SE:** 297-303, 349-353 **TE:** 303A-303B, 349-353

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
b. triangle similarity and congruence criteria;	**Mathematics I** **SE:** 381-387, 388-395, 396-401, 402-407, 423-427 **TE:** 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427 **Mathematics II** **SE:** 311-318, 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 **TE:** 318A-318B, 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473
c. triangle angle sum theorem;	**Mathematics I** **SE:** 299-305, 314-315 **TE:** 305A-305B, 314-315 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 429-435, 471-473 **TE:** 435A-435B, 471-473
d. the relationship of angles formed when a transversal cuts parallel lines.	**Mathematics I** **SE:** 285-291, 314-315 **TE:** 291A-291B, 314-315 **Mathematics II** **SE:** 304-310, 349-353 **TE:** 310A-310B, 349-353
Right triangles and trigonometry	
1. Solve problems in a variety of contexts using	
a. the Pythagorean theorem;	**Mathematics II** **SE:** 452-460, 468-470, 471-473 **TE:** 460A-460B, 470A-470B, 471-473 **Mathematics III** **SE:** 297-304, 348-351 **TE:** 304A-304B, 348-351
b. right triangle trigonometry;	**Mathematics II** **SE:** 461-467, 471-473 **TE:** 467A-467B, 471-473 **Mathematics III** **SE:** 297-304, 348-351 **TE:** 304A-304B, 348-351

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
c. properties of special right triangles.	**Mathematics II** **SE:** 452-460, 461-467, 471-472 **TE:** 460A-460B, 467A-467B, 471-473 **Mathematics III** **SE:** 297-304, 348-351 **TE:** 304A-304B, 348-351
2. Use similarity to calculate values of sine, cosine, and tangent.	**Mathematics II** **SE:** 461-467, 471-473 **TE:** 467A-467B, 471-473 **Mathematics III** **SE:** 297-304, 348-351 **TE:** 304A-304B, 348-351
3. Understand that when given one side length and one acute angle measure in a right triangle, the remaining values can be determined.	**Mathematics II** **SE:** 461-467, 471-473 **TE:** 467A-467B, 471-473 **Mathematics III** **SE:** 297-304, 316-322, 348-351 **TE:** 304A-304B, 322A-322B, 348-351
4. Solve problems using the relationship between sine and cosine of complementary angles.	**Mathematics II** **SE:** 461-467, 471-473 **TE:** 467A-467B, 471-473 **Mathematics III** **SE:** 297-304, 316-322, 348-351 **TE:** 304A-304B, 322A-322B, 348-351
5. Fluently apply properties of special right triangles to determine side lengths and calculate trigonometric ratios of 30, 45, and 60 degrees.	**Mathematics II** **SE:** 461-467, 471-473 **TE:** 467A-467B, 471-473 **Mathematics III** **SE:** 297-304, 348-351 **TE:** 304A-304B, 348-351

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
Circles	
1. Use definitions, properties, and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc lengths, and sector areas, to solve problems.	**Mathematics II** **SE:** 569-576, 577-584, 594-600, 609-611 **TE:** 576A-576B, 584A-584B, 600A-600B, 609-611 **Mathematics III** **SE:** 511-518, 519-526, 528-535, 536-542, 543-550, 551-553 **TE:** 518A-518B, 526A-526B, 535A-535B, 542A-542B, 550A-550B, 551-553 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics I** **SE:** 415-422, 423-427 **TE:** 422A-422B, 423-427
2. Solve problems using	
a. radian measure;	**Mathematics III** **SE:** 305-315, 348-351 **TE:** 315A-315B, 348-351 Teachers also have the opportunity to address this content dimension through the following pages: **Mathematics II** **SE:** 569-576, 609-611 **TE:** 576A-576B, 609-611
b. trigonometric ratios in the unit circle.	**Mathematics III** **SE:** 316-322, 348-351 **TE:** 322A-322B, 348-351
3. Create an equation to represent a circle in the *xy*-plane.	**Mathematics II** **SE:** 550-555, 609-611 **TE:** 555A-555B, 609-611 **Mathematics III** **SE:** 491-496, 504-507 **TE:** 496A-496B, 504-507

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
4. Describe how	
a. a change to the equation representing a circle in the *xy*-plane affects the graph of the circle;	**Mathematics II** **SE:** 550-555, 609-611 **TE:** 555A-555B, 609-611 **Mathematics III** **SE:** 491-496, 504-507 **TE:** 496A-496B, 504-507
b. a change in the graph of the circle affects the equation of the circle.	**Mathematics II** **SE:** 550-555, 609-611 **TE:** 555A-555B, 609-611 **Mathematics III** **SE:** 491-496, 504-507 **TE:** 496A-496B, 504-507
5. Understand that the ordered pairs that satisfy an equation of the form $(x - h)^2 + (y - k)^2 = r^2$ form a circle when plotted in the *xy*-plane.	**Mathematics II** **SE:** 550-555, 609-611 **TE:** 555A-555B, 609-611 **Mathematics III** **SE:** 491-496, 504-507 **TE:** 496A-496B, 504-507
6. Convert between angle measures in degrees and radians.	**Mathematics III** **SE:** 305-315, 348-351 **TE:** 315A-315B, 348-351
7. Complete the square in an equation representing a circle to determine properties of the circle when it is graphed in the xy-plane, and use the distance formula in problems related to circles.	**Mathematics II** **SE:** 550-555, 609-611 **TE:** 555A-555B, 609-611 **Mathematics III** **SE:** 491-496, 504-507 **TE:** 496A-496B, 504-507
Complex numbers	
1. Apply knowledge and understanding of the complex number system to add, subtract, multiply, and divide with complex numbers and solve problems.	**Mathematics II** **SE:** 183-189, 223-225 **TE:** 189A-189B, 223-225

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Science and Health Curriculum for Synergy Academy Chartered Public School

The science curriculum for the Synergy Academy Chartered Public School will align to the Next Generation Science Standards and fulfill the New Hampshire graduation requirements. The NH Science graduation requirements require 3 credits including one credit in the physical sciences, one credit in the biological sciences and one general science elective. These requirements could be fulfilled through two paths. The first path would be one credit of physical science (combining physics, chemistry and earth science) , one biology credit and one science elective. The second path (for STEM majors) would include one biology credit, one chemistry credit and one physics credit.
The interactive textbooks for the first path would be *Physical Science Concepts in Action Program for Grades 9-12, Miller & Levine Biology Curriculum for Grades 9-12,* and a science elective: *Environmental Science*. The texts for the second path would be *Miller & Levine Biology Curriculum for Grades 9-12, Experience Chemistry and Experience Physics.* All books have NGSS correlations and are designed to fulfill standards required for graduation. These Savvas texts function as a blended learning curriculum and focus on problem-based learning that promotes inquiry and develops scientific thinking.

All books contain program components that offer a textbook, digital license, workbooks and a lab program. These books have a problem-solving curriculum designed for group projects and labs (virtual and classroom). They are well- designed and flexible for varied learning experiences.

Program Components for books:

Path One

- Physical Science Concepts in Action- text(paper or digital), workbook and lab manual. integrated math skills,
- Miller and Levine Biology- text(paper or digital), workbook and lab manual.
- Environmental Science- text(paper or digital),inquiry labs and activities and fieldwork guide.

Path Two

- Miller and Levine Biology- text(paper or digital), workbook and lab manual.
- Experience Chemistry- text(paper or digital), Assessment, Student Experience Notebook, and Flinn Scientific lab partnership.
- Experience Physics- Student Experience Handbook (paper or digital),virtual labs, and Flinn Scientific lab partnership.

Health

Savvas Health Program for Grades 9-12

To meet the state standards and graduation requirement for health, we will be utilizing *Savvas Health Program for Grades 9-12.* Savvas Health delivers the tools necessary for developing and enhancing healthy behaviors that influence the lifestyle choices of high school students. This relevant, integrated text and video program stimulates classroom discussion, helping students' master skills essential to successful health education. Teachers will have access to an online curriculum with an online text and workbook.

Blended Print, Video, and Digital Resources

- School Safety
- Nutrition
- Online Dating
- Media Literacy
- Exercise & Fitness
- Drug Prevention
- Data & Statistics
- Mental Health
- Emotional Health
- Cyberbullying
- Online Safety
- Online Friendships
- Cell Phone Safety
- Instant Messaging
- Decision Making
- Sexual Health
- Responsible Thinking
- Family Engagement

Social Studies Curriculum for Synergy Academy Chartered Public School

The Social curriculum for the Synergy Academy Chartered Public School will align to the New Hampshire Social Studies Standards and fulfill the state graduation requirements. The NH Social Studies graduation requirements include one credit in US/NH history, , one half US/NH civics and government, one half credit of economics and one half credit of world history. These requirements will be fulfilled through a combination of standard coursework and project based learning. All texts combine text, primary sources, inquiry projects and essential questions. The curriculum integrates digital interactives, video lessons and educational videos. The curriculum is flexible and can be tailored for an in-person, hybrid or remote learning environment.
The interactive textbooks would include Savvas US History Interactive High School Survey Edition (digital resource and workbook), World History Interactive (digital resource and workbook), Magruder's American Government Program High School Government Textbook, and Savvas High School Economics Textbook. All books have national and state correlations and are designed to fulfill standards required for graduation.

Students may substitute Project Imagine World History to fulfill the World History requirement. Project Imagine: World History provides digital activities and primary sources. Students learn world history by studying 6 key modules from Ancient Greece, China's Tang and Song Dynasties, the Renaissance, the Early Industrial Revolution, and Africa-1945-1985. Project Imagine US History could also be used as a supplement or elective to the US History curriculum.
All books contain program components that offer a textbook, digital license, workbooks, and/or Study Guides. These books have problem-solving curriculum designed for group (virtual and classroom). They are well- designed and flexible for varied learning experiences

These Savvas texts function as a blended learning curriculum and focus on problem-based learning that promotes inquiry and develops critical thinking.
The following books have detailed chapter outlines:

Magruder's American Government
Table of Contents
Table of Contents
Magruder's American Government topic list
Topic 1: Foundations of Government

Topic 2: The Beginnings of American Government

Topic 3: The Constitution

Topic 4: The Legislative Branch

Topic 5: The Executive Branch—The Presidency and

Vice Presidency

Topic 6: The Executive Branch at Work

Topic 7: The Judicial Branch

Topic 8: Protecting Civil Liberties

Topic 9: Citizenship and Civil Rights

Topic 10: Government by the People

Topic 11: Elections

Topic 12: Government and the Economy

Topic 13: State and Local Government

Topic 14: Comparative Political Systems

Savvas Economics
Table of Contents

Economics topic list
Topic 1: Fundamentals of Economics

Topic 2: Free Enterprise and other Economic Systems

Topic 3: Demand, Supply, and Prices

Topic 4: Competition and Market Structures

Topic 5: Business and Labor

Topic 6: Money, Banking, and Financial Markets

Topic 7: Economic Performance and Challenges

Topic 8: Taxes and Spending

Topic 9: Fiscal and Monetary Policy

Topic 10: Trade, Development, and Globalization

New Hampshire History and Government
New Vision will also incorporate **New Hampshire** history and government into the curriculum. Teachers will use a variety of digital and print resources:
Experience State History (history and government)
https://digital.gibbssmitheducation.com/New_Hampshire_Our_Home_Student_Edition/
It Happened in New Hampshire Stillman Rogers • Paperback $16.95 The book provides tales of Granite State residents who were an integral part of New Hampshire history.
Hidden History of New Hampshire by D. Quincy Whitney Stories about significant people in New Hampshire

New Hampshire History Curriculum-Grades 7-12-teacher guide-1999
https://www.nhhistory.org/NHHS/media/NHHS-Media-Library/PDFs/Educational-Resources/Curriculum/NH-History-Curriculum-Book-2-Grades-7-12.pdf

Appendix E

Instructional Manual

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Graduate Profile

Unlike a mission or vision statement, a **graduate profile** is a document that a school or district uses to specify the cognitive, personal, and interpersonal principles that students should have when they **graduate**. This profile is a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts. Until you identify and prioritize these principles for your school or district, you won't have a shared vision of your destination.

The Synergy Academy Chartered Public School graduate profile was created in deep alignment with the Synergy Academy Chartered Public School mission and vision, instructional and SEL competencies and curricular framework. These 5 tenants serve as our northstars for the traits we consistently work to instill within our students, staff, stakeholders and partners.

Effective Communicator: ● Speaks and writes clearly ● Listens actively ● Resolves conflict peacefully ● Adapts to the needs of the audience ● Engages with print and digital media ● Develops a responsible digital footprint	Skilled Problem-Solver: ● Analyzes and evaluates academic information,points of view and industry process ● Synthesizes conclusions and justifies evidence ● Questions and applies critical reasoning to real world situations ● Applies acquired knowledge to the design, creation of and revision of projects
Tactful Collaborator: ● Seeks diverse team members ● Listens and acts with empathy ● Owns their role ● Values individual contributions ● Gives and receives feedback ● Owns team outcomes	Critical Thinker: ● Asks questions ● Uses relevant and reliable evidence to support claims ● Designs and implements solutions to complex problems
Empowered Citizen: ● Shows empathy and respect ● Understands the power of their own identity ● Seeks cultural understanding ● Makes safe, legal and ethical choices ● Demonstrates civic responsibility ● Participates in the democratic process	Synergy Academy Chartered Public School will graduate individuals who have a strong sense of self and value of community, who are able to think critically about the world around them, who possess the skills and passion to create change, and who feel empowered and prepared to do so.

• Impacts the community responsibly	

Foundational Pedagogical Practices: Mission and Vision

This is a visual representation of how we conceptualize student support methodologies at Synergy Academy Chartered Public School. The diagram is meant to be read from the bottom-up:

<table>
<tr><td></td><td colspan="2">Graduation</td><td>Personal Goals</td></tr>
<tr><td>Chapters</td><td>Knowledge</td><td>Skills</td><td>Work Readiness</td></tr>
<tr><td>3</td><td rowspan="3">Integrated Math
Science
History
English
Visual and Performing Arts
Foreign Language
College and Career Readiness</td><td rowspan="3">Literacy and Numeracy
Digital Citizenship
Analysis
Problem Solving
Argumentation
Evaluation and Critique
Writing
Precision and Refinement
Presentation
Speaking and Listening
Connections
Investigation
Strategy</td><td>3</td></tr>
<tr><td>2</td><td>2</td></tr>
<tr><td>1</td><td>1</td></tr>
<tr><td>Care</td><td>Connect</td><td>Challenge</td><td>Create</td></tr>
</table>

Instructional	Behavioral	Holistic
• Project-Based and Real World Learning • Mastery-Based Grading • Culturally Responsive Teaching	• Trauma-Informed Classrooms and Staff • Restorative Justice	• Family Engagement • Wrap Around Services • Advisory • Counseling • Case Management • Relationship-Centric

Holistic: We first begin by understanding that students' lived-experiences, needs (Maslow's Hierarchy) and overall wellbeing impact their behavior and ability to learn. We address this through a trauma-informed staff, mental health services, advisory communities, counseling services, case management and a relationship-centric community.

Behavioral: Secondly, we know that behaviors manifest from students' holistic health (physical and mental). We support and address behavior through restorative justice and a trauma-informed environment. We treat

behavior like we would treat literacy or numeracy, as something that must be learned through consistency, differentiation, error and data-driven direction.

Instructional: Thirdly, and only once the previous two categories are nurtured, can we address the instructional component of student learning. We use project based learning to ensure education is provided through engaging, relevant and cross-curricular content. We use mastery-based grading to elicit growth-mindset and to support our students through the necessary trial and error that it takes to be successful in the 21st century. Additionally, we use 13 core competencies to drive our interdisciplinary instruction so that our students see their course disciplines as all being interactive and overlapping tools that can be used in conjunction to solve some of the world's most challenging problems.

Individual Student Goals: This component of the diagram designates that we empower our students with the tools needed to reach their own individual goals. Given the diversity of our student body, we are committed to broadening the scope of what is conceived as student success. We partner with our students and their support teams to formulate a goal that will drive our students towards happy and independent adulthood. We understand that without a clear goal, there is no way to ensure targeted growth.

Educational Philosophy:

Synergy Academy Chartered Public School's educational philosophy is centered around individualized instruction that systematically acknowledges the variance of student learning style, interest, personal and professional goals and time and space constraint. Our current schools are based on an outdated model that separates students by age, rewards them for seat time, and prioritizes generalized skill sets and rote memorization over critical thinking and problem solving. Yet, educators are tasked with the responsibility of preparing students for something that doesn't exist yet. This growing gap between what worked in the past and what is necessary for the future has resulted in 30 million unemployed Americans with over 5 million jobs left unfilled for lack of skilled employees for hire.

Additionally, we have seen that many schools are addressing this problem by leveraging technology to serve as instructors in the classroom. When used in isolation, this solution has proven to be largely detrimental to student learning. Synergy Academy Chartered Public School's infusion of interdisciplinary project-based learning, mastery-based grading and real world application ensures that our students are learning to tackle relevant real-world issues using the plethora of skills mastered through small group instruction, 1-on-1 tutoring, Synergy Academy Chartered Public School's online platform and communal learning.

Credits

New Hampshire State Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
English Language Arts	4

Mathematics	4, including Algebra credit that can be earned through a sequential, integrated or applied program
Physical sciences	1
Biological sciences	1
General Science	1 (third science credit which can be an embedded science credit)
US and NH history	1
US and NH government/civics	½
Economics, including personal finance	½
World history, global studies, or geography	½
Information and communications technologies	½ or demonstrate proficiency
Health education	½
Physical education	1
Arts education	½
Life skills elective	4
Open electives	2
Totals	**22**

	9th	10th	11th	12th	
ELA	1 credit	1 credit	1 credit	1 credit	
Math	1 credit	1 credit	1 credit	1 credit	
General Science	1 credit				
Physical sciences		1 credit			
Biological sciences			1 credit		
US and NH history	1 credit				

US and NH government/civics		.5 credits			
Economics		.5 credits			
Global studies			.5 credits		
Information and communications technologies			.5 credits		
Health education					
Physical education	.5 credits	.5 credits			
Arts education			.5 credits		
Life skills elective	1 credit	1 credit	1 credit	2 credit	
Open electives	.5 credits	.5 credits	.5 credits		
TOTAL	6 credits	6 credits	6 credits	4 credits	22 credits

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

Mastery-Based Grading

Most of us are accustomed to a 0 - 100 grading scale, where a grade of 70 or higher is typically the bar for earning credit for an assignment and, ultimately, for passing the course. The points can be assigned to a student for a variety of different tasks, but aren't necessarily linked to mastery of the content or skills specific to a particular course of learning. For example, while a student may earn points for correct answers on exams or quizzes, they may also earn points for completing and submitting homework, for class participation or behavior, or even for an extra credit assignment. The latter examples give students points for completion of an assignment or task, and, while accountability and timeliness are important to developing a student's holistic academic skills, this is different from grading based on the proficiency level or quality of the work that the student is doing. It also makes interpreting grades quite challenging for students and parents. Take a look at the gradebook below as an example:

	Quiz 1	Homework	Test 1	Participation 1
Student 1	50	100	60	100
Student 2	100	0	85	0

According to the gradebook, student 2 performed very well on the Quiz and Test, but received zeroes for Homework and Participation, while student 1 received perfect scores for Homework and Participation, but failing grades on the assessments. How can students and parents make sense of this? Were the zeroes assigned to Student 2 because she didn't complete the work for these two tasks? If so, depending on how the teacher weights each category, this student could end up with a fairly low grade, despite having a strong proficiency of the content, as demonstrated through her assessments. The opposite could be true for Student 1.While she seems to have completed all of her assignments and been given full credit for them, those assignments don't appear to have been graded by content mastery, as her assessment grades indicate she doesn't yet have a strong grasp on the content. She still may be able to pass though if her teacher assigns a large weight to homework and participation categories. Traditional grading leads to a situation where the student who has stronger mastery of the content receives a lower grade than a student who is still working to demonstrate proficiency, and is dependent on a variety of subjective factors: what weight each category is given, the number of points allocated to various assignments, tests, quizzes, etc., how the teacher defines and scores participation, whether or not the teacher accepts late work, grades on a curve, etc.

Another aspect of traditional grading that proves tricky for students is that the grades they receive are final. If a student fails Unit 1 Test, he or she is expected to study harder for the next assessment in order to bring up the grade. There may be individual exceptions and opportunities for revisions or extra credit, but the student or parent must seek them out, and it is not typically the class norm that any assignment or assessment may be revised whenever the student needs it. Further, the final grade is an average of all the grades received over a certain time period. This means that some students are ultimately penalized because they did not learn at the same pace as other students. Let's look at another example:

Student 3 earns a score of 40 on her first unit test. As the teacher, you discuss her performance with her, and she explains that she had a difficult time understanding the concepts that were covered. You tell her that some of the same concepts will be covered on the next exam and that she will have the opportunity to raise her grade then. Student 3 studies incredibly hard, coming in for additional help before and after school and seeking out tutoring from her peers. On the second test, she raises her score to an 80, demonstrating that she now understands the content on a much deeper level. Yet, her overall score for the class still hangs at a 60 when the two scores are averaged together. Although she has proven her growth in mastery, she continues to pay for the lower grade she received when she had not yet demonstrated proficiency.

In a situation like student 3's, it is easy to see why she would become frustrated and how she could justify giving up in the class. It is also easy to see how she could look at her grade solely through a lens of gaining more points and reach out to her teacher to request extra credit points to bring her grade up to passing. None of these responses, though, leads her to a deeper understanding of the material or makes her feel that she has control over her own learning.

Mastery-Based Grading serves to eliminate some of these challenges. It allows students (and teachers and parents) to focus on what is being learned rather than how many points are being awarded, and ensures that students are being assessed on the content and skill mastery they have developed. Further, MBG encourages an attitude of constant learning by allowing multiple opportunities to learn the material and demonstrate mastery. Finally, MBG takes into account students' holistic learning and awards grades based on deepening understanding of the material rather than averaging grades across time, which ultimately penalizes students who learn at a slower pace.

Mastery Based Grading is based on the work and learning of many people and organizations. Synergy Academy Chartered Public School staff will participate in training and receive on-going support from the Curriculum and Instruction Director around implementation and practice. We will benefit from the thinking and learning in the field by practitioners and conferences such as the Sound Grading Practices Conference and the ASCD assessment workshops and conferences conducted by Robert Marzano, as well as Marzano's book *Classroom Assessment & Grading That Works*.

What is Mastery-Based Grading?

Mastery-Based Grading (MBG) is a system of grading students based on their demonstrated level of mastery concepts ("Essential Skills"), rather than just calculating an average based on the total number of "points" they earn in a semester. It measures demonstrated student learning, not speed of learning. MBG works hand-in-hand with Project-Based Learning to drive students towards proficiency in content and skills, to facilitate student ownership over learning, and to provide a more authentic means of assessing what students know and can do. "PBL without mastery-based grading doesn't work. You build stuff but it's all surface-level work. I think it's the marriage of these two things that keeps the rigor there"- Steve Wallis

The grades are based on Essential Skills and Knowledge (ESKs), which are informed by teachers and determined by the state standards. These ESKs include not only content for the particular course, but also

more comprehensive and overarching academic skills that students should possess (for example, using evidence, or presentation skills) to be prepared for college and career. MBG allows for a focus on these skills rather than a heavily weighted grade that relies on completion, quality, or meeting deadlines (all elements that are still accounted for, but in a way that comprises less of the overall grade). Rather than having categories in the gradebook that are dedicated to the kinds of work students complete, such as in Example ___ (shot of categories including "Tests," "Quizzes," "Essays," "Homework," "Participation." etc.), the categories are the ESKs themselves. This allows students to be more informed about their learning as they can identify specific content areas and skill sets that they excel in and that they need to work to improve.

Why Mastery-Based Grading?

Mastery-based grading encourages conversation around the essential knowledge and skills and the students' ability to demonstrate mastery of these skills; it focuses on what students know rather than on "points" that may or may not be linked to proficiency levels. It also offers more detailed, specific feedback for students around which skills they have mastered and which they should continue to focus on, thus encouraging them to take ownership over their learning and facilitating a stronger sense of reflection around their work.

Encourages growth mindset

For Synergy Academy Chartered Public School teachers and leaders, this is one of the biggest appeals of MBG: its compatibility with the notion of a growth mindset, developed by Carol Dweck. Growth Mindset, the belief that any skill or content can be mastered with time, dedication, and support, is a deeply held and important value at Synergy Academy Chartered Public School. Mastery-based grading supports growth mindset by encouraging consistent learning and improvement through multiple opportunities to demonstrate mastery, and by showing students that knowledge is never fixed but, rather, can expand with focus and hard work. Ninth grade math teacher Korey Hlaudy said that, for him, the inherent focus on growth mindset is the biggest benefit of using mastery-based grading:

> *"The best thing about MBG for the kids is the growth mindset. It's no longer about the points or the individual skill- it's about a mindset of constant learning, about the progress the students are making. It's not about how fast they're learning but just that they're learning. Research has shown when you learn something the first time it doesn't stick- you need to practice it.Mastery-based grading reinforces this idea and lets students know it's ok to."*

In mastery-based grading, the final grade in a class is determined by analyzing the "growing preponderance of evidence"(Marzano) rather than simply taking an average or placing the bulk of the weight on one final exam. This results in a more accurate picture of students' grades, as it takes into account multiple means of demonstrating learning and analyzes work over time rather than just one particular data point. This is not only more accurate, but more personal, as the teacher is able to take into account extenuating circumstances that a computer may not be able to calculate.

Getting Started with MBG

Choosing, Weighting, and Scoring Essential Skills & Knowledge

(content vs. habits of mind)
- sample teachers' gradebooks

Gradebook Adaptability

Most commonly-used online gradebook portals are not equipped to support the 1-4 scale the MBG uses. This requires some creativity on the part of teachers as they work to design a conversion system that is time-efficient and easy to explain to parents and students.

Parent & Student adjustment to new way of approaching learning & mastery

The transition to MBG from more traditional grading systems can be a difficult adjustment for both parents and students.Students are used to asking questions such as "Will this be graded? Will I get credit for this? How many points is this worth?" and it takes time for their mindset to shift from point-oriented to learning- and growth-oriented. Teachers also initially experienced a negative attitude around re-mastering content, as they found some students would not prepare for assessments ahead of time because they knew they could just retake it for a higher grade later. Different teachers have different means of approaching this:

"I started including all of the Essential Skills on every test, so that each assessment is an assessment of all learning throughout the year. The most current assessment grade for mastery of a particular skill replaces the previous one. It holds them accountable for their comprehensive learning and ensure they're getting consistent practice with the skills throughout the year."- Korey Hlaudy, 9th grade math, DVC

Preparing & Supporting Students and Families

Most parents and students are accustomed to traditional grading methods and need support in understanding and transitioning to MBG. Synergy Academy Chartered Public School offers this support in several ways. When students enter their freshman year, all parents and families are invited to a small-group meeting with the Executive Director. MBG is just one of the variety of resources and information covered to help parents navigate high school with their students. The Executive Director gives a broad overview of how MBG works and explains the rationale behind using this method. They also show parents sample gradebook entries and model how to interpret the scores.

Students are supported primarily by their teachers and older students, who help orient them to the new way of grading in their mixed-grade advisory classes. Further, at the beginning of the year, freshman teachers regularly review MBG with students, helping them navigate the gradebook and make sense of their scores, and clarifying any confusion around the process.

Project Based Learning

Project Based Learning requires students to synthesize content knowledge from and across content material, 21st Century skills, and critical 'soft' knowledge and competencies that are important to success in modern society and the workplace. It then pushes students to apply these skills and knowledge to the

development of a meaningful project, answering engaging and authentic questions, and producing quality professional work. These projects are not add-ons at the end of a unit designed to assess what students know, rather they are the unit themselves, designed to enable students to explore the topics, collaborate with their peers and community members in the related field, and demonstrate their ability all at the same time. This encourages more authentic learning through increased practice with meaningful application of skills and pushes students far beyond simple memorization and recall, ensuring that the content and skills are mastered with a deeper level of understanding and in a way that will last well beyond the class. Because of the sustained inquiry throughout the course of a project, PBL also encourages a curious attitude, facilitates creative and critical thinking, and pushes students to draw from a growing toolbox of knowledge and skills to analyze and problem solve.

Project-based learning encourages students to be active participants in the construction of knowledge through creating projects that require the demonstration of a number of essential skills that mirror real-world experiences. In addition to content, PBL facilitates the growth of soft skills through encouraging group work, critical thinking, synthesis of knowledge, application of skills, and presentation acumen. PBL works in conjunction with students' professional and personal goals by allowing them to determine how they interact with the content. The students have the opportunity to work with community stakeholders, leverage 21st century technology, use a multitude of mediums and even critique the world around them with the guidance and critical feedback of their community. Additionally, PBL instills in students the value of growth mindset, as projects are always in progress and can always be innovated or improved on.

PBL at Synergy Academy Chartered Public School:

Synergy Academy Chartered Public School is focused on integrating the community into the PBL process in order to build meaningful connections between the academic and personal goals of our students. Given the unique academic support staff model at Synergy Academy Chartered Public School, PBL will be intrinsically connected to the collaboration of the Community and Engagement Director and the Curriculum and Instruction Director. The Curriculum and Instruction Director will work to desegregate the academic skills of a given content area into what can be effectively assessed through online or in person tests and what must be assessed more thoroughly through the PBL process. They will then meet with the Community and Engagement Director to provide insight on those standards and possible ways it could potentially be incorporated into a project. The Community and Engagement Director will build and manage relationships with community stakeholders to provide internships, job shadows, site visits, and other modalities to increase the number of opportunities for project based learning in the community. As part of our model we incorporate our van in order to remove the barrier of transportation for students.

Example:

As a Language Arts Content Specialist I feel that a student's ability to persuade an audience given evidence and analysis should be assessed through a project. I may suggest a debate, campaign or propaganda related project to receive accurate data on a student's mastery of the standard. The Curriculum and Instruction Director will then take that information and meaningfully incorporate it into the interdisciplinary project in

collaboration with the Community and Engagement Director. On the other hand, I may feel that a student's ability to infer meaning of content specific jargon given the surrounding context may be effectively practiced and assessed given the online platform, in person tutoring and small group lessons.

The Curriculum and Instruction Director's job is to design a project that will incorporate the standards into the project in a way that is meaningful and rigorous. The Community and Engagement Director will work with the Curriculum and Instruction Director to leverage community partners to provide meaningful and memorable moments for students. For the example above this can look like having the Community and Engagement Director reach out to a local representative for the student to meet with and advocate around an issue the student is passionate about. This can also look like utilizing our life skills groups to have students present to each other and persuade the rest of the group to their cause to start an on-line campaign on social media around an issue of interest.

Given the individualized learning plans of students at Synergy Academy Chartered Public School, many of the projects, despite students' commonalities of age or grade, will have alterations. A single student may be taking 9th grade English, geometry and 10th grade Spanish all at the same time. This means that the Curriculum and Instruction Director must be able to provide a series of suggestions for ways in which the selected standards can be addressed in a project/real world setting. The Curriculum and Instruction Director will also need to think about broad project themes that allow for a variety of skills to be implemented in the design process. Students must experience academic content and projects alongside one another. These two processes are large components of what will make the students curricular experience at Synergy Academy Chartered Public School. As students work through academic content they apply their knowledge to interdisciplinary projects in order to see how they interact with other content areas and how they play out in the real world.

Opportunities for Demonstrations of Student Learning

In addition to smaller-scale projects that may last days, weeks, or throughout the course of a unit, teachers and students work on much larger-scale projects that require demonstration of cumulative learning from one class or that combine concepts and skills learned across different content areas. These projects are presented at Exhibition, a community showcase of learning that is held twice per year. Students also have an opportunity to create their own project at the end of the semester to demonstrate their learning of a skill they have yet to fully master. These presentations of learning occur at the end of each semester and give students the opportunities to both show their growth over the course of the semester and improve their grades before report cards.

Project Design: Teachers will be supported by the Director of Curriculum

- *Begin with the End in Mind*
  Teachers begin designing their projects by thinking about the big picture or essential question: What is the overarching concept they wish to have students explore and which projects will best allow that concept to come to life in a real-world context? Should students create a non-profit? A business model? Design a campaign? Create a start-up? Which final product will ultimately

challenge students to demonstrate their learning? Which final product will have the most real-world relevance? Which product is both ambitious and feasible for the academic content and the time frame? What essential knowledge and skills will students learn through this project? What habits of mind and soft skills will students learn?

- *Weekly Theme Breakdown*
  After teachers have chosen their final project for students, they begin breaking it down into smaller chunks with weekly themes, or focus areas. What should students master each week that will contribute to their success with and quality of the final project? What steps would a professional take to complete a project such as this?

- *Essential Skills and Knowledge*
  Which essential skills and knowledge will we cover? In what order should we cover them so as to scaffold the material? Do the essential skills and knowledge connect directly to the standards? Do the essential skills in various content areas complement one another in a way that is digestible to students? Do they align with the Habits of Mind, 21st Century Skills, and, at Da Vinci Design, to the Design Process?

- *Brainstorming the Deliverables*
  What deliverable will you have for each week? How is the deliverable a building component of the final product? How does each deliverable assess important soft skills and academic standards?

- *Milestones and Memorable Moments*
  Memorable moments are opportunities to interact with the topic of the project in a hands-on manner. This can be through a field trip, guest speaker, enrichment opportunity or group challenge. Any experience that allows the students to engage directly with the subject of the the project can serve as a memorable moment or milestone in developing the essential skills to apply this knowledge to their personal and professional goals.

  What weekly memorable moments can be added into the project design? How can these moments reinforce concepts or facilitate application of skills? What milestones will ensure that students are on track to be successful? What will teachers use to determine if individual students or groups need additional scaffolding, support, or to be stretched?

- *Real World Expertise (application): Supported by Community and Engagement Director*
  How would this project be deployed in the workforce? How would professionals assess student work and what needs to be considered when transferring these skills beyond the classroom? Students must be able to see the link between their project and the professional world. Can guest speakers and mentors be included during our life skills groups in a meaningful way to better provide real-world knowledge and make connections between the students' work and a professional setting? In what other ways can we ensure the project is authentic to real world experiences? What

do professional practitioners of this subject do? How can we design the project process or product to reflect this?

- *Critique*
  How are critique processes added into the project plan? What forms of critique will be used? How will students incorporate feedback from critique into bettering their projects, and when will this occur in the calendar? Are there multiple opportunities for reflection on project progress and quality by students and teachers?

- *Calendar*
  Is the time I have allotted enough to provide students an in depth opportunity to successfully explore this topic, answer the relevant questions, and produce quality work? Are the milestones and checkpoints clearly delineated and adequate?

- *Driving Questions*
  What overarching question encapsulates the learning in a way that is authentic, interesting, and meaningful to students?

Project Requirements

Project Requirement	Explanation	Baseline ◄ Ambitious ►		
1) Essential Knowledge & Skills	The project must be grounded in the essential knowledge and skills determined by the Da Vinci staff.	1 – 2 essential knowledge areas or skill(s) per subject; single-subject project	2 – 3 essential knowledge areas or skills per subject; single-subject or multi-subject project	2 – 3 essential knowledge areas or skills per subject; multi-subject project
2) Driving Question	The project has a driving question for students to grapple with. This driving question guides the project to completion and grounds students in their work. The question is answered fully through the deliverables and/or project presentation.	Is understandable for students; inspires higher-order thinking; requires depth of understanding to answer; serves as a guide to the direction of inquiry and products for the project		Meets baseline criteria; offers opportunity for students to express voice and choice; has real-world application; has meaning and relevance to the students
3) Feedback and Revisions	There are multiple checkpoints set up to assess student progress, provide meaningful feedback to students, and hold students accountable for the completion of the project in steps.	2 opportunities for feedback and revision are provided per project; one opportunity offers teacher feedback and one opportunity involves student feedback; students held accountable at both checkpoints	Provides more than 2 opportunities for teacher and student feedback; students held accountable at more than 2 checkpoints	Provides more than 2 opportunities for teacher and student feedback; students held accountable at more than 2 checkpoints; student and teacher feedback given together using a critique protocol
4) Scaffolding	The knowledge and skills are presented to students in bite-size pieces, not gigantic chunks. There are multiple scaffolds built in for ELLs, students with IEPs, and other struggling learners.	Project is broken down into bite-size pieces; lessons during class cover specific topics that must be mastered to complete deliverables for the project	Meets baseline criteria; there are options for students to skip specific steps and move along at a faster pace if appropriate	Students select their own scaffolds according to their needs; teacher monitors their progress and adjusts scaffolds as necessary
5) Differentiation	The knowledge and skills are presented to students in multiple ways to appeal to a variety of learning styles. Differentiation is built in for ELLs, students with IEPs, and other struggling learners.	2 lessons per project teach similar content in a different way	More than 2 lessons per project teach similar content in several different ways; some lessons may be set up to accommodate student-selected differentiation	Project itself allows for student-selected differentiation

Actively Building Community

<u>Advisory:</u>

At Synergy Academy Chartered Public School all students will be members of an advisory with a teacher and peer-advocate. Advisory will be scheduled into the day and serve as a space to connect and check in around students' individual learning plans. We will maintain a ratio of 2:25 or lower to ensure the quality of the relationships built. Within these communities students will have access to a network of academic and socioemotional supports. Teachers and peer-advocates will support and monitor student performance, attendance and wellbeing through weekly check-ins and consistent communication. Students will also serve as a support system for one another in holding each other accountable to school work and physical and mental wellbeing. The advisory will serve as a support group that can be accessed during, after and before school hours to ensure that students feel known, valued and supported as human beings.

Visit students' families and communities:

It is important that teachers get to know their students' families and communities by actually going into the students' home environments. This allows teachers to relate to their students as more than just "bodies" in the classroom but also as social and cultural beings connected to a complex social and cultural network. Moreover, by becoming familiar with students' home lives, teachers gain insight into the influences on the students' attitudes and behaviors. Additionally, teachers can use the families and communities as resources (e.g., classroom helpers or speakers) that will contribute to the educational growth of the students. Home visits will be done in pairs for the first visit, and staff will be trained around best practices and safety. We will use our early release day as well as after school to hold home visits. We will accommodate the schedules of families as needed for those who need to meet later in the evening. We will utilize flex time for teachers who need to make later home visits, utilizing admin for coverage as needed.

Classroom Set-up

Classroom organization has the power to set the tone for culturally responsive teaching. When classrooms are organized into communities that are designed to encourage academic and cultural excellence, students learn to facilitate their own learning as well as that of their fellow students. This kind of classroom requires careful planning and explicit teaching around social interactions so that students learn to assume leadership for learning, feel comfortable exploring differences of opinion, and accept that they may need help from their classmates in order to be successful. Along the way, students learn to see the classroom and their interactions from more than one perspective so that they can identify potential difficulties that come from assumptions of privilege, the distribution of power (who gets to make the rules), and the assessment of performance and competence. These power dynamics whether shared or centralized will impact how classroom environments are set-up. Students will be welcomed into the discussion around what formation is appropriate for various conversations to provide them with the experience of considering what environment is necessary to produce specific outcomes.

Classrooms are malleable to the learning, comfort and safety needs of the students. Synergy Academy Chartered Public School furniture molds to the needs of both individual learners and collective learning communities. In a singular learning space one should see multiple differentiated learning spaces to meet the needs of the students. Throughout the lesson these spaces will often shift and change in allowing students to engage in small group conversation, whole group socratic seminars, protected individual work time and one-on-one tutoring. This is an integral component of building community at Synergy Academy Chartered Public School as cohorts and classes of students work to create a learning environment that is

safe, comfortable and conducive to the needs of all participants. In recognition of the demands of the work force and higher education, teachers are able to orchestrate physical shifts in the learning environment during their lessons and will release the freedom to the students during independent work sessions and tutoring. This will provide a balance between students adjusting their learning styles to the demands of a larger classroom setting and being empowered to engage in self-exploration to figure out how they work best when provided with the freedom to choose.

Student Voice

Community is built through consistent feedback and effective student leadership pathways. Our goal at Synergy Academy Chartered Public School is to have a student-run community in which their voice is leveraged, refined and strengthened in order to make larger change in the world beyond our doors. We will have a student council who will be supported by the Community and Engagement Director in taking an active role in informing the direction of their school. The student council will elect a representative and an alternate to fill the student seat on Synergy Academy Chartered Public School's board. Student council will work with the Community and Engagement Director in facilitating school events, community events, family events, town halls, inviting guest speakers, etc. Students participate in weekly reflections and feedback loops in order to make Synergy Academy Chartered Public School the most productive and supportive environment for them to learn and grow. Teachers and administration reference and summarize the feedback received each week and update the students on the changes that will be made as a reaction to the feedback.

Self-expression and transparency will be practiced during advisory meetings, parent/stakeholder-teacher conferences, town halls, community building activities, school-wide events, student clubs and community outreach trips. Students will have multiple times within each of their courses to make choices that best fit their learning style (multiple ways of showing mastery, options in testing styles, project-based learning etc.) Student voice is an integral component of the Synergy Academy Chartered Public School educational philosophy and will be integrated into all aspects of the curricular framework.

Students as Coaches

The students as coaches provide students with the agency to help develop great teachers. Teachers place the students as coaches on the whiteboard in their space and elect a student each day to provide feedback during and after their lesson/day of tutoring and small group instruction. This helps to show teachers as humans who model vulnerability in learning and growing in their craft. This also allows for students to more readily take feedback after observing their teacher do the same.

English Language Learners

There are three levels of English Language Development (ELD) support that Synergy Academy Chartered Public School is committed to providing for our English Learners. These supports are ELD goals infused into personalized learning plans, schoolwide ELD support (Quarterly ELD Standard-Focus) and individualized tracking and instruction.

EL Coordinator:

The coordinator is a credentialed teacher with experience in supporting ELL students and in administering the WIDA exam. The coordinator manages data, administers the WIDA, guides and supports the other subject teachers and has a touchpoint with all ELL students throughout the year.

ELD Standards:

1. Collaborative: Exchanging Information/Ideas
2. Collaborative: Interacting in Written Language
3. Collaborative: Supporting Opinions and Persuading Others
4. Collaborative: Adapting/Evaluating and Analyzing Language Choices
5. Interpretive: Listening Actively,ELD: Reading/Viewing Closely
6. Interpretive: Presenting
7. Interpretive: Writing
8. Productive: Justifying/Arguing
9. Productive: Selecting Language Resources
10. Structuring Cohesive Texts: Understanding Text Structure/Cohesion
11. Expanding and Enriching Ideas: Using Noun/Verb and Noun/Verb Phrases
12. Expanding and Enriching Ideas:Modifying to Add Details
13. Connecting and Condensing Ideas: Connecting ideas within sentences by combining clauses
14. Connecting and Condensing Ideas: Condensing ideas within sentences using a variety of language resources

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

ELD Goals (PLPs)	**ELD Goals:** ELD goals are assessed and assigned based on assessment data from the WIDA and Achieve 3000. The EL coordinator has quarterly meetings with each EL student to review grades, mastery of competencies and ELD standards based on coursework and Reading Workshop. Once the ELD-based goals are established, additional assignments and supports are incorporated into the students ILP to ensure they are working on the areas where they need it most. For example, if a student is identified to struggle most heavily with *"Understanding Text Structure and Cohesion"* teachers would work to infuse claims, counterclaims, reasons and evidence as key components of the students coursework. ELL Progress Monitoring ELL Reclassification Form
Schoolwide ELD Focus Areas	**ELD Foci:** The ELD coordinator will facilitate quarterly PD sessions to deploy the quarter's ELD Standard focus. This standard will be infused into all class times across all subjects.Given the alignment between literacy and ELD standards, we will be focusing on the ELD standards to support literacy across the board. The ELD coordinator will provide resources, lesson suggestions and support to instructional staff in order to drive the development of these skills. Admin will then use this standard as a "Look for" in their observation and will support through coaching. EL Overview PD
Individualized Tracking and Instruction	**Reading Workshop:** Within the reading workshop, EL students are cohorted and supported on ELD standards through credit bearing mini-lessons. ELD learning opportunities will include both in-class and online published curriculum, web-based modules, and small group and individual tutoring that helps EL students develop phonemic awareness; syntax; nuances of English language such as idioms, · tone, and humor; reading comprehension skills and strategies; daily and academic vocabulary; listening, speaking, and presentation skills; and writing in English. The ELD course is focused on preparing students with the writing, reading and speaking and listening skills necessary to be reclassified through strong performance in their English class and on the ELPAC exam. **Leveled Instruction:** Emerging (weekly instruction) *Beginner | Lower intermediate* Expanding (monthly instruction) *Intermediate | Upper intermediate*

	Bridging (quarterly instruction) *Advanced | Native Speaker* Once the beginning of the year EL meetings are held, site admin and the EL Coordinator will work together to assess the necessity of creating mini cohorts managed by ACs for targeted breakout groups. For example, if there are two students at APCH that fall in the "Emerging" category, those students will participate in weekly breakout sessions with the AC and EL coordinator. Where students in the bridging category may just need academic monitoring and quarterly SLCs with the EL coordinator.

ELD Curricular Resources:

1. Achieve 3000
2. NewELA

Behavior Support

Classroom management practices have the power to promote or obstruct equal access to learning. These practices include creating a physical setting that supports academic and social goals, establishing and maintaining high expectations for behavior, and working with families (Weinstein, Curran, Tomlinson Clarke, 2003). Synergy Academy Chartered Public School teachers think about ways the environment can be used to communicate respect, safety, to reaffirm connectedness and community, and to avoid marginalizing and disparaging students. The goals for management is reintegration into the community when there is a breach in norms or safety. Below are a list of best practices for classroom management in a culturally responsive classroom at Synergy Academy Chartered Public School.

Mindsets:

- Acknowledge that teachers, parents, stakeholders and students may have different expectations about what constitutes appropriate school behavior (must be clear for all stakeholders)
- Allowing students to slack off or not reach expectations sends a message that you don't believe they are capable.
- Relationships must be nourished and built tactfully through community circles and discussion
- All parents care about their children and have something to offer
- All students want to learn and reach their goals
- Families, stakeholders and the students themselves are key resources in learning how to best serve the student
- It is important to be sensitive to cultural differences in communication styles with parents and students.
- Class norms are most successful when students help to create them.

- Teachers must model the behavior they expect and provide opportunities for students to practice.
- It is important to be hyper aware of inconsistency in application of consequences.

Restorative Justice

Despite the best preventive measures, all teachers eventually have to deal with security breaches in the classroom. Synergy Academy Chartered Public School will provide training for staff to facilitate restorative justice circles, with possible partners such as UNH. Our protocols and procedures are laid out in our support manual, and will be led by our Executive Director, a licensed social worker. Since communities are actively built and nourished in classrooms, advisory and with the larger community it is easier to respond effectively to wrongdoing and restore social order — as well as to create a healthy and positive organizational environment. Community circles are incorporated into the social fabric as a preventative measure to restorative practices. This creates the social capital for restoration to be possible. Social capital is to create connections among individuals, and the trust, mutual understanding, shared values and behaviors that bind us together and make cooperative action possible (Cohen & Prusak, 2001).

Restorative justice practices provide tertiary prevention, after the problem has occurred, with the intention of avoiding recurrence. We have the goal of reintegration and protection of the freedom of our students at the forefront. Restorative practices expands that effort with primary prevention (community building through circles and advisories), introduced before the problem has occurred. This approach is at the core belief of our model around relationships and moving towards being proactive instead of reactive.

Normalizing Language (mental health, foster, homeless, abuse, special education, gender performance etc.)

In recognition that Synergy Academy Chartered Public School is focused on meeting the needs of some of the most underserved communities in our city, it is extremely important that we provide a safe space for our students through the normalization of their lived experiences. This comes through leveraging service providers, students, staff and families who have experienced housing instability, homelessness or trauma to educate the community in regards to the language, lived experience and needs of those experiencing these realities. Additionally, language around sexuality and gender performance must also be taught and respected within the community. This will allow language to serve as a form of respect in honoring the differences in experience on the Synergy Academy Chartered Public School campus.

Teachers are trained and staffed with the demographics of the student body in mind. Professional development sessions are held around the terminology of the legal and foster care system and ways to normalize language in the classroom. Teachers who share experiences with students will be sought out to provide safety, guidance and knowledge of the system for staff. Narratives of people going to court, meeting with probation officers, working through housing instability, discovering gender identity, coming out and accepting sexuality etc. will be largely discussed inside and out of the classroom through real student expression and planned curricular development.

In addition to incorporating these realities into curriculum there is also a visual culture of declaring alliance with the communities of our students at Synergy Academy Chartered Public School. This is in the form of safespace (brave space posters), flags, multilingual informational signs and pamphlets. Informational posters will also be inclusive of sexuality and language to be accessible to everyone. Opportunities and rights of students in the foster care system and experiencing unstable housing circumstances will be shared during advisory and will be posted around campus. Additional identity markers and declarations will be made in reaction to the particular needs of the students.

Through our life skills groups we will normalize and destigmatize mental health and special education. This will be accomplished through a combination of curriculum, community trips, guest speakers, and open dialogue. We will be able to integrate students' lived experiences with cross curricular content connecting the work in groups. This can look like discussing what chemical imbalances in the brain look like in science, to the struggle for disability rights in civics, to percentages of affected in math.

Trauma Informed Staff

One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and /or behavior. This ratio is higher at Synergy Academy Chartered Public School given our target population. In reaction to the experiences of our student body we ensure that 100% of our staff is trauma informed. Teachers and staff are mandated to follow Synergy Academy Chartered Public School's reporting procedures if there is suspected abuse. Additionally staff works actively to partner with the student's caregivers to share or address problems and to refer families and students to the resources they deserve.

Teachers at Synergy Academy Chartered Public School run trauma informed pedagogy through the following practices (NCTSN): https://learn.nctsn.org/

- Maintain consistent routines and protected spaces for student learning
- Provide transition/processing time (students have consistent entry procedures, journaling time and community circles devoted to processing previous events and transitioning into the school environment)
- Provide notice ahead of time when routines are going to change so that students can prepare and know what to expect.
- Give student choices (Often traumatic events involve loss of control and /or chaos, so students can feel safe through choices in learning (ex. Choices in learning environment, ways of showing mastery etc.)
- Set clear, firm limits for appropriate behavior and develop logical - rather than punitive-consequences
- Recognize that behavioral problems may be transient and related to trauma
- Provide a safe space for students to talk about what happened when a traumatic event has occurred (community circle, one-on-one etc.)
- Be aware of triggers

- Understand that children cope by reenacting trauma through play or through their interactions with others

Supportive Technology:

Online Learning Platform: PLATO, Achieve 3000, Math Space

Positive Behavior Incentive System: Class Dojo

School Information System: ALMA

Daily Correspondence: SLACK

Classroom Instruction: Hybrid Learning

Class Structure:

- Synchronous Discussion
- Knowledge Assessment (Entrance Ticket)
- Break Out Groups
- Independent WorkTime
- Regroup

Personalized Learning:

- Individualized learning Plan ILP
- Reviewed with student and Curriculum and Instruction Director by-monthly
- Reviewed with student during Advisory by-weekly with advisor
- Curriculum and Instruction and Community and Engagement Directors meet monthly to discuss integration of plans with community partners

Attendance:

- Advisories are mandatory
- Life skills groups are mandatory

- As students progress in their mastery and credits, they will have more options around attending classes at community colleges, taking on-line courses independently to provide more options for internships and job shadows.

Classroom Instruction: Enrichment and Extracurriculars

Advisory

At Synergy Academy Chartered Public School all students will be members of an advisory with a teacher and peer-advocate. We will maintain a ratio of 2:25 or lower to ensure the quality of the relationships built. Within these communities students will have access to a network of academic and socioemotional supports. Teachers, Academic Coach, and peer-advocates will support and monitor student performance, attendance and wellbeing through weekly check-ins and consistent communication. Students will also serve as a support system for one another in holding each other accountable to school work and physical and mental wellbeing. The advisory will serve as a support group that can be accessed during its scheduled block as well as after and before school hours to ensure that students feel known, valued and supported as human beings.

Advisory communities are built to provide our students with a family structure that can motivate them and hold them accountable to reaching their goals, serve as a place for consistent and reliable check-in's and feedback cycles and work to support the health of the students beyond the Synergy Academy Chartered Public School campus. Advisories are partnered with a Synergy Academy Chartered Public School teacher. The teacher's conduct circles, manage work journals, support stakeholder communication and attend case management cycles. Advisories will have weekly circles to build and nourish group culture. They will also participate in school wide competitions based on creativity, relationships, academics and athletics. If students feel that a particular advisory isn't the right place for them they must pledge their case to the group and meet with the advisor to ensure that a transition is the best next step. Advisories are meant to be productive and healthy for the student so it is important that they are based on diversifying the students work view, providing them with a network of support and serve as a safe space for development. With that in mind, the formation of an advisory should not be based on pre-existing cliques and friend groups.

APPENDIX F: SAMPLE SCHOOL CALENDAR

Appendix F: School Year Calendar

Synergy Academy School Year Calendar

August

M	T	W	Th	F
				1
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Legend

- In-Service- **Staff Only**
- Progress Reports
- No School
- End of Marking Period
- Graduation
- First/Last Day of School

8/24	Teacher Workshop Days Students No School
8/25	Teacher Workshop Days Students No School
8/26	Teacher Workshop Days Students No School
8/27	First Day of School
9/7	Labor Day No School
10/2	Teacher in Service Students No School
10/12	Columbus Day No School
10/30	First Marking Period Ends
11/11	Veterans Day No School
11/25-27	Thanksgiving Break No School
12/24-1/1	Holiday Break No School
1/14-15	Teacher Workshop Days Students No School
1/18	Martin Luther King Jr. Day No School
1/22	2nd Marking Period /Semester 1 Ends
2/22-26	February Break No School
3/12	Teacher In Service
4/2	3rd Marking Period Ends
4/26-30	April Break No School
5/31	Memorial Day
6/4	Graduation
6/15	Last Day Of School

APPENDIX G: JOB DESCRIPTIONS

Academic Coach

Purpose Statement

The Academic Coach provides wrap around services to ensure every student is able to succeed academically and socially. Wrap around services include 1:1 support, case management, referrals, crisis intervention, group work, home visits, family work, etc.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in project based learning and group facilitation (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

Individual Coaching

- Provides direct coaching as appropriate to individual students
- Provides consultation to families and service providers as needed and maintains students' pertinent documentation.
- Organizes and refers eligible students for outside mental health services.

Group Counseling

- Co-Facilitates life skills groups four times weekly, running approximately 2.5 hrs each.
- Coordinates with the Director of Program and Community Engagement around curriculum and programming to support student needs and well-being, including guest speakers, partnering with community organizations, etc.

Student Support and Family Engagement

- Facilitates restorative listening/talking circles to resolve conflicts between students.
- Co-Leads Support Team meetings and contributes to the decision-making process regarding referred students.
- Develops strategies and plans for students to cope with their emotions, defuse conflicts, and self-regulate.

- Consults with classroom teachers and administrators to develop road maps or support plans for students displaying high needs. Maintains contact with families and works with them to ensure appropriate supports are being implemented at home.
- Pushes into classes as needed for supporting students with classroom work.

Crisis Intervention

- Assists students in crisis situations and makes appropriate referrals and/or implements immediate interventions.
- Develops student intervention and de-escalation processes and protocols to enhance student growth and create a safe emotional/physical environment for the school community.
- Meets with students and families to develop support plans.
- Conducts appropriate and necessary visits to student homes, community agencies, or local partners.

Homeless Liaison

- Identifies homeless youth and families and connects homeless students and families to community resources.
- Completes documentation for the Department of Education.
- Coordinates transportation for homeless students if needed.

Community Resources and Referrals

- Develops knowledge of community resources and makes appropriate referrals for students and families.
- Maintains contact following referral to agencies and/or service providers.
- Develops partnerships with community organizations and local agencies.

Community Engagement and Stewardship

- Advance the educational mission of the school by participating in duties and responsibilities consistent with building, upholding and promoting a strong community.
- We actively value and solicit feedback in order to improve performance.

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in creating a student support network. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Job Requirements:
Minimum Qualifications

Education:

- Bachelor's degree or equivalent job experience
- Experience with crisis intervention
- Experience with group facilitation
- Creative thinker and problem solver
- Experience working in a small school preferred

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Position: Student Engagement Specialist
Compensation: AmeriCorps

The support staff at *Synergy Academy Chartered Public School Career Academy* will serve as the secondary agent for student engagement within learning opportunities. To this end, the support staff will speak and act in order to support the mission of *Synergy Academy Chartered Public School.* Due to the small size of *Synergy Academy Chartered Public School,* support staff will act in many capacities, serving as instructional aides, curriculum facilitators, student advocates, community coordinators, and most importantly, assistants to student learning. In all functions, flexibility and commitment to the mission of the school will be of the utmost importance.

Synergy Academy Chartered Public School's Mission:
Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Our Approach:
Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in creating a student support network. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:
All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Qualifications and Characteristics
The ideal candidate for a support staff position at Synergy Academy Chartered Public School will be/have:

- Flexible
- Committed to the mission of the organization
- Knowledge of Google applications (i.e. Google Docs, Google Sheets, Google Slides)
- Interest and willingness to co-facilitate social skills groups
- Willing to interact with young people and families in the community
- Knowledgeable across multiple domains
- Sensitive to the diverse needs of learners and their families
- Open to alternative forms of instruction, assessment, and learning
- Eagerness to build relationships and work closely with all students

Responsibilities

Instructional Support

- Support student learning experiences
- Collaborate with students to guide personal learning experiences
- Collaborate with outside organizations to connect students with learning experiences
- Supervise and support students during field trips and career experience opportunities
- Advise students to time manage and set goals
- Recognize students and staff achievement
- Assist students with competency mastery

Exhibitions Mentor and Community Member

- Model the dispositions and belief statements at *Synergy Academy Chartered Public School*
- Promote the mission of *Synergy Academy Chartered Public School*
- Partake in staff professional development
- Attend weekly staff meetings during lunch hour
- Guide student-decision making by framing questions

Experience:

- Working with adolescents and families
- Case Management experience preferred
- Home visits and community outreach preferred

Education:

- Bachelors in related field or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

AmeriCorps Member

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and entrepreneurial individual to assume the position of Student Success AmeriCorps Member at Synergy Academy Chartered Public School.

Synergy Mission:

Synergy activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Responsibilities

- Instructional Support
- Support student learning experiences
- Collaborate with students to guide personal learning experiences
- Collaborate with outside organizations to connect students with learning experiences
- Supervise and support students during field trips and career experience opportunities
- Advise students to time manage and set goals
- Recognize students and staff achievement
- Assist students with competency mastery
- Model the dispositions and belief statements at Synergy
- Promote the mission of Synergy
- Partake in staff professional development
- Attend weekly staff meetings during lunch hour
- Guide student-decision making by framing questions

The ideal candidate for an AmeriCorps position at Synergy will be/have:

- Flexible
- Committed to the mission of the organization
- Knowledge of Google applications (i.e. Google Docs, Google Sheets, Google Slides)
- Knowledgeable across multiple domains
- Sensitive to the diverse needs of learners and their families
- Open to alternative forms of instruction, assessment, and learning
- Eagerness to build relationships and work closely with all students

Civics Teacher

Reports To: Curriculum and Instruction Director

Purpose Statement:

Under the general supervision of the Curriculum and Instruction Director, the Civic's Teacher's role is to develop students' knowledge, skills and abilities in comprehending, speaking, reading and writing about concepts associated with the Social Studies discipline, and to develop an understanding and appreciation of those concepts. With a focus in tying in real life learning to add practicality and leadership opportunities.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

PERFORMANCE RESPONSIBILITIES:

- **Develops and administers Social Studies education curriculum consistent with school district goals and objectives.**

- **Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.**
- **Brings students outside of the classroom to be fully immersed in their communities.**

- **Develops lesson plans and instructional materials and translates lesson plans into learning experiences to develop pertinent sequential assignments, challenge students, and best utilize the available time for instruction.**

- **Teaches knowledge and skills in Social Studies curriculum**
  Works with students and others to prepare materials for inclusion in literary publications, contests, etc.

- **Conducts ongoing assessment of student learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.**

- **Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.**

- **Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.**

- **Encourages parental involvement in students' education and ensures effective communication with students and parents.**

- **Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.**

- **Coordinates with other professional staff members, especially within grade level, and participates in faculty meetings and committees.**

- **Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.**

Our Approach:
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Our Vision:
All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation and cultural backgrounds

learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Experience:

- A licensed or certified Social Studies Teacher in the State of New Hampshire or in an alternative certification path, or willing to work on one- required
- Evidence of past performance of working with Adolescents in a teaching role
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in science background or related field- required
- Masters- preferred or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Director of Curriculum & Instruction

Purpose Statement:

Synergy Academy Chartered Public School (Synergy) seeks a dynamic and accomplished education leader to assume the position of Director of Curriculum & Instruction. The manager provides overall leadership and direction for Synergy Academy Chartered Public School under the direction of the Executive Director. This position is one that must take extreme ownership of staff, young people and families. They will exude the Synergy Academy Chartered Public School mission and values around providing every student an individualized opportunity for success.

The successful candidate will (1) be an inspiring leader and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in teacher coaching and curriculum design (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to community involvement.

Synergy Academy Chartered Public School Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

Curriculum and Assessment:

1. Leads in the development and maintenance of a positive coordinated educational program designed to meet the needs of all children which is project based, cross curricular, and competency based
2. Guides the teachers and administration team through the development, implementation, and evaluation of curriculum and instruction.
3. Assumes responsibility for design and implementation of a local system of assessment to include data gathering and analysis.
4. Manage reporting of data to DOE, Executive Director, Board, and Synergy Community
5. Leads in the continued development of grading, report cards and honor roll policies.
6. Manage academic advising, class scheduling, and academic monitoring
7. Facilitate a school wide positive behavior program to take place in and out of classrooms based on Synergy's values and mission.
8. Run weekly faculty meetings to discuss programming, curriculum, behavior management, upcoming events, and collaborations.

Staff Development and Certification:

1. Guides development, implementation, and evaluation of orientation, professional development, certification, and in-service training programs for professional personnel.
2. Works with the Executive Director in the improvement of individual staff competencies by frequently observing classroom instruction and groups; to encourage, guide and support the faculty in working toward achieving organizational goals.
3. Responsible for collecting, assessing, and reporting Highly Qualified Teacher Data to DOE and managing certification and class assignments through I4see.
4. Assist teachers in creating meaningful and appropriate summative assessments and facilitate student assessments.
5. Manage state testing and reporting
6. Facilitate, assess, and support in culture building around restorative justice, positive behavioral interventions, cooperative approach, and Synergy values

Administration:

1. Manages all teachers, School Culture Manager, educational aids, educational partners, and special education coordinators
2. Manages Individualized Educational Plans and 504's for all Synergyrs
3. Manages ALMA, Plato, early college, and Accuplacer
4. Part of school leadership team and head of school when Executive Director is not present
5. Manages all student transcripts and ensures state requirements are met
6. Sets class and student schedules as well as assist in open houses and other organizational events
7. Manages all Federal Title programs and ensures compliance
8. Performs such other tasks and assumes such other responsibilities as may be assigned by the Executive Director or Synergy Board.

Workforce Excellence:

1. In collaboration with Director of Program and Community Engagement, design and assess Life Skills curriculum and competencies for groups ensuring cross curricular learning
2. Collaborate with grade level teachers to plan, integrate, and enhance grade-level standards to ready students for life after high school.
3. Provide Common Core Competency-based, structured project-based learning that supports students in reaching their short term and long term academic goals as well as providing tools for success in transition planning and execution.

4. Lead teachers in the area of Extended Learning Opportunities through community engagement, curriculum design, and real world learning.
5. In collaboration with the Student Support Manager ensure students are receiving opportunities for community service, work study, Internships, career exploration and exposure.
6. Manage and track student workforce competency attainment and graduation requirements.

Our Approach:
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Our Vision:
All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Qualifications:

1. Master's degree from an accredited institution, or equivalent work experience
2. Specific subject and/or curriculum certification or eligible
3. Five years of classroom teaching experience or providing academic related support
4. Creative thinker and problem solver
5. Five years of experience managing or providing coaching to classroom teachers
6. Experience working in a small school preferred

Director of Development
and Communications

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and creative fundraising professional to serve as our inaugural Director of Development and Communications. This is a key leadership role at a new charter school that is seeking to fill a gap in the educational landscape through individualized student support and integrated supportive services.

The successful candidate will (1) have an entrepreneurial, "can-do" attitude, (2) experience raising money and visibility for nonprofit and/or educational organizations, (3) strong alignment with Synergy's mission and goals, and (4) a deep commitment to our students and community.

The mission of Synergy Academy Charter Public School is to activate and nurture the inherent talent and potential of our students, using individualized educational plans and experiential learning to empower students with tools to navigate their futures and achieve their academic goals.

Essential Functions:

Fundraising (60%):

- Research, develop, and implement annual grant application calendar that maximizes funding potential for core and supplementary services;
- Recruit and oversee any contract grant writers or grant writing services;
- Recruit and oversee any fundraising interns and/or volunteers;
- Work closely with Board of Trustees and Executive Director to identify and cultivate potential individual donors;
- Work closely with Director of Program and Community Engagement to identify and cultivate potential corporate donors, including the codification of a volunteer to donor organizational pipeline;
- Update and maintain annual fundraising plan;
- Work closely with Executive Director to report on fundraising successes, obstacles, and opportunities to Board of Trustees;
- Plan and implement two annual fundraising events, including one annual silent auction;
- Select, launch, and maintain a CRM that will meet Synergy's long-term needs;

Communications (30%):

- Update and oversee Synergy social media channels, including Facebook, Twitter, and Instagram;
- Create a brochure and/or other collateral to promote enrollment and engagement opportunities at Synergy;

- Create and share a quarterly newsletter for donors, volunteers, and stakeholders;
- Create and share an annual report for donors, volunteers, and stakeholders;
- Recruit and oversee any communications interns or volunteers;

Administration & School Support (10%):

- Provide leadership and strategic input on key school decisions, such as policies and annual goals;
- The ideal candidate will be interested in supporting school culture and learning by occasionally leading individual lessons on budgeting, marketing, and/or other related topics;
- Other duties as assigned.

Our Approach:
Synergy employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support.

Our Vision:
All students in the greater Concord area have access to high-quality academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, educational, and cultural backgrounds learn and grow together in a safe community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Desired Qualifications:

1. Bachelor's degree or equivalent work experience
2. A minimum of three years of experience in a fundraising position, with strong preference for experience at the manager or above level
3. Experience with both individual and institutional fundraising strongly preferred
4. Experience working in a small high school with diverse population preferred
5. Basic knowledge of communications and marketing techniques necessary, with preference for work experience in the area of development communications or nonprofit marketing
6. Excellent written and oral communication skills required (a writing sample will be required of final candidates)
7. Demonstrated ability to plan and execute small donor cultivation events desired
8. Proven creative thinker and problem solver
9. High level of comfort in working in a student-focused start-up environment with ability to be flexible as circumstances require

Director of Finance and Operations

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and creative operations professional to serve as our inaugural Director of Finance and Operations. This is a key leadership role at a new charter school that is seeking to fill a gap in the educational landscape through individualized student support and integrated supportive services. This position reports directly to the Executive Director and has one direct report.

The successful candidate will (1) have an entrepreneurial, "can-do" attitude, (2) experience in operations for nonprofit and/or educational organizations, (3) strong alignment with Synergy's mission and goals, and (4) a deep commitment to our students and community.

The mission of Synergy Academy Charter Public School is to activate and nurture the inherent talent and potential of our students, using individualized educational plans and experiential learning to empower students with tools to navigate their futures and achieve their academic goals.

Essential Functions:

Operations &HR (60%):

- With the support of Facilities Manager, ensure that building and facilities meet all safety and operational standards on a daily basis
    - Recruit, hire, and evaluate all custodial, maintenance, security and transportation contractors and/or staff.
    - Point on custodial, maintenance, transportation and security issues
    - Oversee all Safety and Security operations and functions
    - Oversight of Risk Management compliance, liability insurance carriers, and interaction with oversight agencies.
    - Oversight of all COVID-19 related safety and compliance procedures
- Monitor the stock of and order all necessary building and facility supplies;
- Ensure that outdoor areas are clean and well-maintained at all times;
- Ensure that payroll is completed in an accurate and timely basis;
- Work closely with school leadership to identify and recruit top talent for open positions;
    - Post and maintain job boards and listings
- Collaborate with school leadership to lead performance management processes and reporting;
    - Provide oversight and direction of corrective action procedures;
- Serve as an objective investigator for any and all claims of harassment or unethical practices within the agency. Review findings and present recommendations to Executive Director and Board of Trustees as needed;

Finance (30%):

- Work closely with Executive Director and other staff to develop balanced annual budget;
- Present monthly budget tracking updates to Executive Director and Board of Directors;
- Ensure the success of annual audits (financial, worker's compensation, payroll, etc.);
    - Liaison with third-party audit firm;
- Identify and implement accounting software or methodology;
- Ensure all income and expenses are tracked in an accurate and timely manner;
- Provide oversight of purchasing, credit card management, travel and related finance systems, policies and procedures;

Administration & School Support (10%):

- Provide leadership and strategic input on key school decisions, such as policies and annual goals;
- The ideal candidate will be interested in supporting school culture and learning by occasionally leading individual lessons on budgeting, marketing, and/or other related topics;
- Other duties as assigned.

Our Approach:
Synergy employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support.

Our Vision:
All students in the greater Concord area have access to high-quality academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, educational, and cultural backgrounds learn and grow together in a safe community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Desired Qualifications:

1. Bachelor's degree or equivalent work experience
2. A minimum of three years of experience in a HR, finance and/or operations position, with strong preference for experience at the manager or above level
3. Experience with school HR, operations and/or finance strongly preferred
4. Experience working in a small high school with diverse population preferred
5. Proven creative thinker and problem solver
6. High level of comfort in working in a student-focused start-up environment with ability to be flexible as circumstances require

Director of Program and Community Engagement

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished education leader to assume the position of Director of Program and Community Engagement. The Director provides overall leadership and direction for Synergy under the direction of the Executive Director. They will exude the Synergy mission and values around providing every student an individualized opportunity for success.

The successful candidate will (1) be an inspiring leader and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in community engagement and program design (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to community involvement.

Synergy Mission:

Synergy activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

1. Coordinating and collaborating with the Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction to ensure that all areas of overlap are communicated, planned and executed flawlessly and with no friction or unnecessary redundancy of effort.
2. Working in partnership with the Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction to support and report to the Board.
3. In collaboration with the Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction, providing energetic, charismatic, visible leadership, inspiration and direction to the combined They will actively support and contribute to a healthy culture and ecosystem at Synergy.
4. Providing direct supervision of volunteer programs and the events. They will also work with the Director of Development and Communication to generate messaging, marketing, promotional and media collateral associated with Special Initiatives, Events and External Relations, as needed.
5. They will prospect, cultivate, execute, and evaluate corporate partnerships to secure workforce opportunities, donations/grants, sponsorships, marketing/PR, and volunteer opportunities; and maintain good records and reports.
6. Working with the Director or Development and Communications, they will develop,

maintain and update sponsorship opportunities and online sponsorship deck

7. They will represent Synergy at events and meetings with the community, government, education and private sectors, as directed by the Executive Director with intention on elevating Synergy in the community.
8. Develop and lead life skills groups with the support of Director of Curriculum and Instruction and Academic Coach.
9. Identify, maintain, recruit community partners for workforce opportunities and other programming, and report back on all community events and partnerships that may bolster the reputation of Synergy and serve to recruit community supporters and corporate partnerships. .
10. Publicize, create and maintain a rideshare and carpool database. Connect families in need of transportation with families that are able to provide transportation.

Our Approach:
Synergy employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in creating a student support network. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At TBD School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:
All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Qualifications:

1. Bachelor's degree or equivalent job experience
2. Experience with community organizing and/or developing community partners
3. Creative thinker and problem solver
4. Experience running groups
5. Experience working in a small school preferred

Electives Educator

Reports To: Curriculum and Instruction Director

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished Art Educator teacher to join our team. The Art Educator provides art instruction to students, attends staff meetings, consults with supervisors and other content area teachers, and participates in cross-curriculum discussions and planning.

The successful candidate will (1) be an inspiring art educator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

The **Art Educator** will perform all or some of the following Job description:

1. Teach knowledge and skills in art, including drawing, painting, lettering, and art history
2. Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school
3. Provide instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgments about art
4. As appropriate take students into the community to study art.
5. Demonstrate techniques in activities such as drawing and painting
6. Understand the versatility of acrylic paints: dry brushing, staining, layering, etc.
7. Know and can apply elements of design and modern principles of art
8. Know the fundamentals and different approaches to drawing media technique
9. Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities
10. Instruct students in proper care and use of tools and equipment
11. Organize storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection
12. Evaluate each student's performance and growth in knowledge and aesthetic understandings, and prepare progress reports/report cards as required
13. Select art materials, tools, instructional aids, and maintain required inventory records
14. Maintain professional competence through in-service education activities provided by the

school and/or in self-selected professional growth activities
15. Communicate with parents and school administration, and Support Team on pupil progress
16. Participate in curriculum and other developmental programs, such as school art club
17. Perform any other duties as may be assigned by Administration

Our Approach:
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Our Vision:
All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Experience:
- Experience working with adolescents in a teaching role
- Experience around project base learning and cross curricular classes preferred.

Education:
- Bachelors in art background or related field, or comparable work experience
- Masters- preferred

Background Check:
- Passing of a Criminal Fingerprint/Background Check

English Teacher

Reports To: Curriculum and Instruction Director

Purpose Statement:

Under the general supervision of the Curriculum and Instruction Director, this role is to develop students' skills in listening, speaking, reading and writing, foster communication skills, develop an understanding and appreciation of literature of all types, motivate students to read a wide variety of publications to derive information, comprehend and critically assess the reading materials, and to promote the development of skills in the field of English reading, grammar and syntax.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

PERFORMANCE RESPONSIBILITIES:

- Develops and administers English education curriculum consistent with school district goals and objectives.

- Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.

- Develops lesson plans and instructional materials and translates lesson plans into learning experiences to develop pertinent sequential assignments, challenge students, and best utilize the available time for instruction.

- Teaches knowledge and skills in English grammar and syntax, sentence and paragraph structure, composition, vocabulary and proper word usage, word denotations and connotations, creative writing, independent thinking, communication and speaking.

- Develops standards for critical analysis through group discussions on a variety of reading materials, including the mass media, and a wide range of literature.
  Works with students and others to prepare materials for inclusion in literary publications, contests, etc.

- Conducts ongoing assessment of student learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs.

- Maintains familiarity with district and Connecticut State standardized tests for the purpose of adapting curriculum to maximize student achievement on such tests.

- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.

- Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.

- Encourages parental involvement in students education and ensures effective communication with students and parents.

- Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.

- Coordinates with other professional staff members, especially within grade level, and participates in faculty meetings and committees.

- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.

Our Approach:
Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in order to integrate and grow their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:
All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents.

Students from a variety of socio-economic, racial, sexual orientation and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Experience:

- A licensed or certified English Teacher in the State of New Hampshire or in an alternative certification path- required
- Evidence of past performance of working with adolescents in a teaching role
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in science background or related field- required
- Masters- preferred or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Facilities Manager

Purpose Statement:

Synergy Academy Chartered Public School (Synergy) seeks a dynamic and accomplished leader to assume the position of Facilities Director. The Facilities Director provides overall leadership and direction for Synergy Academy Chartered Public School educational space under the direction of the Executive Director. This position is one that must take extreme ownership of staff, young people and families. They will exude the Synergy Academy Chartered Public School mission and values around providing every student an individualized opportunity for success by ensuring the school space is safe and inviting.

The successful candidate will (1) be an inspiring leader and communicator, (2) have a problem solving and solution focused mindset, (3) have an accomplished background in facilities management and development (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to community involvement.

Synergy Academy Chartered Public School Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

1. Implement and maintain all OSHA, DOT, and local health/ordinance program and training requirements.
2. Analyze hazards and develop ergonomic risk assessments
3. Generate, maintain and update emergency response plans and procedures regularly
4. Oversee Risk Management compliance, liability insurance carriers, and interaction with oversight agencies.
5. Oversee vehicle preventive maintenance programs and activities for the purpose of ensuring that vehicles are maintained in a safe and effective operating condition.
6. Set transportation operational standards, including determination of safe vehicle operating procedures.
7. Administer the patrol of the interior and exterior of Synergy to observe and identify potential safety risks, security risks and undesirable conditions.
8. Direct response to emergency situations including, but not limited to, safety hazards, fires, and threats to property.
9. Serve as primary liaison with federal, state and local law enforcement in regards to building codes and necessary certifications.
10. Oversee the administration and accuracy of all required reports and documentation.
11. Oversees all day-to-day operations to execute/achieve the vision and goals established by the executive team.
12. Implements policies and procedures that will improve day-to-day operations and ensures policies are maintained through an annual review process.
13. Ensures work environments are adequate and safe.

14. Communicates and explains changes to new directives, policies, or procedures to all staff and answer questions to maintain high morale.
15. Leads coordination and integration of efforts among departments to produce smoother workflow and more cost-effective processes.
16. Projects a positive image of the organization to employees, members, industry, and community.
17. Manage relationships/agreements with external contractors/partners/vendors.
18. Oversees the maintenance of equipment and notifies the executive team of possible equipment needs for budgetary purposes.
19. Provide input into financial budgeting, forecasting and reporting of expenses; and develop/administer an operating budget based on Synergy's growth and facility needs.
20. Oversee facility operations including electrical, fire, safety, plumbing, etc.
21. Oversee construction project management including budget and timeline tracking.
22. Performs equipment repair vs. replacement analysis and recommends most cost effective and efficient solutions.
23. Performs facilities assessments and documents findings to address maintenance concerns not previously corrected.
24. Develops, implements and follows-up on preventative maintenance programs/activities.
25. Maintains integrity of all vendor documents including but not limited to Certificates of Insurance and Licenses.
26. Solicit and evaluate contractor bids.
27. Complete inspections and periodic reports as required to ensure compliance with local, state and federal laws and to maintain Synergy's standards.
28. Act as the company's safety expert conducting OSHA required safety meetings, training, and communication and maintain all appropriate record keeping.
29. Perform all duties according to DOT and OSHA established health and safety standards.
30. Seek Executive Director approval on all unbudgeted supplies and equipment.
31. Communicate updates on all custodial, maintenance, transportation and security issues to all departments.
32. Perform special projects or other duties as assigned.

Our Approach:
Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in creating a student support network. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Qualifications:

Experience:

- Two years of facilities experience preferred
- Creative thinker and problem solver
- Experience supervising and/or working with contractors
- Evidence of past performance of personnel and program management responsibilities within special services
- Experience working in a small school preferred

Education:

- Trade school or related field- required or relevant work experience

Background Check:

1. Passing of a Criminal Fingerprint/Background Check
2. Two years of facilities experience preferred
3. Experience supervising and/or working with contractors

Math Teacher

Reports To: Curriculum and Instruction Director

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished math teacher to join our team. To develop in each pupil an awareness of the role of math in economic and social progress; to motivate each pupil to acquire knowledge of mathematical facts and principles, and skills in scientific methods of problem solving; to discover and develop special talents of pupils in mathematical fields.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

PERFORMANCE RESPONSIBILITIES:

1. Deliver curriculum and lesson plans that meet student needs.
2. Teach engaging, rigorous, and relevant lessons.
3. Establishes and maintains standards of pupil behavior for a productive learning environment during class sessions, laboratory sessions, and field trips.
4. Evaluates each pupil's growth in knowledge, skills, and scientific attitudes in course being taught.
5. Maintains professional competence through in-service education activities provided by the district, and/or in self-selected professional growth activities.
6. Participates in curriculum and other developmental programs.
7. Communicates with parents and school counselors on pupil progress.
8. Participate in cross curricular planning and implementing
9. Performs other duties as may, from time to time be assigned by the supervisor.

Our Approach:
Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in order to integrate and grow their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

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Experience:

- A licensed or certified Math Teacher in the State of New Hampshire or in an alternative certification path, or willing to work on one- required
- Evidence of past performance working with adolescents in a teaching role
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in science background or related field- required
- Masters- preferred or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Science Teacher

Reports To: Curriculum and Instruction Director

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished science teacher to join our team. To develop in each pupil an awareness of the role of science in economic and social progress; to motivate each pupil to acquire knowledge of scientific facts and principles, and skills in scientific methods of problem solving; to discover and develop special talents of pupils in scientific fields.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

PERFORMANCE RESPONSIBILITIES:

1. Teaches skills, knowledge, and scientific attitudes through course in general science, earth sciences, biology, chemistry, physics, physiology, or science problems to secondary pupils, utilizing course of study adopted by the Board of Education and other appropriate learning activities.

2. Plans a science program involving demonstrations, lectures, discussions, and student experiments; organizes laboratory activities for optimum learning.

3. Provides individual or small group instruction in order to adapt the curriculum to the needs of pupils and to accommodate circumstances where a variety of projects and experiments are being worked on simultaneously.

4. To have a strong understanding of Scientific Principles of Engineering, using such tools as Robotics, and 3D printing,

5. Supporting a PACE Career Academy Robotics team

6. Provides for safe storage and proper use of materials, equipment, and tools. Makes

minor adjustments and requests repairs to equipment as required.

7. Establishes and maintains standards of pupil behavior for a productive learning environment during class sessions, laboratory sessions, and field trips.

8. Evaluates each pupil's growth in knowledge, skills, and scientific attitudes in course being taught.

9. Selects and requests books, instructional aids, science equipment, chemical, and supplies, and maintains inventory records as required.

10. Maintains professional competence through in-service education activities provided by the district, and/or in self-selected professional growth activities.

11. Participates in curriculum and other developmental programs.

12. Communicates with parents and school counselors on pupil progress.

13. Performs other duties as may, from time to time be assigned by the supervisor.

Our Approach:
Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in order to integrate and grow their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

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Experience:

- A licensed or certified Science Teacher in the State of New Hampshire or in an alternative certification path, or willing to work towards one- required
- Experience teaching and working with adolescents
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in science background or related field- required
- Masters- preferred or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Special Education Teacher

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished special education teacher to join our team. The Special Education Teacher/Coordinator provides IEP services to students, as well as oversees all functions of District Special Education Programs, attends IEP meetings, consults with districts for referrals, and participates in evaluations, in addition to teaching remedial Math and English material. This position reports to the Curriculum and Instruction Director.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

- Works with Curriculum and Instruction Director around designing and implementing inclusive learning spaces
- Provide special education instruction as stated in students' IEPs
- Oversee all functions of all District Special Education Programs
- Attend all special education meetings pertaining to students on caseload or incoming students
- Provide Case Management for all students, including writing and amending IEPs, providing progress reports, coordinating services (OT, Speech etc.) as needed, parent communication, teacher consult and all special education paperwork
- Ensure all aspects of special education is properly documented and filed according to district guidelines and state rules
- Keep accurate/confidential records both electronically and physically
- Maintain appropriate NHDOE certification and attend Staff Development Activities as required for certification or at the request of the District
- Comply with district, state and federal laws governing professional behavior of Education Personnel
- Attend professional development and trainings
- Establishes and maintains standards of restorative justice, positive behavior intervention strategies, and a cooperative approach behavior for a productive learning environment.

Our Approach:
Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in order to integrate and expand their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

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Experience:

- A licensed or certified special educator in the State of New Hampshire or in an alternative certification path- required
- Evidence of past performance of personnel and program management responsibilities within special services
- Experience around solution focused and integrated classrooms
- Supervisory experience required

Education:

- Bachelors in Special Education or related field- required
- Masters- preferred

Background Check:

- Passing of a Criminal Fingerprint/Background Check

APPENDIX H: SAMPLE PROFESSIONAL DEVELOPMENT PLAN

APPENDIX: H

Individual Teacher Professional Development Plan (IPDP)

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

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

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

Creating the Individual Teacher IPDP

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

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

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

Step I. Areas Identified for Development of Professional Practice

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

Step II. Professional Learning Goals and Activities

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

Step III. State and School IPDP Support

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

Step IV. IPDP Progress Summary

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

Interim Review of IPDP Progress (optional)

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

Summative Review of IPDP Progress (required)

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

Individual Teacher Professional Development Plan (IPDP) Template

District Name	School Name	Date
	Synergy Public Charter Academy	
Teacher Name	**Assignment/Department/Grade Level**	**Rating & Date of Most Recent Evaluation/Observation**
	Math & Science	
Supervisor Name	**Supervisor Title**	**Plan Begin/End Dates**
		to

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	Project-Based Lessons to make the class more engaging	identified during the last observation
2	Systems for classroom management to decrease distractions and increase student participation	identified during the last observation
3	Mathematics, Technology, or Special Education specific courses, readings, workshops	for maintaining license or addition of endorsement

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	Project-based lessons integrated into each course taught	course on PBL	lesson planning to include 1 project a month initially	20	8/19
		readings on PBL	project reviews after each are completed	8	ongoing

2	Classroom management systems to improve participation and decrease distractions	review classroom systems from the previous year	check on the effectiveness of systems	6	8/19
		establish changes to improve participation	review changes to lesson planning considering grade improvement	12	8/19 & ongoing
		implement a behavior management system	review changes to behaviors considering attendance & reports	12	8/19 & ongoing
3	Mathematics is to maintain a license in New Hampshire & Vermont	eg. MathWithTech workshop 8/2019	write up, course planning	8	6/22
	Technology area to add an endorsement for Computer Science	Code.org workshop 8/2019	write up, course planning	40	8/19
	Special Education finish Intern licensure or M.Ed	SPED Law & student evaluation courses through Granite State or Plymouth State	reading, writing up materials read	40	6/22

III. District and School IPDP Support

District/School Administrator Support Activities

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

Teacher Signature: _____ **Date:** _____

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

IV. IPDP Progress Summary

Interim Review of IPDP Progress

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

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

Staff Member's Signature: _____ **Date:** _____

Summative Review of IPDP Progress (required)

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

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

Staff Member's Signature: _____ Date: _____

SYNERGY PUBLIC CHARTER ACADEMY
PROFESSIONAL DEVELOPMENT

Synergy is proud to offer professional development training to all employees at the Academy. Effective PD, provides teachers and staff with the support to foster continuous growth, innovation, and collaboration in their craft. PD at Synergy is aimed at effective teaching with the strong belief that this is the true path to student achievement.

GOALS/AREAS OF FOCUS

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

Employee Professional Development Program

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

1) Summer Institute (3 days/August: 8/20/24 – 8/22/24)
2) Two days outlined in the School calendar (10/14/ & 03/13/)
3) Synergy will be responsible for providing the training/workshops and complete agenda for these designated professional development days.

II. Faculty and Staff Independent Professional Development

1) Teachers will complete a Personal Learning Professional Development Plan at the start of each school year.
2) The PLPDP will be submitted to the Director of Curriculum for review/approval
3) Faculty and staff are responsible for researching, planning, gaining approval and completing PD request form.
4) Faculty and Staff will be provided a $400.00 allowance to be used for PD between, July 30th - May 30th.

III. Potential Professional Development Activities

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

APPENDIX I: RESTORATIVE BEHAVIOR SUPPORT MANUAL

Appendix: I

Synergy Academy Restorative Behavior Support Manual

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Preventive Methods

Trauma Informed Care

One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and /or behavior. This ratio is higher at Synergy Academy Chartered Public School given our target population. In reaction to the experiences of our student body we ensure that 100% of our staff is trauma informed. Teachers and staff are mandated to follow Synergy Academy Chartered Public School's reporting procedures if there is suspected abuse. Additionally staff works actively to partner with the student's caregivers to share or address problems and to refer families and students to the resources they deserve.

- Maintain consistent routines and protected spaces for student learning
- Provide transition/processing time (students have consistent entry procedures, journaling time and community circles devoted to processing previous events and transitioning into the school environment)
- Provide notice ahead of time when routines are going to change so that students can prepare and know what to expect.
- Give student choices (Often traumatic events involve loss of control and /or chaos, so students can feel safe through choices in learning (ex. Choices in learning environment, ways of showing mastery etc.)
- Set clear, firm limits for appropriate behavior and develop logical - rather than punitive-consequences
- Recognize that behavioral problems may be transient and related to trauma
- Provide a safe space for students to talk about what happened when a traumatic event has occurred (community circle, one-on-one etc.)
- Be aware of triggers
- Understand that children cope by reenacting trauma through play or through their interactions with others

Orientation and ACE's Assessment

During the onboarding process students will be assessed for experience with trauma (triggers, needs, supports), reason for transition (particularly salient in relation to expulsion or behavior) and necessary family resources. This process will help the community to function most effectively in providing the necessary supports for the whole child. We want to ensure that the student and family are receiving the most important support and that Synergy Academy Chartered Public School is able to most effectively work with the family to promote proper development of the student. Synergy Academy Chartered Public School families will be offered a plethora of Synergy Academy Chartered Public School, and Synergy Academy Chartered Public School affiliated, workshops and training around how to best support their students in being successful. Students and families arriving at Synergy Academy Chartered Public School will

participate in the Onboarding Meeting to allow us to ensure that the family is entirely privy to the resources, expectations and systems here at Synergy Academy Chartered Public School. Students and families then engage in a Support Assessment Meeting which is a written and spoken discussion with admin around the needs of the family.

Onboarding Meeting

1. Welcome to Synergy Academy Chartered Public School: School vision and purpose
    a. Individualized student instruction
        i. Synergy Academy Chartered Public School online learning platform
        ii. Flex scheduling and pathways
    b. Advisory System
        i. Advisory groups and functions
        ii. Stop and Reflect Retreats
        iii. Parent and Stakeholder communication
2. Introduction to Student/Family opportunities
    a. Gather student interests and connect them to opportunities at Synergy Academy Chartered Public School
    b. Meet with the Executive Director to discuss the mission and vision of Synergy Academy Chartered Public School and alignment with their goals and needs, as well as review restorative justice model and practice at Synergy Academy Chartered Public School.
    c. Meet with the Community and Engagement Director to discuss life skills groups and workforce development requirements.
    d. Meet with the Curriculum and Instruction Director to discuss Individualized Learning Plans (ILP), grading, and scheduling.
3. Scheduling
    a. Transcript Deepdive
        i. Review credits
        ii. Plan goals and scheduling
        iii. Assign pathways and flex scheduling
    b. Extracurricular Opportunities
        i. Assign students to areas of interest

Student Support Assessment

1. Our commitment to you: Admin goes over Student Support Plan
    a. Trauma-informed instruction (community)
    b. Case management protocol
        i. Monthly meetings
        ii. Advisor check-ins
2. Parent communication (advisor as touchpoint)
3. Non-negotiables: Our community as a safe space
    a. Drug policy
    b. Fighting policy
        i. Synergy Academy Chartered Public School as a physical and emotional safespace

c. Hate speech
    i. Potential supports for working through learned behaviors (homophobia, sexism, racism, implicit bias etc.)
4. Trauma Assessment (Mental Health Intake)
    i. Confidentiality from the student community (teachers and staff will know triggers and possible supports but will not know particular traumatic incidents unless shared by student)
    ii. Assessment is conducted in a one-on-one setting with the Executive Director upon enrollment, prior to starting classes.
    iii. Assessment is shared with Student Support Services team at case conference and triggers are placed into ILP to be reviewed by staff (Executive Director speaks to student about enrolling in supports)
    iv. The Executive Director (and the Student Support team) uses the Individualized Learning Plan to assess which organizations and groups are required as support for the student to join the Synergy Academy Chartered Public School Community.

Student Support Pathway: When students arrive with the following traumatic experiences they are required to participate in mentorship "Check-in/Check-Out" for the first two weeks of school. The student will check in with their staff mentor upon arriving at school and before leaving,

Gang Affiliation	Physical Abuse	Drug Use	Self harm	Parenting Teens

Adult-Youth Partnerships (Advisory Check-in's)

Given the oppressive and neglectful system many of our students have had to navigate in school, adult-youth partnerships are absolutely imperative to their development and functionality in the larger world. Through the advisory system, our students will receive a consistent touch point in their lives to assist with processing, reflecting, academic performance and personal growth. Check-in's will happen weekly in person, by video or phone. We ensure that our students are connected and able to process with someone they have built a meaningful and healthy relationship with. Advisory teachers will collect feedback on Synergy Academy Chartered Public School systems and practices, check-in around attendance and independent studies compliance and will ensure the student is able to take full advantage of the multitude of resources offered at Synergy Academy Chartered Public School.

Advisory Communities

Advisory communities are built to provide our students with a family structure that can motivate them and hold them accountable to reaching their goals, serve as a place for consistent and reliable

check-in's and feedback cycles and work to support the health of the students beyond the Synergy Academy Chartered Public School campus. Advisories are partnered with a Synergy Academy Chartered Public School teacher. The teacher's conduct circles, manage work journals, support stakeholder communication and check in with students around their ILP's. Advisories will have weekly circles to build and nourish group culture. They will also participate in school wide competitions based on creativity, relationships, academics and athletics. Will allow space for a student to work on assignments and or projects. If a student feels that a particular advisory isn't the right place for them they must pledge their case to the group and meet with the advisor to ensure that a transition is the best next step. Advisories are meant to be productive and healthy for the student so it is important that they are based on diversifying the students world view, providing them with a network of supports and serve as a safe space for development. With that in mind, the formation of an advisory should not be based on pre-existing cliques and friend groups.

Tips On Effective Classroom Management

Effective Classroom Management is:

- Planned not improvisational.
- Based on relationships not control.
- Preventative rather than simply reactive.
- Controlled and organized rather than chaotic.
- An opportunity for all students and teachers to experience success.

Tips for Arranging the Classroom:

- Have extra supplies available at a location in the classroom where students who have forgotten supplies will be able to go without disrupting other students (i.e. a cup of pencils at the center of each table or the back of the classroom).
- Set a good example for your students by providing a neat and organized classroom.
- Make your classroom look attractive. Use plants, bulletin boards, banners, warm colors, or anything to help make your classroom look aesthetically pleasing.
- Structure your classroom as to avoid chaos and promote learning. For instance, do not place a talkative student next to the pencil sharpener because this creates many opportunities for disruptive behavior.
- The teacher should be able to observe all students at all times and be able to see the door from his/her desk.
- Students should be able to see the teacher/presentation area without having to move or turn around.
- Arrange the room as to allow easy movement.
- Main idea: Make your classroom fun, attractive, motivating, & functional.

Tips for Building Positive Student/Teacher Relationships:

- Follow the Golden Rule – Treat each student with respect and kindness.

- Identify a few students each class period and find ways to individually praise them so that by the end of the week every student in your class has been praised.
- Be available before and after school in case a student needs help or simply needs to talk to you.
- Praise students for good work.
- Praise students for effort.
- Establish appropriate levels of dominance and cooperation.
- Create one-to-one interactions with students.
- Display students' successful work in the classroom.
- Disclose appropriate personal information that your students might find helpful (i.e. share a personal story that helps you describe a particular point of the lesson)

Time Saving Strategies:

- Establish time-saving, efficient routines for collecting papers and distributing materials and supplies (i.e. bins for each subject or class, mailboxes for each student or class).
- ORGANIZE! ORGANIZE! ORGANIZE!
- Establish daily routines.
- Make a "To Do List" at the end of each day so that when you arrive the next morning you know exactly what needs to be done. Prioritize it and list the things that must be done first.
- Create classroom jobs. This will help save you time and teach them responsibility.
- Create a system for monitoring unfinished assignments. (i.e. Keep a clipboard with a list of student names with several boxes for each class next to each name. When you have finished grading the assignments, check off the boxes next to the students who have handed in the assignment.)
- Teach your students how to be organized. Encourage them to have separate folders for each class and a home folder for assignments/notes.
- Create your own filing system. Assign each class a color and keep important lesson materials in each folder.

Instructional Tips:

- Give directions one step at a time and avoid long and detailed directions.
- Use visual aids to help present and review concepts and directions.
- Provide a variety of learning experiences, including peer teaching, cooperative learning, small group instruction, and lecture.
- Provide homework assignments and activities that are meaningful, relevant, and instructional.
- Teach students good study habits and provide a variety of different study suggestions.
- Have your class summarize the lesson or activity at the end of each class.
- Provide students with feedback (about what they did right and wrong).
- Help your students set realistic goals.

Tips for Creating a Positive Classroom Environment:

- Model respect to students by being respectful to them.
- Use humor.
- Greet students at the doorway and in the halls.
- Show enthusiasm and be animated.
- Provide opportunities for every student to succeed.
- Model good listening skills by paying attention when a student speaks.
- Create anticipation for lessons or tasks.
- If a particular student is struggling, provide the student with a classroom buddy who is mature and responsible.
- Create classroom rituals and traditions which build a sense of community.
- Encourage parental and community involvement.

Tips for Preventing Misbehavior:

- Establish realistic and age appropriate rules and procedures.
- Have discussions with your students about the rationale and purpose of each rule. When appropriate, incorporate student opinions and thoughts into your classroom rules and procedures.
- Walk throughout the classroom during lectures and seat work to provide assistance and monitor behavior.
- Keep class work and assignments separate from behavior issues.
- Carefully plan each class time and have extra plans in case you finish early.
- Have extra activities available for students to do when they are bored or finished with all
- their work.
- Establish routines for transitions (leaving the room, using the bathroom, etc.) and prepare students for transitions by warning them ahead of time.
- Reinforce and praise appropriate behavior.
- When deciding whether or not to intervene with a behavior, determine if the problem is solely "teacher-owned." Does the behavior simply annoy you or is it harmful to other students?
- Establish a program that teaches self-discipline and responsibility to students. When appropriate, give students extra duties that will help save you time and teach them responsibility.

dual

Tips for Handling Student Discipline Situations:

- REMAIN CALM AND COMPOSED!
- When correcting misbehavior, communicate in the most private, respectful, and positive manner.
- Make all discipline decisions after the "heat of the moment."
- Always circle back to reflect on the incident with the student and review expectations.
- Use appropriate humor to de-escalate conflict situations.
- When you feel as if you or your student is too emotional to handle a particular situation, suggest postponing the discussion until both are prepared to talk it out.

- Instead of blaming, use I-messages to explain why the behavior was disruptive. Instead of saying “You’re disruptive” try saying “I lose my concentration when you are talking in class.” This helps to avoid an angry retaliation.
- Use positive self-talk to reduce stress and help to remain in control. Mentally say things such as “remain calm,” “I’m doing a good job at handling this situation.”
- Attempt to de-escalate the situation by providing distractions. These distractions give people the opportunity to cool off.
- Exaggerate issues to help students put the situation in perspective.
- Use stress management techniques such as deep breathing or repeatedly tensing and relaxing your muscles.
- Address only student behavior rather than personal traits.
- Assume goodness, look at behaviors as opportunities to develop skills.
- Do not personalize acting out of students.

Restorative Justice Practices (Safe-Space-Building Circles)

Youth-Run Circles:

As with all aspects of Synergy Academy Chartered Public School, circles are a space that can be led by students, staff, community members or anyone else committed to being trained in restorative justice. Based on qualitative and quantitative data we have found that students want to have the power of running circles and selecting the topics of discussion. The Community and Engagement Director and Executive Director will work with the student council to train interested members to run circles themselves where it is appropriate, and participants agree to have a peer run circle. The Executive Director will observe the youth’s first two circles to provide, support, feedback cycles and coaching throughout their growth as facilitators.

Preemptive Culture Building Circles:

Circles have been found in a multitude of cultures and have been documented most frequently and used most readily within indigenous communities. The purpose of a circle is for everyone to be seen, heard and valued within the discourse. It inherently builds community by encouraging eye contact, vulnerability and honesty. These circles are a method by which to establish relationships, norms and values as a community. Participants will react to the energy of the facilitator.

Life is a Circle
By Black Elk ~ Oglala Sioux ~1863-1950

Everything the power of the world does,
is done in a circle.
The sky is round
and I have heard that the earth

is round like a ball,
and so are all the stars.
The wind in its' greatest power whirls.
Birds make their nests in circles;
for theirs is the same religion as ours.
The sun comes forth and
goes down again in a circle.
The moon does the same
and both are round.
Even the seasons form a great circle
in their changing
and always come back
to where they were.
The life of a man is a circle,
from childhood to childhood.
and so it is with everything
where power moves.

Conducting Circles 101:

Universal Circle Norms: Within the first 3 circles, the facilitator should define these norms and serve as the norm checker throughout the process. Beyond that point the facilitator should begin incrementally releasing responsibility to the participants. In time the students should own the norms and begin to say and define them in their own words without prompting. Integrate feedback from students during feedback into daily operations whenever possible. Examples can be changing PBIS guidelines, to holding events, to including course materials and/or electives.

**Encourage ownership - allow students to change how the norms are phrased and remembered. The more they begin to own and manipulate the language the more easily these norms can live beyond the circle.*

1. Speak your truth - Speak from your own lived experience and recognize it as such. Do not attempt to speak for others. This allows us to respect one another's identity and to welcome more voices into the space. Much of this comes from owning your privilege, upbringing and circumstance as a unique human being in this community.

2. Listen with respect -Humans are naturally poor listeners. With that recognition it is our responsibility to push ourselves to show others that we are truly processing and listening to what they are saying. The difference between "hearing" and "listening" can be vast for creating culture in a circle. Eye contact, body language, response (affirmation, pushback, support) are all components of "listening". Body language can include eye rolling, shoulder shrugging, shaking head, crossing arms, etc. Humans also have the tendency to stop listening when they are uncomfortable. We must encourage ourselves and each other to "lean in" when we feel the most discomfort. That is where true growth happens.

3. There is no need to rehearse- When we rehearse we stop listening. We end up only hearing the voices of those who are far away from us in the circle and as the talking pieces comes closer we stop listening and begin practicing. Push yourself to speak naturally and authentically without tuning out.

4. Practice lean expression - Make sure to share the air. Depending on the size of the circle we must cut our talk time to ensure all voices are heard. If you feel you are dominating the space there is a big chance that you aren't learning. The facilitator will help to support the silenced and the amplified speakers to be more balanced in their contributions.

5. No "Yum Yucking" - Apart from the circle norms, there is no such thing as common knowledge or popular opinion in a functional circle. All opinions must be welcomed and discussed in the space. We must all be mindful of our facial expressions and reactions to things we may disagree with.

**In more serious and high stakes circles, participants should have the ability to ask for confidentiality (explicitly). Confidentiality should be assumed but when requested it should be taken seriously and monitored in the community.*

Talking Piece: The talking piece helps to ensure that respect is maintained. For this activity choose a talking piece that has an interesting shape and textures, such as a piece of driftwood. Only the person who is holding the talking piece may speak. The person who is holding the talking piece has a responsibility to maintain the integrity of the circle by speaking from the heart."

- "It is sometimes important to be silent when holding the talking piece; this can help us to listen to our hearts and discover what is true for us." (processing time)
- "When we speak, we speak into the center of the circle, adding our voice and our wisdom to the voices and wisdom of everyone else".
- "Pass the talking piece respectfully from one person to the next".
- "Sometimes we won't use the talking piece"
-

Community Restoring Circles:

Community building circles are a strong tool towards building culture that can be relied on and leveraged during challenging times. The point of these circles is to encourage authentic and challenging conversations in a productive and respectful manner. These circles will happen both as an entire community and as an advisory family. Advisory circles will focus on reflection (Holistic Community Healing), processing and feedback while the campus-wide circles will be focused on challenging topics and critical consciousness.

1. Norms- Always set norms in the beginning of the circle. Even before the games.

2. Game- All circles must begin and end on a positive note. You never end a circle, even at the cost of time, on a serious or painful topic. This does not encourage reconciliation, healing or positive connections to the process of a circle.
3. Low Stakes Warm up- The warm up should always be low stakes/high participation. This means that everyone should be encouraged to participate. Since participation is highly encouraged, people are able to pass. It is the facilitator's job to ensure that they are returned to. If they aren't returned to then it is a safety breach for the participant in feeling valued in the community. The way we treat each other in the low stakes questions will directly reflect what happens in the more serious components of the circle.

    Examples:

    - Sentence stems:
        - My favorite animal is…
        - I feel most powerful when…
        - I love it how my friend…
    - Open-ended Questions:
        - If you could have any superpower what would it be?
        - What is your favorite sport and why?
        - If you could be anyone for a day who would it be?

4. Medium Stakes (Optional participation) - This should be the first question that begins to dig into the topic or reason for the circle. Participation should still be encouraged but not required. Medium stakes questions ask the participants to think about the topic at large but doesn't yet require in-depth personal reflection.
5. High Stakes (wait time discussion)- This set of questions should bravely tackle the topic. If it is in a restorative circle it should address the incident and contributors to the breach. If a reflective circle, it should require students to reflect on how they have been affected and reacted to the situation. Participation is always encouraged but not required at this point in the circle. No longer is the talking piece moving in a consistent movement around the circle. It will be more of a popcorn style discussion.
6. Game- Always end on a positive note!

Retreats and Off-site Events

Independent studies programming and flex scheduling can be hard to navigate. We can find ourselves struggling with executive functions like time management and organization, and the increased pressure to self regulate can become unmotivating. Given this reality, it is important for us to come together as a community and to reinvigorate our sense of purpose, reaffirm our goals and to see that the skills we are learning are required in the world beyond our school. Additionally, Stop and Reflect Retreats, field days and off-site summer school programming are an additional preemptive step towards community building that can set our community up to have a productive and successful school culture and is led by our Community and Engagement Director. Students and staff will leave campus and will engage in a new experience as a community. The experience should encourage the group to get out of their comfort zone and to try something new. These retreats will be planned with students to ensure that their interests and needs are

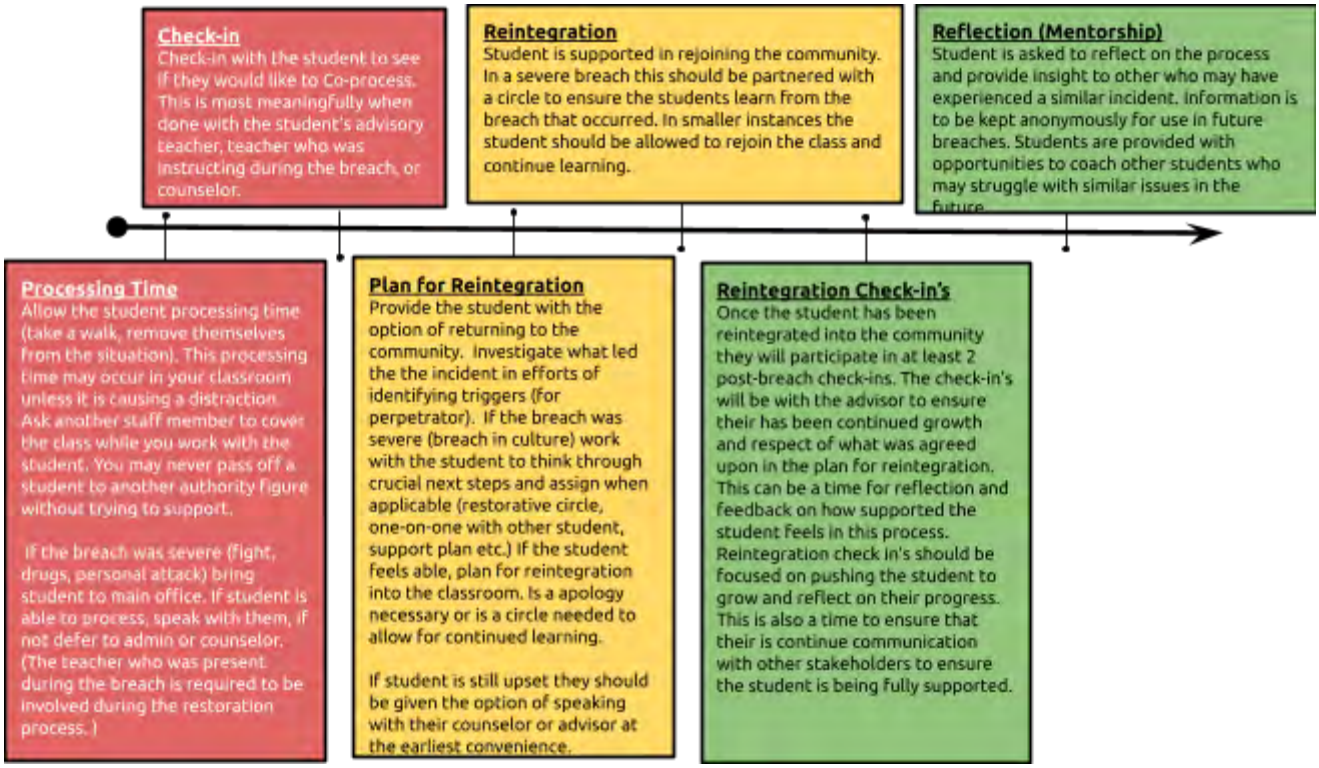
met in working to develop useful habits and support networks. Planning meetings will include students, admin and staff who are interested in creating this community building opportunity.

These events at the beginning of the year (Q1 and Q2) are designed to set culture, build out goals and ensure that every student feels affirmed and known at Synergy Academy Chartered Public School. The events in the second half of the year (Q3 and Q4) are focused on reflection, processing and next steps. All staff and students are encouraged to attend. The retreats are at no cost to the students and do not have grade requirements. Students who cannot attend will engage in an on campus enrichment activity to build culture and help them to address the challenge they are facing that served as the reason for their exemption from the trip. Synergy Academy Chartered Public School will partner with organizations such as Pinnacle in Kensington who specialize in facilitating team building through physical activities and reflections.

Intervention Protocols

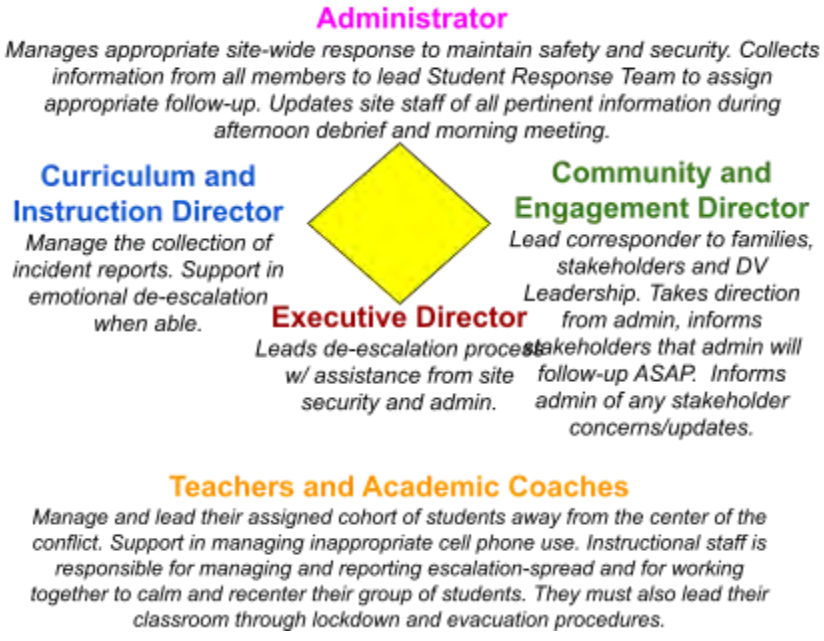
Synergy Academy Chartered Public School High Care Continuum (Restoring Community and Safety)

The Synergy Academy Chartered Public School High Care continuum is deeply embedded in the restorative justice framework. With that in mind, it is centered around the collective growth of the community and individual growth of those involved. We focus on skill development and know that these skills will be utilized in their professional and private lives. The motive of the continuum is reintegration into the community and growth of skills of the members involved in the breach. This includes both youth and adult participants. The motivating ideal in this continuum is that we push and support our students through love, high expectations and care. No one is perfect and everyone can learn and grow. No breaches in behavior will be passed off to other authority figures or resources without first being addressed directly. If the breach involves a teacher, they are not to pass students off to admin, counselors or parents without first working to mend the relationship. After reintegration into the community, stakeholders come together to support the student in turning their situation into a strength by pushing them to reflect on what they've learned and leveraging their input in related conversations and challenges in the future. In efforts of continuously building knowledge and skills to better support our community, we will ask our students if we can document particular behaviors to be noted for other teachers and staff. Confidentiality and legal issues will influence this process but it is our goal to try to continuously update so our students can be fully supported.



Crisis Response Team

Overview: Crisis Response teams are designed to feasibly allocate the reactionary actions that are required during an onsite crisis. In this case, the crisis is due to physically or emotionally harmful interactions across people within the building.



Student Response Team

Overview: Student response teams are strategically composed teams of Synergy Academy Chartered Public School staff members, led by the Executive Director, focused on driving the restorative justice process through ensuring consistency across the campuses, seeking to understand precipitating factors, managing student behavior plans (housed within student's ILPs) and tracking and monitoring behavioral goals. Student Response Teams work to ensure restorative justice processes are seen to fruition, progress is tracked, appropriate correspondence is received and jobs are clearly allocated. Student Response Teams are responsible for assessing and facilitating the appropriate restorative process once an incident has occured. SRTs meet after a student incident has occurred (reactionary), and weekly during Wednesday PD for planning (preventative). SRTs are solidified at the beginning of the school year and are year-long commitments. The team members receive role-specific training during PD. Staff works to avoid bias by shifting their role in the SRT if a strong relationship with an involved student is present, this does not exempt them from supporting the case. New members cannot be added to the SRT midyear and members should not leave the SRT midyear.

Team Composition:
The Executive Director, site administrators and Academic Coach are always members of the Student Response Teams. In addition, a strong SRT includes a member from each department (ie. teacher, MHT, OM, Behavior Interventionist, AC etc.) This diversity of experience and role allows for situations to be considered with fewer blindspots and more innovative ideas. Following the SRT meeting, the following tasks are completed:

Jobs and Assignments:

1. **Record Keeper:** This person is in charge of updating the students ILP and ALMA log entries (suspensions are always updated by site admin).This person also keeps track of time in agenda.
2. **Incident Report Leads -** A team of two that works together to synthesize the incident reports in order to discuss and present discrepancies, trends and needed follow-up.
3. **Handbook Leads -** Works with the Executive Director to review school policy and discuss how similar incidents have been handled in the past to ensure alignment and consistency.
4. **RJ Manager -** This person can be elected on a case-by-case basis. This person is responsible for managing the restorative process to ensure owners are completing their assignments and progress is being tracked. RJ managers provide daily updates during morning meetings and check-in on owners to monitor progress. Managers can also call additional meetings of the SRT if behavior plans or RJ processes are proving ineffective. No one should volunteer to manage more than two restorative processes at a time. If all team members have two, the remaining will be assigned to admin or external staff members.

Student Response Team Meeting:
Restorative Justice Planning

Incident Review *(25 Minutes)*

a. Incident Report Synthesis -
    i. *Team reviews the incident reports to compile a unified understanding of the occurrence*
b. Precipitating Factors
    i. *Team discusses causal factors and trends*
c. Handbook Review
    i. *Admin reviews any school wide policies that impacts how the situation is handled*

Restoration Planning *(35 minutes)*

a. Reintegration Plan: How do students need to navigate when on campus?
b. Date/Time of Pre-conference
c. Restorative Meeting Facilitator
d. Restorative Plan (DRAFT) - What needs to be done to move forward? (*Tentative - pending stakeholder and student involvement)*
    i. *Non-negotiables outlines*
e. Job Allocation - Who is responsible for what?

ILP Update: *(During Meeting)*

This process can be done in real time by a member of the team that volunteers to serve as the record keeper.

f. Behavioral Incidents
g. Behavior Plan (*Tentative - pending stakeholder and student involvement)*
h. Next Steps

Involved parties are notified of next steps (After Meeting by Site Admin)

i. Students
j. Stakeholders
k. Staff (morning meeting and email)

Admin Management:

l. Review ALMA entries and documentation

Student Response Team Meeting:
Weekly Planning

Case Conference (25 minutes)

- Updates, concerns and successes discussed regarding current behavioral plans and restorative processes.

Schoolwide Trends (25 minutes)

- SRT uses ILPs, ALMA Data and PBIS systems to review schoolwide trends. Goals are set quarterly and are presented and shared out to all staff. SRT presents at every PD to discuss this data.

Next Steps (10 minutes)

- Next steps are planned and delegated.

Individualized Learning Plan:
Social Emotional Development

Grad Profile Goals

Strengths	Goals
❑ Effective Communicator ❑ Tactful Collaborator ❑ Skilled Problem-Solver ❑ Critical Thinker ❑ Empowered Citizen	❑ Effective Communicator ❑ Tactful Collaborator ❑ Skilled Problem-Solver ❑ Critical Thinker ❑ Empowered Citizen

Grad Profile Goals Explained	*Student's* moods can be unpredictable at times. She is a very personable scholar however; she struggles with separating things that are happening outside of school (with peers and family) from her academics. She is a leader among her peers and has the ability to build positive relationships with staff; it just takes a little longer for her. She struggles with letting go of things and it is often hard for her to move past a situation (whether it is with a teacher or another scholar) without having a conversation about it. When things are done publicly she tends to act out in a more intensified way than if there is a private exchange. She is very sensitive about her space/touching and will become loud or aggressive if she feels as though staff or scholars are violating this. Asking before stepping in is a good strategy to utilize when working with her.
Positive Relationships	**Positive relationships** *Names of Staff/Students/ Partners*
Strategies	**Strategies to utilize when communicating/working with Jahblessie** ● Check-ins throughout the day with preferred staff (we will come up with a schedule for her during the first month of school) ● Classroom jobs ● Frequent check-ins during class time ● Clear Directions when asking her to complete a task

	• Not engaging in "back and forth" conversations with *Student*. If she has earned a deduction, use the language and continue with the lesson. Her voice can be loud at times and she may want to engage in a "discussion" about the deduction however, it is best to redirect her rather than engage. • Be aware of your tone/ facial expression when speaking with her. She picks up on others' tone and will often escalate if/when she notices that your tone or voice is escalating • Proximity when speaking to *Student* is important. Be sure to maintain at least an arms-length distance when speaking to her as she is sensitive about her personal space.
Data PBIS-Integration	***Students* top deductions in Q1** Directions Respect Talking back ***Student's* top awards in Q1** Asking Questions Honoring Time
Behavioral Incidents	***Disciplinary Incidents Included***
Behavior Plan	Behavior Plan 1: Owners:
Next Steps	

The Synergy Academy Chartered Public School Accountability Plan (AP)

The Synergy Academy Chartered Public School accountability plan is a trauma informed and vision aligned behavior support protocol that encourages students to make appropriate decisions within and beyond school. The plan is directly attached to Synergy Academy Chartered Public School's PBIS system, Class Dojo. Students lose points as they gain levels. Levels, as laid out below, are a part of a progressive behavior support system that attaches consequences as problematic behaviors are addressed and repeated.

Synergy Academy Chartered Public School Accountability Plan	
Level 1	Opportunity
Level 2	Hallway Talk
Level 3	Call Home
Level 4	Lunch Reflection
Level 5	ISS

Best Practices

1. Always provide a clear explanation of why and when the level is given
    - *Hey guys, this is your one opportunity to get to class. I'll give you 2 minutes to pack up, when I come back I hope to see you in class, if not we will have to check in (level 2).*
2. Clarify classroom expectations daily and how they connect to Accountability Plan levels/Class Dojo
3. Levels are for day-to-day corrections and harmful trends, the protocol for major breaches is detailed below (3-step)
4. If a student gets to a level 5 twice within the quarter a team meeting must be called
5. Harmful Trends begin at a level 3

Level Breakdown

Each behavior is tracked individually and compiles regardless of teacher or staff member who is supporting.

Level 1: Opportunity with Staff Involved-

Student is given an opportunity to correct behavior and is alerted to the consequences; 5 minutes response time

Level 2: Hallway Talk with Staff Involved- Visual Single Check

Teacher check-in with student to seek understanding and is alerted to the consequences; 5 minutes response time

Level 3: Staff Involved Calls Home and Documents in Powerschool

Level 4: Alert Admin to meet with the student + Lunch Reflection

Level 5: ISS + Documentation

Continued Occurrence (2nd time): Full admin meeting called (meeting focused on seeking out the root of the issue, creating a new system moving forward and mending relationships)

Day-to-Day Corrections

Non-violent behaviors that are misaligned to our mission and vision for student success (academic and interpersonal)

Behaviors:

- ❏ Cursing
- ❏ Inappropriate Tech-Use
- ❏ Non-productive all class
- ❏ Late to class
- ❏ Classroom disruption
- ❏ Music

Owners: Academic Coaches and Teachers
Tracking: ALMA
Consequences:

- Follow the AP
- If students get to ISS (lv. 5) more than once in a quarter an admin meeting must follow

Harmful Trends

Problematic trends that have the ability to escalate into dangerous or harmful out*comes.* These behaviors start at a level 3 on the AP. If they repeat or move beyond a level 3 an admin meeting must be called.

Behaviors:

- ❏ Play fighting
- ❏ Arena refusal
- ❏ Teasing
- ❏ Drug paraphernalia
- ❏ Non-productive all day
- ❏ Unsupervised area

Owners: Teachers and Executive Director **Tracking:** Class Dojo and ALMA (casenotes) **Consequences:** Automatic Lv. 3 on AP, and admin meeting

Major Breaches (Big 5)

Severe breaches in safety and/or trust (expectations) that require a heightened level of support and resources. For these breaches, the 3-step protocol must be followed.

Big 5 Behaviors:

1. Fighting
2. Substances
3. Bullying
4. Weapons

5. AWOL

Owners: Executive Director
Support: Curriculum and instruction Director (consultancy)
Tracking: ALMA (casenotes)

Consequences:

- ❏ Time away from the community to heal, reflect and reset (soft or hard suspension)
- ❏ Involve stakeholders
- ❏ Address challenges through the restorative process
- ❏ Engage in a support plan
- ❏ Reflect on the incident and sign a contract upon reintegration (a hardstop consequence to avoid reoccurance)

Fighting Protocol

Preventative Mindset: Never ignore aggression. If ignored, small acts of aggression can quickly grow to more violent aggression.

Step One: ACT

- ❏ Walkie talkie Emergency Channel: "Fight: *Location*" (Example- Fight: Basketball court)
- ❏ Go toward the scene of the violence
- ❏ Quickly review the situation. If the situation includes members of rival gangs/groups, send an onlooker for more adults. Look to see if there are any weapons present.
- ❏ In a strong voice, tell students that they must stop doing what they're doing.
- ❏ Tell any onlookers to leave the area.
- ❏ If restraint trained, and with another adult, attempt to stop the fight
- ❏ **Executive Director and involved staff** (team member with strongest relationship) support in de-escalation (separate students)
- ❏ During isolation, ensure the student is NOT using tech (cell, computer etc.)
- ❏ **Admin** call parents/stakeholders to notify (Ss safe, we will call once we gather more info

Step Two: Assess

- ❏ **Executive Director and Involved staff**, gather incident reports from student witnesses and those involved.
- ❏ **All Staff Debrief** (3:30-4:00pm) walk through incident, derive support plan and schedule pre-conferences

Step Three: Communicate

- ❏ **Administrator/Admin designee** inform parents/stakeholders on plan moving forward
- ❏ Issue soft/hard suspension during the pre-conference period (no more than 2 days)
- ❏ After the incident, document what happened, and share this with other adults as required.
- ❏ **All staff involved**, participate in restorative process

Substance-Use Protocol

Step One: Assess

- ❏ Student reported by community member (staff or student)
- ❏ **Staff (*at least 2 ppl*)** engages in observation (look for the following symptoms)
  - ❏ Enlarged pupils, bloodshot or glassy eyes.
  - ❏ Odor of substance (marijuance, alcohol etc.)
  - ❏ Increased energy and confidence.
  - ❏ Loss of inhibitions.
  - ❏ Loss of coordination.
  - ❏ Aggressive behavior.
  - ❏ Trembling, twitches.
  - ❏ Paranoia (**being** extremely suspicious)
- ❏ Student pulled and assessed by **admin/admin designee and one other staff member**

Step Two: Communicate

- ❏ Student notified by **Admin/Admin designee** of necessary stakeholder communication
- ❏ Student held in office until pick-up (parent asked to pick-up student)
- ❏ All Staff Debrief (3-4:00pm) walk through incident, derive support plan and schedule pre-conferences
- ❏ **Admin and admin designee** manage the gathering INCIDENT REPORTS from staff witnesses
- ❏ Admin/Admin Designee schedule reintegration meeting and inform stakeholders of plan moving forward

Step Three: Act

- ❏ **Team meets to construct a tentative support plan (3-4:00pm)**
  - ❏ Consultancy: **Executive Director and Curriculum and Instruction Director**
- ❏ **Admin/admin designee** run reintegration meeting
  - ❏ 1st Occurance: Highly-Student driven
  - ❏ 2nd Occurance: Highly staff and stakeholder driven

Meeting Outcome: Support Plan concretized

Non-Negotiables:

- ❏ Daily check-in with **at least** one staff member (counseling also counts)
- ❏ Contract to establish clear outcomes for a second occurrence

Support Plan Managers: Executive Director, Curriculum and Instruction Director

Bullying Protocol

All reports of bullying incidents should be investigated and reported in a timely fashion – within the hour (when possible) of receiving an initial report of bullying.

Step One: ACT

- ❏ Update team via walkie talkie (Example: *"Potential bullying between John and Sarah in classroom 2, assistance needed"*), **Admin report immediately**
- ❏ Staff members must intervene immediately or as quickly as reasonably possible to address bullying behavior.
  - ❏ Identify bullying behaviors. Focus on the behavior, not the person. Refer to the classroom or school rules.
  - ❏ Stop the behavior

Step Two: Assess

- ❏ **EDand admin/admin designee** conference with the students separately
- ❏ **ED and admin/admin designee** collect incident reports for the students involved
  - ❏ Complete BULLYING REPORT FORM
- ❏ **ED and admin/admin designee** assess students ability to be in the same space together
  - ❏ If unable (due to anger/aggression), ask that stakeholders pick students up immediately
  - ❏ If able, pre-conference with students (see guide above) and coordinate a restorative circle before returning into the space with one another

Step Three: Communicate

- ❏ **All staff** meet to debrief, review reports and construct a plan moving forward (3-4:00pm)
- ❏ **ED** inform parents/stakeholders of incident and plan moving forward
- ❏ **ED i**ssue soft/hard suspension during the pre-conference period (if needed)
- ❏ **ED** pre-conference with students to ensure they are prepared to engage in a restorative circle
- ❏ **ED** run restorative circle

Weapon Protocol

Step One: ACT

- ❏ Notify the team walkie talkie (Example: *George has a hand knife, rm 1)* **Admin and ED report**
- ❏ Pull the student into the office (**person with strongest relationship** assist)
- ❏ Notify the student of the report and confiscate the weapon (lock it up)

Step Two: Communicate

- ❏ **ED** reach out to stakeholders to notify (review school policy and let them know admin will be reaching out)
- ❏ Staff who reported, complete INCIDENT REPORT
- ❏ **ED** review school policy with student
- ❏ **EDt** seek to understand the student's intention behind bringing the weapon
    - ❏ If intent was to harm, send home immediately **(ED reachout)**
- ❏ **ED** inform parents/stakeholders of incident and plan moving forward

Step Three: Assess

- ❏ **ED** issue soft/hard suspension during the pre-conference period (if needed)
- ❏ **All staff** meet to debrief, review reports and construct a plan moving forward (3-4:00pm)
- ❏ **ED** pre-conference with students to ensure they are prepared to engage in a restorative circle
- ❏ **ED** run restorative circle

AWOL Protocol

Step One: ACT

- ❏ Attempt to stop the student from leaving campus (verbally)
- ❏ Notify the team walkie talkie (Example: *George has AWOL'd)* **Admin report**
- ❏ **ED and or Admin** follow student (do not run), use discretion

Step Two: Communicate

- ❏ **ED** notify parents/stakeholders of AWOL
- ❏ **Admin/Admin designee** notify staff of the AWOL and next steps
- ❏ **Staff who reported**, complete INCIDENT REPORT

Step Three: Assess

- ❏ **All staff** meet to debrief, review reports and construct a plan moving forward (3-4:00pm)
- ❏ **ED** schedule reintegration with students and stakeholders

Meeting Outcome: Support Plan concretized

Non-Negotiables:

- ❏ Daily check-in with **at least** one staff member (counseling also counts)
- ❏ Contract to establish clear outcomes for a second occurrence

Support Plan Managers: Admin, Academic Coach

Restoration

Restorative Circles

Restorative justice practices provide tertiary prevention, after the problem has occurred, with the intention of avoiding recurrence. Most importantly, restorative justice practices are meant to strengthen the community and promote growth in the individuals affected. We have the goal of reintegration and protection of the freedom of our students at the forefront. Restorative practices expands that effort with primary prevention (community building through circles and advisories), introduced before the problem has occurred. The key of restorative justice is to have a community to restore. Restorative circles will be far less effective if there hasn't been meaningful community building structures in place prior to the breach. Within the restorative circle there must be a facilitator or mediator who conducts pre-conferencing, communicates with stakeholders and participants, and makes the tough calls around when a circle is ready to take place.

Step 1: Assess the situation

- The facilitator must communicate with everyone involved in the breach. Assess whether they are able to facilitate given relationships and ties to the people who are involved (can you be impartial? supportive to both sides?)
    - Who was impacted?
    - How were they impacted?
- What larger structure in our community failed to play a significant role in preventing this breach?

Step 2: Pre-Conference

- The facilitator must conduct pre-conferencing with the intention of gathering multiple perspectives, assessing when the participant will be prepared to join the circle and thinking about alternative actions if the circle is not successful or accepted.
- This most often happens at the home of the people involved (provides safety and encourages authenticity).

Step 3: Homework

- The facilitator must take all of the information and think of a positive intended outcome. They must think about what reconciliation would look like and what needs to be heard in the circle. They must also pre plan for emotions and breaches in the circle that they will be expected to manage and support.
- The facilitator should bring food for the participants to “break bread” after the circle. During the preconference you should ask participants what they would like.

Step 4: Conference

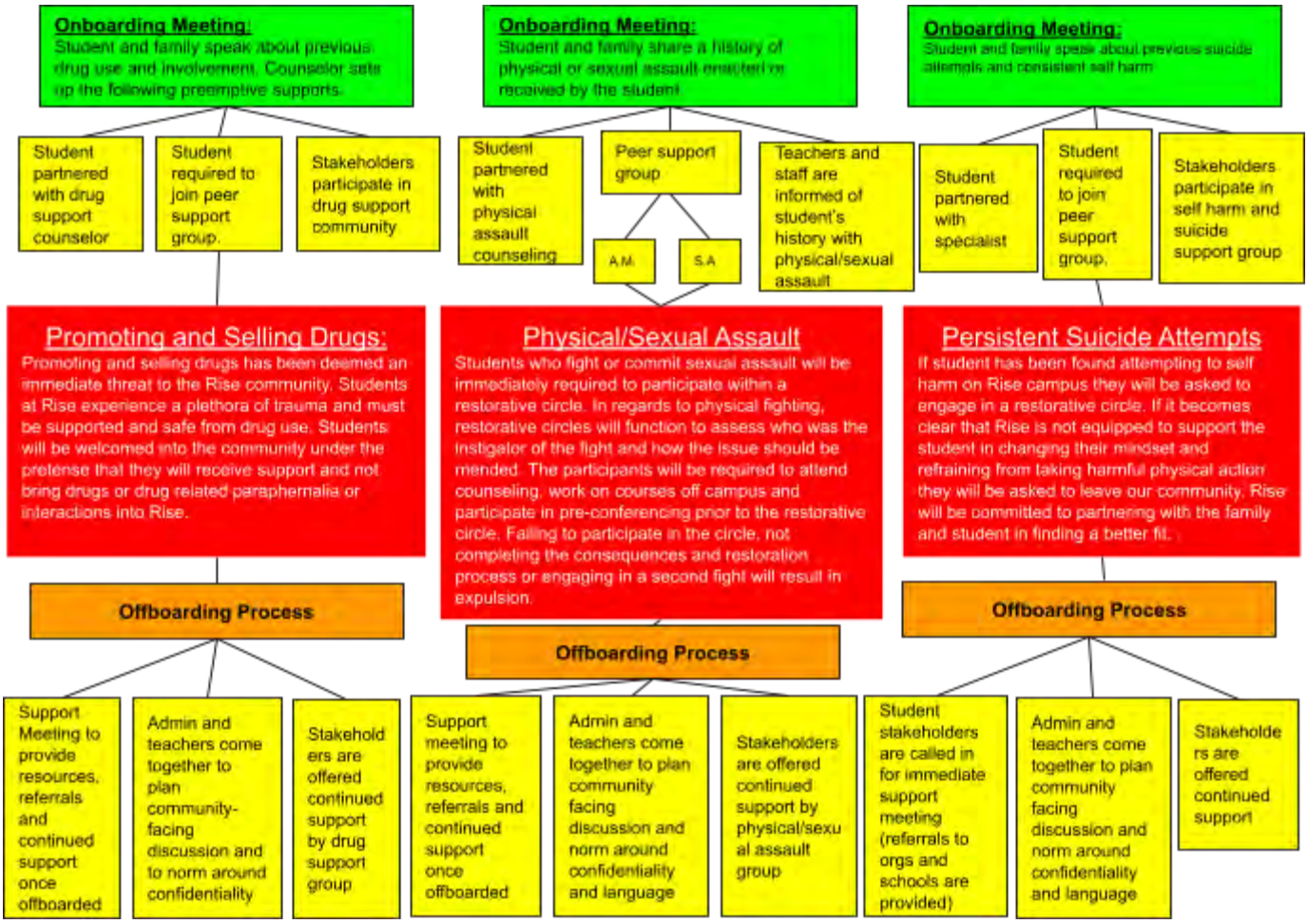
- Be positive, supported and firm in your implementation of a safe space for all participants. If you get to the circle and one party doesn’t seem ready you will have to make the call of moving it to a later date after more pre-conferencing has taken place. If the circle is unsuccessful the students must accept the alternative consequences. Students, parents and stakeholders should identify meaningful next steps once the circle has closed.

Step 5: Monitor and Nurture

- Make sure that students have a support network that is watching and supporting their healing process. You must call a short update circle for the students to reflect on their growth and what has been done to mend the situation after the initial circle. Reintegration should be evident and actionable steps should be made if it is not happening with fruition.

Offboarding and Referral Process

It is a challenging reality that not every student will be a best fit for Synergy Academy Chartered Public School. Given our incredible partners and vast amount of resources we will be able to serve many, however there are some students and families who may be best fit for other organizations. Offboarding from Synergy Academy Chartered Public School is most commonly a result of a potential threat to the community at large and an inability to effectively reach and support the student.


Onboarding Meeting:
Student and family speak about previous drug use and involvement. Counselor sets up the following preemptive supports:
Student partnered with drug support counselor
Student required to join peer support group.
Stakeholders participate in drug support community
Promoting and Selling Drugs:
Promoting and selling drugs has been deemed an immediate threat to the Rise community. Students at Rise experience a plethora of trauma and must be supported and safe from drug use. Students will be welcomed into the community under the pretense that they will receive support and not bring drugs or drug related paraphernalia or interactions into Rise.
Offboarding Process
Support Meeting to provide resources, referrals and continued support once offboarded
Admin and teachers come together to plan community-facing discussion and to norm around confidentiality
Stakeholders are offered continued support by drug support group
Onboarding Meeting:
Student and family share a history of physical or sexual assault enacted vs received by the student
Student partnered with physical assault counseling
Peer support group
A.M.
S.A
Teachers and staff are informed of student's history with physical/sexual assault
Physical/Sexual Assault
Students who fight or commit sexual assault will be immediately required to participate within a restorative circle. In regards to physical fighting, restorative circles will function to assess who was the instigator of the fight and how the issue should be mended. The participants will be required to attend counseling, work on courses off campus and participate in pre-conferencing prior to the restorative circle. Failing to participate in the circle, not completing the consequences and restoration process or engaging in a second fight will result in expulsion.
Offboarding Process
Support meeting to provide resources, referrals and continued support once offboarded
Admin and teachers come together to plan community facing discussion and norm around confidentiality and language
Stakeholders are offered continued support by physical/sexual assault group
Onboarding Meeting:
Student and family speak about previous suicide attempts and consistent self harm
Student partnered with specialist
Student required to join peer support group.
Stakeholders participate in self harm and suicide support group
Persistent Suicide Attempts
If student has been found attempting to self harm on Rise campus they will be asked to engage in a restorative circle. If it becomes clear that Rise is not equipped to support the student in changing their mindset and refraining from taking harmful physical action they will be asked to leave our community. Rise will be committed to partnering with the family and student in finding a better fit.
Offboarding Process
Student stakeholders are called in for immediate support meeting (referrals to orgs and schools are provided)
Admin and teachers come together to plan community facing discussion and norm around confidentiality and language
Stakeholders are offered continued support

Overview

Teachers	Admin	Beh Int.	MHT	Office
1. Relationships 2. Orientation 3. Engagement surveys/circles 4. Classroom behavior follow-up 5. Rotating 6. A strong launch and close-out for each class session	1. Relationships 2. Orientation 3. Quarterly student surveys (used in coaching)	1. Relationships 2. Orientation 3. Lead staff in identifying and addressing trends 4. Facilitate circles and mediation	1. Relationships 2. Orientation 3. Classroom observations and guidance 4. Advising staff around student needs	1. Relationships 2. Orientation
1. NCI training 2. RAP 3. SLACK when incidents occurs	1. NCI training 2. RAP 3. Manage communications and protocol deployment 4.	1. NCI training 2. RAP 3. De-escalate 4. Establish safety	1. RAP 2. Serve as a consultancy resource 3. De-escalation	1. RAP 2. Support in communications during and after event
1. Restorative Justice 2. Family/ Community involvement	1. Restorative Justice	1. Restorative Justice 2. Run and manage restorative circles	1. Restorative Justice	1. Restorative Justice

APPENDIX J: FINGERPRINT / BACKGROUND CHECK PROCEDURE

Appendix: J

SYNERGY ACADEMY
BACKGROUND CHECK/FINGERPRINTING PROCESS

I. Teachers, Administrators, Support Staff, and Volunteers, applying for a position at Synergy Academy are required to complete a background check by following the procedure listed below. Additional information about NH RSA 189:13-a can be found at: http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm.

Synergy Academy Checklist:

Use this list to check your progress as you move through the background check process.
If you have any questions, please contact the Administrative Assistant to the Director.

AT THE TIME YOU SUBMIT YOUR APPLICATION:

1) Call (603) 223-3867 to make an appointment for applicant fingerprinting at the Hazen Drive location.
   a) Select #3 from the menu options to be connected to the scheduling department.
   b) Their hours are Monday-Friday, 8:30-3:30. If you do not reach a person when you call, Please leave a message.
2) Department of Safety Building, 33 Hazen Drive, Concord, NH, First Floor, Room 124
3) Provide the date of your background check appointment to the Synergy Academy Administrative Assistant
4) Print a copy of the Criminal History Record Release form. (See attached document.) Bring the form to a notary.
5) Complete the form in the presence of the notary and have the form notarized.
6) Go to your scheduled appointment. Please arrive 10 minutes prior to your scheduled time. If you arrive without an appointment, you will not be able to be fingerprinted.
   a) Bring a photo ID with you to the appointment (i.e., passport or driver's license).
   b) Bring a copy of the notarized Criminal History Record Release form.
   c) During your appointment your fingerprints will be scanned by qualified personnel Using Livescan fingerprint technology.
   d) You will leave the appointment with a completed Applicant Livescan Site form and your notarized Criminal History Record Release form.

NOTE: YOUR FINGERPRINTS ARE ONLY AVAILABLE FOR 30 DAYS AFTER YOUR APPOINTMENT.

a) Be sure to complete the rest of this process as soon as possible after your appointment. If the Department of Safety receives your paperwork after the 30-day mark you will need to complete the fingerprint scan again.

7. Bring the completed Applicant Livescan Site form, the notarized Criminal History Record Release form, and your checkbook to the Administrative Assistant.
The Department of Safety will require payment in the form of a check.

8. After processing, your two forms and payment will be sent to the NH State Police Criminal Records Unit to initiate your background check.

9. After the background check is complete, Synergy will be sent a copy of your results.

APPENDIX K: STUDENT RECRUITMENT PLAN

APPENDIX: K

STUDENT RECRUITMENT PLAN

We have already begun developing a network of professionals that are in a position to make referrals to our school. We have met with several non-profits in the greater concord area. We are working with a few state agencies and local school districts to create awareness of our program.

We will provide opportunities for our students that have an interest in public relations, marketing, graphic design, photography, videography, and journalism to be involved as part of the curriculum. Students engaged in these learning opportunities will be tasked with supporting our recruitment plan through digital products i.e. Digital Brochure, Promotional Video, etc…)

Local Press

1) Monthly Press Release
2) Op ED year one
3) Community recruitment events (Open House, Guided Tours etc..)

Social Media

1) School Website
2) School Facebook page
3) Digital Brochure

Student Recruitment Radio Ad

Synergy Public Charter Academy, located in ----------, NH, is a public high school designed to serve students who are looking for an alternative to the traditional public school. Synergy is focused on student-centered planning and student-centered learning. We are accepting applications for the 2023/2024 school year. Please visit our website SynergyAcademyNH.org for more information about this unique learning opportunity.

For an application and an interview with the Executive Director, please contact:----------

Community Outreach

1) Host local school district Administrator and Guidance Counselors
2) Guidance Counselor letter w/ Synergy Brochure
3) Work with local Non-Profit organizations in the community

SYNERGY ACADEMY
CHARTERED PUBLIC SCHOOL

Synergy Promotional Video

This will be a student lead project starting in Year One

Things to Consider: **Who** (teachers and Students)

What (video/pictures/interviews)

When (classes/activities)

Preliminary Interview Questions

Students

- How is Synergy different from your local public high school?
- What is your favorite part of going to school here?

Teachers

- What class(es) do you teach here?
- What attracted you to this school? Why did you apply to teach here?
- Do you have any prior experience with charter schools? How do you feel that teaching here compares to other teaching jobs that you've had in the past?
- What is your favorite part of teaching here?
- Do you have any specific student success stories that you would like to share?

Director

- What is your mission as a school?
- What exactly is a charter school?
- What types of students do you serve here?
- Do you have any specific student success stories that you would like to share?

Other Administrators/Staff

- What do you have to say about the value of the work that you do here?
- Do you have any specific student success stories that you would like to share?

Pictures/Video to Take

- Walking through town and approaching the building
- Sign outside
- Walking with the students to class through the hallway
- Students walking into or out of the building/students switching classes
- A class in session
- Front desk/administrative offices

APPENDIX: K

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CHARTERED PUBLIC SCHOOL

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- Students walking into or out of the building/students switching classes
- A class in session
- Front desk/administrative offices

APPENDIX L: FUNDRAISING PLAN

SYNERGY ACADEMY
CHARTERED PUBLIC SCHOOL

Appendix L

APPENDIX L.

INITIAL FUNDRAISING PLAN

I. List of priorities for Synergy Public Charter Academy regarding marketing/development and fundraising

II. The following is the result of our Fundraising/Development task meeting in preparation for strategic planning.

We have several Trustees with a tremendous amount of fundraising experience. Our board structure will include a fundraising and special events committee. We will create opportunities for nontraditional revenue by utilizing the schools existing infrastructure. Because of our career development and community partnership model, we are in a unique position to create sponsorship opportunities for the businesses and organizations we work with. We will involve our students in a special events campaign. This will not only generate income for our school but will give students an opportunity to develop event planning and fundraising skills. By using a multi-pronged approach to fundraising, this program will be self-sustaining in five years or less.

SYNERGY PUBLIC CHARTER ACADEMY INITIAL FUNDRAISING PLAN 2023

1. **Institutionalize quarterly special events.**

a) Develop a minimum of four annual events that appeal to the greater community. Including but not limited to

- Golf tournament
- Dinosaur run road race
- Halloween zombie fest
- Town-wide scavenger hunt

Appendix L

- Business vs business game show
- Santa stroll
- Flea market
- Concerts
- Art show
- Fill a bag holiday event

b) The board and fundraising committee will work closely with the Staff and students of Synergy to create a wide variety of special events. This will allow our students to develop relationships with local businesses and leaders. They will learn about event budgeting, planning, marketing, and execution.

2. Non Traditional Revenue

1) We will identify ways to use our building, staff, and equipment to develop new revenue streams from participation fees and grants and sponsorships we wouldn't otherwise be eligible for.

Examples include:

- Art & Music Classes
- Support groups
- Cooking classes
- Event & meeting space rentals
    - Continuing Education Course Offerings and Adult Diploma Program
- Professional development opportunities (This will also allow us to develop relationships with educators, administrators, and professionals that serve our school population for future marketing initiatives & recruitment)

3. School Store

Appendix L

a) We will create a school-based business that will tie into the curriculum. Students will learn how to obtain in-kind donations that can be sold, and create and refurbish items in our art program that can be sold. They will learn how to negotiate, track inventory, basic accounting, merchandising, market, and sell all while raising funds for their school.

4. Traditional fund development

a) We know that one of the ways many charter schools fail is financial. Knowing that we have elected to hire a director of fund development. This position will begin immediately if we are approved for this grant. This will allow us to create a financial cushion before we open the doors. They will be responsible for grant opportunities attainment and compliance for Title Ia, Title IIa, Title IV, and Title VI, federal funds.

b) This position will also work with students interested in fund development creating another avenue for career exploration.

ACTIONS FOR 2023-2024

- Prepare a list of Executive Board meetings (when and where) and assign board members to attend and task to report via email or at the next board meeting about their fundraising efforts
- Prepare a strategy for attendance – information to gather, information to offer, supporting information that would help Synergy, and determine frequency-enough to be noticed in the local newspaper.
- Review and select the items above for execution in 2023-2024
- Add more ideas with student input to the activities list
- Participation on the Development committee will be open to all Synergy stakeholders.
- When completed fundraising committee will create a calendar of deadlines and responsibilities, and the person responsible

APPENDIX M: TITLE PROGRAMMING OVERVIEW AND PLAN

Appendix M

SYNERGY CHARTER PUBLIC ACADEMY

TITLE PROGRAMMING/FUNDS

I. Differentiated Aid: Free and Reduced Lunch (FRL)

a) Paid at the end of the fiscal year (06/30/) for students enrolled eligible for FRL
b) $1,890.00 per eligible student, paid in Sep. for the previous year (Sep. 2024)
c) Projection: 50% = 31 students x $1,890.00 = $58,590

Title One Programming: Title 1 is a federal aid program coordinated through the Department of Education that provides funds to schools. As part of the Elementary and Secondary Education Act, Title 1 authorizes the dispersion of federal grants to states. Each state then distributes funds to school districts based on need. Title 1 coordinators make sure these funds are used appropriately to help disadvantaged students achieve academic success.

II. Title Ia, Eligibility Year Two

a) Funds based on need (FRL, at or below the poverty line)
b) Submit the request in year one
c)

Title Two Programming: The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that State educational agencies (SEAs) and local educational agencies (LEAs) consider how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), offer new opportunities for SEAs and LEAs to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based.

III. Title IIa, Eligibility Year Two

a) Master Plan, School-Wide Goals, and Objectives
b) Individual Leadership goals and objectives match PD expectations
c) Individual Teacher goals and objectives match PD expectations
d) Provide professional development programming and activities for all employees at Synergy Charter.

Appendix M

Title Four Programming: **TITLE IV, PART A. STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS.** This flexible new grant program officially eliminates the Safe and Drug-Free Schools program and consolidates more than 20 competitive grant programs previously authorized as part of No Child Left Behind, many of which supported the comprehensive needs of students, into one large fund called a "block grant." The purpose of the Student Support and Academic Enrichment Grants is to improve students' academic achievement by increasing the capacity of states, districts, schools, and communities to:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology to improve the academic achievement and digital literacy of all students

FUNDING ALLOCATION

Funds are allocated to states based on the Title I formula. States then subgrant funds to each district using the same formula.

States may reserve up to 1 percent for administrative costs and must support local districts in providing access to a well-rounded education for all students; fostering safe, healthy, supportive, and drug-free environments; and increasing access to technology and learning experiences supported by technology.

These activities must be coordinated with other schools and community-based services and programs and can include e-partnerships with higher education institutions, businesses, nonprofits, community-based organizations, or other public or private entities.

IV. Title IV, Eligibility Year Two $10,000

a) Develop program through
b)
c)
d)

Title Six Programming: **Title VI and Discrimination in Education:** Title VI of the Civil Rights Act of 1964 is the primary **education law** that protects people from discrimination based on race, national origin, or color in educational programs or activities. The educational programs or activities that are covered by Title VI are those that receive federal financial assistance. The entity that receives federal financial assistance and must comply is known as the recipient. Recipients that must comply with Title VI include state education agencies, vocational rehabilitation agencies, local education systems, colleges and universities, proprietary institutions, and libraries and museums that receive federal funds.

V. TitleVI, Eligibility Year Two

a)
b)
c)
d)

Appendix M

VI. Medicaid Billing /Private Insurance

a) **services for non-special education students**
b) **Billing for Special Education Students**

New Hampshire Department of Education

12

Title IA Targeted Assistance School Plan

Name of School: **Synergy Public Charter Academy**

School Year: **2023/2024**

Current Poverty Rate: **Estimate 50%-60%**

(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Date School Needs Assessment was completed: **2023/2024**

Data summary used in Needs Assessment (How does your data align with the plan?): **Attendance, Report Cards, Tardiness, Discipline Reports and School-Wide Surveys**

Date Plan was Created: **2023/2024**

School Planning and Review Team (members and their affiliation):
Synergy Public Charter Academy Board of Trustees ,
Director Curriculum , Teachers, Parents, Student Input

Please check the appropriate option:

___X_ Initial Plan

____ Annual Update

____ Focus or Priority school? (Please align all activities with the Innovation Plan)

Please describe your Title I program activities in simple terms. In this abstract, the district should describe the strengths of its Title I program and practices. Please include specific examples of effective practices and their impact on student learning. *All structural elements should be tied to the needs assessment (e.g., common pages data)*		
Plan Criteria	Explanation	Your School Plan
I. Student Selection	● Describe your two-step process for selecting Title I students: 1) How is the pool of educationally disadvantaged students identified? 2) How will you select the neediest students?	**Synergy Charter is an alternative high school that has a strong focus on disadvantaged students in our community. 1) We identify students based on their individual learning plans starting with our enrollment process. Achieve 3000 (Lexile scores) 2) Parent/student meetings are held to review the application and a determination is made at that time. 3) Students are then engaged in the creation of their individual learning plans. This occurs through a one-on-one meeting with the Curriculum Director.** **All Synergy students complete a student expectation sheet every class, every period, and every day. Evaluation of the students, performance, individual learning plan and teacher/administrator recommendation.** **We work with migratory and homeless students. They complete an individualized learning plan and complete student expectations forms daily. Student can earn five points, every day, every class based on participation** **___ On time, prepared** **___ No Phone electronics out** **___ Respectful** **___ Follows Instructions** **___ Stay engaged until end of class** **Poor performance against these bench marks will result in parent**
	● In a narrative, describe how you will include migratory and homeless students in your selection process regardless of the date that the student enters your school. Forms that do not have a point system/or weights are not acceptable. Forms that do not recognize the special needs of homeless and migrant students are also unacceptable. 3 forms of selection criteria, 2 of them must be academic in nature.	

		communications and potential referral to the Behavior Coach.
II. Supplemental Support	● Describe how your Title I instructional program is in addition to the core competency instruction. ● We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law. In order to be in compliance with the law, your program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what every other child receives as part of his/her basic education.	**Students that are not meeting school-wide expectations, individual academic goals, and attendance, will receive targeted academic support from the Curriculum Director with support from Special Education Teacher. This support will be conducted before school after school and during X period. These targeted tutorial/coaching supports are in addition to the student's daily support. The Curriculum Director will also engage in weekly communications with the parents of the students identified. Home visits will be conducted on a as needed bases.**
III. High Quality Instructional Strategies	● Respond to the following: 1) Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students. 2) Describe the curricula you have chosen to support your Title I students.	**1) Our one-on one tutorial support is provided (Academic Coach) and parent involvement are two key strategies in helping a student reach his or her academic potential. We employ strategies that will assist a student inside and outside of the classroom.** **2) We utilize our competency based curriculum as well as on line educational programs. We utilize on line programs to enhance students typing capabilities and language programs that support English Language Arts,**

	Explain how it is accelerated and of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks. 3) Describe how you have minimized removing children from the regular classroom during regular hours for instruction. If you do pull students out of class, describe how you will ensure that they are not missing direct instruction from the classroom teacher. 4) Include the strategies you will use to provide extended learning time for your Title I students. (This is a priority for all Title I schools.)	**mathematics and to remove barriers . Students are exposed to these programs during all academic activity.** **3) Synergy has a _____ Program that is built into our bell schedule daily. Student identified for this program will be designated for _____Support during this time.** **3) Synergy is a hands-on experiential learning opportunity. We are competency based and engage students through several mediums. We create individualized learning plans for every student. Title 1 students will have additional supports outside of the classroom (before school/after school) and during our Advisory program through the schools Curriculum Coordinator.** **4) All students identified will have a list of accommodations that will support them academically. Extended learning time is one of the accommodations we use with identified students. Students can receive time to complete work before school after school or during Advisory period time frame. The Academic Coach or Special Education Teacher will provide tutorial support in individual and small group setting.**
IV. Parent Involvement	Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning,	**All students enrolled in this program will receive weekly updates to their parents on progress against their goals and objectives. Academic coach and Special education teacher will have weekly communication.**

	implementation and evaluation of this grant?	**Conduct Town hall meetings with parents quarterly throughout the year.**
V. Professional Development	Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?	**Professional Development will be focused on working with disengaged/disenfranchised students. With a focus on classroom management and tutorial strategies. Teachers are formally evaluated two times a year. We also conduct informal classroom observations. All teachers are given a full-year evaluation. All teachers are required to complete 8 hours of PD on their own annually. Synergy also holds a summer institute that provides 24 hours of PD each year. Lap top accessibility for all students**
VI. Coordination with Regular Classroom	Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely coordination is designed. Describe your record keeping procedures to document this coordination.	**We conduct a Student Activities Meeting every Thursday after school. This meeting is attended by school leadership and faculty. The Curriculum Director reports out on student progress and presents academic progress reports and academic strategies for working with students for the classroom teachers. This is a mandatory meeting for all faculty/staff. The curriculum Director provides an agenda and meeting minutes are recorded and provided to staff after every Student Activity meeting.**
VII. Collaboration with Other Programs	Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start,	**The Advisory makes connections to our nutrition Program as well as our curriculum program. We will make referrals to community services and organizations as needed**

	Even Start, adult education, violence - including child abuse prevention programs, nutrition programs, housing programs, vocational and technical education, and job training).	**Example: We have extended our Cooking and Nutrition program to include weekend care packages of food sent home with students assigned to this program.**
VIII. Preschool Transition	Describe your steps for assisting preschool children transitioning to your school.	**N/A**
Program Evaluation	● Plans for an annual program evaluation of how the Title I program performed (not individual student). ● Important questions should include - How many students did we serve? - What was the effectiveness of the TI interventions and related activities? - What was the impact of our Title I program in helping our struggling students increase achievement? - How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets) - How much growth did the average student achieve?	**Synergy Board Retreat is held in June of every year. Synergy will evaluate our progress with this program during our retreat.** **Data collection will be conducted by the Curriculum Director and reviewed with the Executive Director.** **Continues cycle of progress.**

	- How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor -whatever is relevant * This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.	
Checklist for Other Program Requirements	● Annual meeting ● Parent compact ● Parent policy	

APPENDIX N: BUDGET NARRATIVE

Appendix: N

Synergy Academy Budget Narrative

NH Charter Schools received $7,347.06 per pupil funding for a full school year. State of NH Charter schools have been in existence for over two decades and have been extremely effective in providing quality education to New Hampshire students. We are confident that Charter schools will continue to strengthen and co-exist in the public education system in the State. Challenged with receiving 50% less per pupil local and state financial support than traditional public schools, Synergy Academy has developed a strong financial budget to sustain our educational model.

Our Challenges

1) Low per-pupil rate
2) Securing a location
3) Director and Teacher pay
4) Enrollment
5) Program costs

Our five-year proposed budget shows a sustainable model that will support 120 secondary education students. We will have the support of the CSP grant award of $1.5M for year one and a small part of year two of the proposed budget. The grant funds will be used for start-up costs only.

Our budget is based on a conservative enrollment number of 120 students with an operating cost of $1.127M. Our revenue in year one of the operations is based on $1,456M, we show a surplus in year one of roughly $329K. We have forecasted smaller gains in the subsequent five years of the proposed budget.

63% of our revenue will be gained through Charter School per-pupil aid and roughly 20% through Federal State and local Grant opportunities. We will also charge services for students attending Synergy Academy on an IEP and expand on student services provided. Our fundraising goals are set at $75K which represents only 5% of the schools revenue.

We have built a program structure with a higher emphasis on leadership roles as is outlined in the payroll section of our budget. We show the investment in a Director level position, focused on Fundraising/Development and Community engagement will be a major payoff to our five-year budget goals and objectives. These roles will also support access to additional grant funding opportunities.

These supplements contribute greatly to the sustainability of the school and include

1. Grants from several foundations and organizations.

2. Financial donations from individuals in the community.

3. Material donations from the community.

4. Numerous volunteers who teach classes, mentor students and provide tutoring

5. Employee support from local sending school districts.

Synergy will work with the local school district's Special Education Departments and Administration to improve upon policies and procedures that best serve Synergy Academy students with IEPs. We will establish a billing process for Special education Services as well as Medicaid reimbursement.

We will be aggressive in engaging with the local media during the 2023-2024 school year. We hope this exposure will help strengthen our community ties and will result in increased volunteer support, enrollment, and financial giving.

Synergy will hire a Director of Development and establish a Fundraising Committee focused on acquiring financial and human capital in order to meet the vision of the charter and improve the overall quality of the program. We will implement a Calendar of Events and an Action Plan to support the Board of Trustees' efforts in our annual fundraising campaign.

Programming and academics will be tied to levels of mastery, developmental stages, and workforce development. Our staffing model will reflect the needs for all four years, though we will not provide all years of programming and academics at launch. This will allow certain staff positions to focus a significant portion of their time on development work as we grow toward full enrollment.

We will be targeting 9th and 10th-grade students for our launch year and will have administrative positions providing direct ongoing services to students and designing programming for future grades. Having one individual working on both in each area provides continuity, alignment, and opportunity to integrate real-time learning to program development. Our plan calls for key administrative roles of the Curriculum & Instruction Director and Community & Engagement Director to spend two-thirds of their time during the launch year delivering ongoing services, and a third of their time designing and preparing programming for our 11th and 12th-grade years. We would track and document time on task

to ensure the proportion of time is two-thirds for ongoing and one-third for development work. Below is an example of the breakdown of tasks and whether it would be ongoing or development work.

Community and Engagement Director			
Programming Area	Tasks	On-Going	Development
Workforce Readiness	Running groups around career exploration	X	
Community Engagement	Field Trips/Site visits for 9th and 10th grade	X	
Life Skills	Facilitating soft skills groups	X	
Administrative	Running circles and leading advisory group	X	
Workforce Readiness	Building MOU's with businesses for job shadows and internships for 11th and 12th grade		X
Community Engagement	Working on MOU's and building relationships with community colleges, local ngos, and other stakeholders to partner with for 11th and 12th grade programming		X

Life Skills	Curriculum design and tool construction for 11th and 12th grade groups		X

Curriculum and Instruction Director			
Programming Area	Tasks	On-Going	Development
Academics	Develop independent Learning Plan for each student	X	
Workforce Readiness	Integrating real life learning into core classes through ongoing lesson development with teachers	X	
Community Engagement	Working with teachers to plan community trips that enhance in class learning	X	
Administrative	Supervision and evaluation of teaching staff	X	
Academics	Design cross curricular lesson plans and projects for 11th and 12th grade		X

Workforce Readiness	Design Extended Learning Opportunity projects for 11th and 12th graders.		X
Life Skills	Curriculum design and tool construction for 11th and 12th-grade groups		X

Synergy will complete a comprehensive Audit report that is submitted annually to the Department of Treasury and the DOE. We will file an annual financial report to the NHDOE called the DOE-25. We will also file an annual 990 and complete a Single-Audit Certification for each fiscal year.

Petition for Rulemaking

Date:
February 07 2023

Nature of law:
a law prohibiting the use of a school building meant for students with disabilities for district administration if it results in the expulsion of the students from that school building.

Reason for Suggestion:
The students with disabilities of a SAU 40 school building (Project DRIVE) are going to be moved from a students with disabilities building to the high school which could result in a mental hazard to the students with disabilities and a possible physical hazard to the regular students of the high school. I am suggesting this because this rule will help the students of Project DRIVE also called BALES. I know people who go to BALES and I think this rule will help the students of BALES. Because I think what is being proposed for BALES is not right and I want this rule to be passed so I can stop this injustice to the students of BALES.

Signature of Petitioner: Andrew S. Flockton

Text of law:

No administration of a school district (Business Office, Human Resources, Superintendent) shall occupy a school building, if the school is for students with disabilities and the use of the school building would result in the removal of any students with disabilities from the school building.

Definitions:

"school building" means

(A) any structure suitable for use as a classroom, including a school facility such as a laboratory, library, school eating facility, or facility used for the preparation of food,
(B) any other facility used for the instruction of students or for the administration of educational or research programs

"students with disabilities" mean

(A) a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

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 318.08, Ed 318.13, Ed 320
School Facility Approval Process
Expire Date: N/A

Submitted to the State Board of Education, March 9, 2023:

A. **ACTION NEEDED**

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 318.08 and Ed 318.03, relative to charter school facility approvals, and adopt Ed 320, relative to the school facility approval process.

B. **RATIONALE FOR ACTION**

Currently, the requirements for an initial school facility approval and the renewal of a facility approval are scattered throughout different sections in Ed 300. Ed 320 is being adopted to consolidate all rules for this process and pulls existing language from Ed 321, Ed 306.07, and Ed 306.28. The sections from Ed 318 being readopted with amendment to include language citing Ed 320 for the full facility approval process.

C. **EFFECTS OF THIS ACTION**

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules could be held as early as May 11, 2023.

D. **POSSIBLE MOTION**

I move that the State Board of Education approve the initial proposal for Ed 318.08, Ed 318.13, and Ed 320.

Readopt with amendments Ed 318.08 and Ed 318.13, eff 7-1-15 (Document #10873), to read as follows:

Ed 318.08 Requirements for Submitting An Application.

(a) An applicant seeking state board approval for a charter school shall submit a letter of intent to submit a charter school application to:

NH Department of Education, Charter School Office,
101 Pleasant Street, Concord NH 03301

(b) The letter shall include:

(1) Date;

(2) Proposed charter school name;

(3) Proposed grade levels; and

(4) Contact person including:

a. Name;

b. Organization, if applicable;

c. Address;

d. Email address; and

e. Telephone / Fax number.

(c) An applicant for a charter school shall submit an application comprising of an original, 3 paper copies and an electronic copy to the department for its review.

(d) The application shall include:

(1) Completed application cover sheet; and

(2) Table of contents, page numbers on each page, one-inch margins and at least 11-point font.

(e) The application shall not exceed 50 pages, not including appendices, which may include letters of support, a 5-year budget, or both.

(f) The application cover sheet shall include:

(1) The name of the proposed charter school;

(2) Name of organization sponsoring the charter school, if any;

(3) Name of contact person;

(4) Mailing address;

(5) Primary telephone;

(6) Alternate telephone;

(7) Email address;

(8) Projected date of school opening;

(9) Proposed school location; and

(10) Total projected student enrollment broken out per year for 5 years listing the following:

a. School year;

b. Grade levels; and

c. Number of kindergarten students.~~;~~

(g) The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application."

(h) An application to the state board to establish a charter school under RSA 194-B:3-a shall be made by the prospective board of trustees in the form of an application containing all of the elements in RSA 194-B:3, II(a)-(bb) and (dd).

(i) An application shall also include the following information:

(1) The total number of teachers and the average teacher~~/~~student ratio for the first 5 years;

(2) Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school; and

(3) A summary of the school's focus including a description of the characteristics, methods, and goals of the school.

(j~~i~~) In addition to the criteria listed in RSA 194-B:3-a, II(a)-(bb) and (dd), each applicant shall provide the following:

(1) An admission policy which takes into consideration the following factors:

a. 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. How the school will conduct lottery selection as provided for in RSA 194-B:9, I(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process; and

c. How the school will provide for educationally disabled students;

(2) A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;

(3) A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a;

(4) ~~A statement that, in accordance with RSA 194-B:8, II, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:~~

~~a. Fire safety;~~

~~b. Heating, ventilating, and air conditioning (HVAC);~~

~~c. Plumbing;~~

~~d. Electrical; and~~

~~e. Requirements of Ed 321.253(u) and (v);~~

If one or more facilities are to be used for educational purposes, a statement that the school shall submit an application to operate the facility in accordance with Ed 320 not later than 90 days prior to the desired opening date of the school facility.

(5) A statement that the school shall provide required services under RSA 194-B:8, IV, if applicable;

(6) A statement which meets the requirements of RSA 194-B:2, II; and

(7) Statements that the school shall develop, prior to opening, policies regarding the following:

a. Records retention;

b. Promotion~~ng~~ of school safety including:

1. Reporting of suspected abuse or neglect;

2. Sexual harassment, as detailed in Ed 303.01(i~~j~~) and (j~~k~~);

3. RSA 193-F, pupil safety and violence prevention;

4. RSA 126-U, limiting the use of child restraint practices; and

c. Developmentally appropriate daily physical activity pursuant to Ed 310.

(k) Within 10 business days of the initial filing, the charter school office shall acknowledge receipt of application and notify the applicant of any missing information, and when the application is complete.

(l) All facilities used by students and operated by the chartered public school for K-12 educational purposes shall be approved to operate or conditionally approved to operate in accordance with Ed 320.

Ed 318.13 Review of Renewal Application.

(a) The process for review of the renewal application shall be as follows:

(1) The department shall conduct a school review and on-site visit; and

(2) The department shall complete a review and recommendation to the state board.

(b) Criteria for review of application materials shall include:

(1) Whether the school is making progress toward achieving its mission;

(2) Whether the school is using public funds as required by the statute and the rules;

(3) Whether the school is meeting goals for student attainment of expected knowledge and skills;

(4) Whether the school is making an effort to disseminate best practices or in other ways coordinate with the local or other school districts;

(5) Whether the school is sustainable; ~~and~~

(6) Whether the school has the following updated:

~~a. Certificate for occupancy;~~

~~b. Fire inspection certificate;~~

~~c. Building safety inspection;~~

~~d. Health inspection;~~

a~~e~~. Insurance certificate; and

b~~f~~. Financial audit; and~~.~~

(7) Whether all the facilities used by students and operated by the school for K-12 educational purposes are approved to operate or are conditionally approved to operate in accordance with Ed 320.

(c) The board shall renew a charter, if as evidenced by the responses to (a) and (b), the charter school is attaining its performance targets.

Adopt Ed 320 to read as follows:

PART ED 320 SCHOOL FACILITY APPROVAL PROCESS

Ed 320.01 Applicability. In order for a school to operate a facility to be used for K-12 educational purposes, public schools, public academies, chartered public schools, and nonpublic schools shall request approval to operate prior to student occupancy to ensure a clean, healthy, and safe facility.

Ed 320.02 Initial School Facility Approval Process.

(a) To request initial approval to operate a school facility for K-12 educational purposes, the following information shall be submitted to the department on the application provided by the department:

(1) Location of the facility;

(2) Proof of compliance with state building code as provided in RSA 155-A;

(3) Proof of compliance with state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by state board of fire control and ratified by the general court pursuant to RSA 153:5;

(4) Proof of compliance with local zoning regulations;

(5) Proof of compliance with regulations relating to school building sanitation, sewage disposal, water supply, and other matters affecting public health;

(6) Proof of meeting the New Hampshire code for barrier-free design under Abdf 300, if applicable;

(7) A copy of a completed health inspection conducted by the local health officer to ensure that facility is operating in a suitable and sanitary building, as required by RSA 189:24;

(8) Documentation that the building(s) were inspected by a certified asbestos inspector and that all asbestos-containing materials identified are being safely managed.

(9) A statement signed by the superintendent or designee that the drinking water at all locations where water is available for consumption by students has been test for lead and remediated in accordance with RSA 485:17-a;

(10) Proof that a current site-specific emergency operation plan is file with New Hampshire homeland security and emergency management as required by RSA 189:64;

(11) If food service operations are to take place in the facility, documents providing that:

a. Operations shall be in compliance with New Hampshire department of health and human services administrative rules He-P 2300; or

b. If located in one of the self-inspecting municipalities granted licensing authority by the New Hampshire department of health and human services, complies with local food regulations; and

(12) For all public schools, excluding public chartered schools, proof the grounds shall operate in accordance with the policy and procedures developed pursuant to RSA 200:48 to minimize or eliminate pollution caused by idling motor vehicles.

(b) In addition to the items in (a) above, the following information shall be submitted to the department on the application for all public school facilities:

(1) Proof that adequate custodial services are being provided to ensure a clean, healthy and safe facility, including:

a. Cleaning on a daily basis when school is in session; and

b. Facility repairs and maintenance are performed as needed and on a regular basis;

(2) A plan to require all school staff be provided training on their roles in maintaining clean, healthy, safe school facilities and the importance of quality indoor air;

(3) Proof that the school has a policy approved by the local school board or board of trustees to minimize the use of toxic chemicals for cleaning and pest control, and shall not permit staff to bring cleaning products or pesticides into the facility without approval from the school administration; and

(4) A statement that the following best management practices are being met:

a. A minimum of one custodial sink is operational in each school building;

b. An exclusive nurse's office is provided with:

1. A waiting area separate from other spaces;

2. Space for examining patients that includes a sink with hot and cold water;

3. A patient isolation area; and

4. A restroom, or an adjacent one, which meets current accessibility requirements;

c. Sufficient storage is provided that allows the proper storage of cleaning supplies, tools, spare parts, unused furniture, equipment not in use, and other like items required for custodial and maintenance activities;

d. Emergency shower and eye wash stations are available in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used, and they comply with the American National Standards Institute Z-358.1 Eyewash standards 2014 as referenced in Appendix II;

e. All science laboratories and combination lab-classrooms meet the following joint recommendation of the National Association of Science Teachers and the Laboratory Safety Institute including:

1. Each lab has at least 50 net square feet per pupil;

2. Each combination lab-classroom has at least 60 net square feet per pupil;

3. There are no more than 24 laboratory workstations in each lab or combination lab-classroom; and

4. At least one of the laboratory workstations is suitable for students with disabilities and in compliance with Abfd 300; and

f. All chemicals shall be properly managed including but not limited to following practices:

1. All chemicals shall be properly labeled;

2. All chemicals shall be properly stored;

3. All Safety Data Sheets, identified by Occupational Safety and Health Administration 29 CFR 1910.1200(g), are on file at the school in accordance with 29 CFR 1910.1200;

4. All flammables shall be stored in a flammable materials cabinet and meet NFPA 30: Flammable and Combustible Liquids Code;

5. Acids shall be stored in a cabinet constructed from corrosion-resistant materials;

6. All rooms and storage areas with chemicals shall have proper ventilation; and

7. Chemical hoods used in science experiments must be maintained in accordance with manufacturers' recommendations.

(c) The above may be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district, chartered public school, or nonpublic school under Ed 320.05.

(d) The department shall:

(1) Complete a review of the application;

(2) Conduct an on-site visit, subject to the availability of time and funds for making such visits, to verify the information submitted; and

(3) Determine if the facility meets one of the following:

a. Approved for operation;

b. Conditionally approved for operation; or

c. Not approved for operation.

(e) A school facility that meets all of the applicable application requirements of Ed 320.02 shall be approved for operation.

(f) A school facility which does not meet all of the applicable application requirements of Ed 320.02 shall be conditionally approved for operation, provided that:

(1) All identified deficiencies and a timetable for their correction are incorporated into the conditional approval; and

(2) The department has received documentation of health and safety inspections conducted by the authorities having jurisdiction and either:

a. All health and safety violations have been corrected; or

b. All identified deficiencies and a timetable for their correction are incorporated into the conditional approval, as agreed upon by authorities having jurisdiction.

(g) A school facility that is unable to meet (e) or (f) above shall not be approved for operation for K-12 educational purposes.

(h) A school facility shall remain approved for operation or conditionally approved for operation until:

(1) June 30, 4 years following the notice of approval to operate; or

(2) Conditions of the approval to operate have not been met.

(i) A school facility operating outside the time limits in (h) above shall be considered an expired school facility and not suitable for students to occupy.

(j) A school operating an approved school facility shall request a renewal in accordance with Ed 320.03, no later than December 31 prior to the expiration date of the approval.

(k) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(l) In accordance with Ed 320.04, schools have the authority to appeal the department's designation determined in (d)(3) above.

Ed 320.03 School Facility Renewal Process.

(a) In order to request a renewal to operate an approved school facility, the superintendent, charter school director, nonpublic school administrator, or designee shall:

(1) Submit the renewal application to the department by December 31 the year prior to the school facility approval's expiration; and

(2) Ensure the following information is included on the application:

a. The items included in Ed 320.02(a)(7)-(11);

b. School contact and facility location information;

c. A copy of the most recent annual state fire inspection report required by RSA 153:14, II(b);

d. For public schools, excluding charter schools, proof of completion of the annual indoor air quality investigation required by RSA 200:11-a; and

e. For public schools, the items included in Ed 320.02(b)(1)-(4).

(b) The above may be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district, chartered public schools, or nonpublic school under Ed 320.05.

(c) Once the application has been received, the department shall:

(1) Complete a review of the application;

(2) Conduct an on-site visit, subject to the availability of funds for making such visits, to verify the information submitted; and

(3) Determine the facility meets one of the following designations:

a. Approved for operation;

b. Conditionally approved for operation; or

c. Not approved for operation.

(d) A school facility that meets all of the applicable application requirements of Ed 320.03(a) shall be approved for operation.

(e) A school which does not meet all of the applicable application requirements of Ed 320.03(a) shall be conditionally approved for operation, provided that:

(1) All identified deficiencies and a timetable for their correction are incorporated into the conditional approval; and

(2) The department has received documentation of health and safety inspections conducted by the authorities having jurisdiction and either:

a. All health and safety violations have been corrected; or

b. All identified deficiencies and a timetable for their correction are incorporated into the approval designation, as agreed upon by authorities having jurisdiction.

(f) A school facility that is unable to meet (d) or (e) above shall not be approved for operation for K-12 educational purposes.

(g) A school facility shall remain approved for operation or conditionally approved for operation until:

(1) June 30, 4 years following the notice of approval to operate; or

(2) Conditions of the approval to operate have not been met.

(h) A school facility operating outside the time limits in (g) above shall be considered an expired school facility and not suitable for students to occupy.

(i) A school operating an approved school facility shall request a renewal in accordance with Ed 320.03, no later than December 31 prior to the expiration date of the approval.

(j) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(k) In accordance with Ed 320.04, schools have the authority to appeal the department's designation determined in (c)(3) above.

Ed 320.04 Appeal Process.

(a) If the commissioner has designated a facility not approved for operation for K-12 purposes, 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.

(b) The 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.

(c) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(d) 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 320.05 Waiver Provisions.

(a) The commissioner of the department or the commissioner's designee may grant waivers for the standards required in Ed 320.02 and Ed 320.03.

(b) All waiver requests shall:

(1) Be submitted in writing;

(2) Be signed by the superintendent, charter school director, or nonpublic school administrator requesting the waiver;

(3) Include:

a. Reference to the specific section of Ed 320 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 320, 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 school's attempts to achieve compliance with the standard;

e. An explanation of the impact of a denial of the request for a waiver; and

f. Other information to support the request that the school would like to have considered.

(c) The commissioner or the commissioner's designee shall request additional information as necessary for a ruling on the request for a waiver.

(d) 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. 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.

(e) School districts, chartered public schools, and nonpublic schools may appeal the decision of the commissioner or the commissioner's designee to the state board as provided in Ed 200.

Appendix I

Rule	**State or Federal Statute or Regulation Implemented**
Ed 318.08	RSA 194-B:3-a; RSA 194-B:18
Ed 318.13	RSA 194-B:3; RSA 194-B:18
Ed 320.02	RSA 21-N:9, II(c); RSA 189:24; RSA 198:15-a; RSA 198:15-b, IV; RSA 198:15-hh
Ed 320.05	RSA 21-N:9, II(c)

Appendix II

Rule	**Title**	**Obtain at**

Ed 320.02(b)(4)d.	American National Standards Institute Z-358.1 Eyewash standards 2014	http://www.eyewashdirect.com/ANSI-Eyewash-Z358-Eyewash-Standard-Guide-s/31.htm Pdf file. No cost.

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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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, March 9, 2023:

A. **ACTION NEEDED**

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 306, relative to minimum standards for public school approval.

B. **RATIONALE FOR ACTION**

The rules have been updated and revised with the input of a number of different groups to continue to ensure that New Hampshire's educational system is aligned with a competency-based educational model. Included with the proposal is feedback from the NHSSA, some of which has already been addressed or incorporated in this initial proposal.

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 on May 4th, 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, Minimum Standards for Public School Approval.

PART Ed 306 MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL

Readopt with amendment Ed 306.01, eff 3-27-14 (Document #10556), to read as follows:

Ed 306.01 Applicability. In order to be an approved school, public schools, and public academies shall meet the applicable criteria established in these standards:

(a) Except as provided in (b) 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;

(b) 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

(c) 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, eff 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) "Acknowledgement of achievement" means when a student has demonstrated achievement of competencies at a proficient level associated with a program or course of study;

(b) "Career and technical education" means organized educational activities that offer a sequence of learning opportunities that:

(1) Provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging vocational fields; and

(2) Provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate's degree;

(c) "Competencies" are statements of the knowledge and skills that define what a student will be able to do as a result of a specific set of learning opportunities;

(d) "Competency-based assessment" means an assessment of student proficiency with regard to one or more competencies;

(e) "Credit" means the official record that a student has demonstrated the competencies associated with a program or course of study;

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

(g) "Educator" means administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/translators, school nurses, and any other individuals credentialed by the state board;

(h) "Extended learning" means the personalized learning process that allows for demonstration of competencies through means outside of the traditional classroom;

(i) "Instructional time" means the period of time in the school day during which a school is offering instruction;

(j) "Nutrient dense foods" means those foods defined by 7 CFR Part 210.10;

(k) "Nutrient density of foods" means the amount of a specific nutrient in a food as defined in 7 CFR Part 210.11;

(l) "Nutrition targets" means the specific number and types of food that a student selects. The targets are the scientific basis of the standards for menu planning. Targets provide the foundation for setting meal requirements which encompass meal patterns and other specifications for school menu planning purposes;

(m) "Personalized learning" means a process which encourages student curiosity by connecting learning with learner's interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning;

(n) "Personalized learning plan" means a learner-centered plan which employs strategies to connect learning with the interests, talents, passions, and aspirations of the learner, including the active participation in the design and implementation of the plan by the learner;

(o) "Proficiency" means the minimum student performance required to satisfy the acknowledgement of a competency, and is distinguished from mastery, which is a level of performance that exceeds proficiency;

(p) "Portion size" means the amount of food that will ensure each serving will be the appropriate size and that a recipe will produce the expected number of servings;

(q) "School board" means the local school board of a district under RSA 189:1-a;

(r) "State board" means the state board of education established in RSA 21-N:10; and

(s) "Work study practices" means those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative.

Readopt with amendment Ed 306.03, eff 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, eff 8-9-19 (Document #12845), to read as follows:

Ed 306.04 Policy Development.

(a) The superintendent, chief administering officer, or designee shall keep students, parents, educators, and all other personnel informed about school policy. Such information shall be readily available.

(b~~a~~) In accordance with Ed 303.01, the ~~local~~ school board shall adopt and implement written policies and procedures 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 which places responsibility for notification when a student is tardy, absent, or dismissed on both the parents/guardians and the school;

(2) Promoting school safety:~~;~~

a. On school buses and on the school grounds, including playgrounds;

b. During authorized school activities, such as field trips;

c. Within the school building, including classrooms and laboratories;

d. Off school grounds during school sanctioned activities, including, but not limited to extended learning opportunities, work-based learning, internships, and other learning activities that involve engagement with businesses and the community at large;

e. In online and hybrid learning;

f. In managing the behavior of children including describing how and under what circumstances restraint shall be used pursuant to RSA 126-U;

g. By providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities; and

h. Requiring educators to know and implement safety practices and procedures applicable to their assigned areas of responsibility and to include safety instruction in all applicable programs offered by the school;

(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. Be written in age-appropriate language;

c. Be disseminated to parents and guardians; and

d. 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 which shall require:~~;~~

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;

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 the federal "Family Educational Rights and Privacy Act," U.S.C. 1232g and RSA 91-A, Access to Public Records; and

d. Provision of adequate school staff to maintain all school records in accordance with local policy, state laws and rules, and federal laws and regulations;

(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, including but not limited to:

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. Respect, courtesy, and human worth;

5. Responsibility to oneself and others;

6. Community service; and

7. The rights and responsibilities of citizenship, pursuant to RSA 186:13; 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;~~

(6~~7~~) Student hazing;

(7~~8~~) Student harassment, including bullying, as required by RSA 193-F:4, II.;

(8~~9~~) Sexual harassment, as detailed in Ed 303.01 (i) and (j) ~~and (k)~~;

(9~~10~~) Reporting of suspected abuse or neglect;

(10~~11~~) 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 educational 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 personalized learning plans, using both print and online formats;

e. Working with agencies and businesses to support community-based developmental activities that prepare young children 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 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. Encouragement of business partnerships to assist students in the successful transition to employment or further education;

(1112) Distance education, if the district chooses to offer distance education as provided in Ed 306.202;

(1213) Providing alternative means of ~~earning credit~~demonstrating achievement of competencies toward the awarding of a credit for 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~~;

~~(14) Providing alternative means of demonstrating achievement of identified graduation competencies toward 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;~~

(1319) Homeless students;

(1420) Meeting ~~student~~ the special physical and emotional health needs of students~~Wellness as required by Section 204 of the federal Child Nutrition and WIC 42 USC 1751~~;

(1521) Supporting healthy foods and beverages in all schools, which shall include:~~Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities;~~

a. Standards for nutrient dense foods and beverages for the needs of elementary, middle and high school;

b. Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;

c. Nutrition targets for foods and beverages made available outside the federally regulated schools 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;

d. Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards; and

e. 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;

(16) Air quality in school buildings as required by RSA 200:48;

(1722) ~~Meeting the special physical health needs of students;~~How students will demonstrate, through multiple measures, academic and social readiness to advance to subsequent learning levels;

(1823) How credit is granted to students based upon demonstrated acknowledgement of competencies, including:~~Supporting the availability and distribution of healthy foods and beverages that create a healthy environment in all schools throughout all school buildings during the school day;~~

a. Acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates competencies consistent with related high school course(s) and the student demonstrates proficiency;

b. How a student demonstrates acknowledgement of competencies, including what would constitute defensible evidence collected towards acknowledgement of competencies; and

c. A statement that learn everywhere credits will be awarded to students who have earned them as outlined in Ed 1407.02;

(19) How students can graduate early, which shall outline:

a. The requirement of parental 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 that early graduation is related to the career or educational plans of the student making the request; and

c. How, upon demonstration of proficiency in all required competencies, awarding of appropriate credits and approval by the high school principal, the student shall be awarded a high school diploma; and

(2024) Basic learning standards, including:~~Air quality in school buildings as required by RSA 200:48~~;

a. Homework and its relationship to formative assessment;

b. Promoting students from one grade to another based on achievement of competencies;

c. How digital literacy will be integrated in a developmentally appropriate manner across all grades;

d. Information on how students can pursue advanced learning opportunities, including:

1. Advanced placement courses in high school;

2. Career-related credentials and certifications; and

3. Dual enrollment in college courses; and

e. Information for students and families regarding way to pursue extended learning opportunities and career readiness activities, addressing:

1. The administration and supervision of the program;

2. How certified school personnel oversee an individual student's program;

3. The requirement that each extended learning proposal meets rigorous measurable standards and be approved by the school;

4. Access to the program by middle school students;

5. How students can include summer activities in their personalized learning plan; and

6. Career pathway awareness and exploration, which shall require that career education provides the infusion of developmentally appropriate knowledge and skill development throughout all areas of K-12 curriculum; and

(21) Career pathway awareness and exploration, which shall require that career education provides for the infusion of developmentally appropriate knowledge and skill development throughout all areas of K-12 curriculum.

~~(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.~~

~~(l) The policy relative to 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, eff 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, ~~which~~ which shall be visible to students, staff and parents~~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 school policies adopted by the ~~local~~ school board shall reflect:

(1) The acknowledgement of diversity and respect for differences, affording all students equitable opportunities;

(2) Shared ownership and responsibility for the success of the school among students, their families, and the community;

(3) Student leadership through involvement in decision-making; and

(4) Respectful use of language and behavior by all school members that is void of ~~ethnic, racial,~~ any and all~~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 a plan to address academic under-performance of individual students and the elimination of barriers to learning. ~~can be eliminated; and~~

~~(2) Work together to establish a fair and equitable code of discipline that is fairly and consistently implemented 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 a safe and healthy school environment.~~

Ed 306.07 School Facilities. The 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.
~~The local school board shall:~~

~~(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:

(a~~1~~) Provides a developmentally appropriate collection of ~~instructional~~ learning resources, including online and print materials, equipment, and learning~~instructional~~ technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the learning ~~instructional~~ needs of all students~~the total school population~~;

(b~~2~~) 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;

(2)~~c.~~ Managed through circulation policies and procedures that are designed to maximize the use of the resources and utilize community resources;

(c~~3~~) Provides opportunities for 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)~~c.~~ Activities to promote the development of reading, viewing, and listening skills; and

(d~~4~~) Implements a ~~written~~district-specific plan for ~~the~~ ongoing development, organization, acquisition, maintenance, replacement, and updating of ~~instructional~~curriculum and learning resources necessary to support the needs of students~~the user population and the curriculum~~.

~~(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, eff 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, eff 3-27-14 (Document #10056), as Ed 306.09 and Ed 306.10 to read as follows:

Ed 306.0910 Administrative Support Services. The ~~local~~ school board shall provide for each school staff to maintain all school records in accordance with local policy, state laws and rules, and federal laws and regulations.

Ed 306.1011 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, such as, but not limited to, a school nutrition/food service director, to oversee the operation of school meals, to maintain proper resources that meet state and federal regulations, and 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 319~~21~~.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.

(d) Students shall be provided with an adequate time to consume meals in each elementary 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).

(f) 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.~~

(~~g~~h) 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, eff 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 licensecertificate under Ed 504.0807, Ed 504.0908 or Ed 504.1009. Each registered nurse, licensed practical nurse or licensed nursing assistant employed by a school district shall hold such current license under RSA 326-B. 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.

~~Ed 306.13 RESERVED~~

Readopt with amendment and renumber Ed 306.14 and Ed 306.15, eff 8-9-19 (Document #12845) as Ed 306.12 and Ed 306.13 to read as follows:

Ed 306.12~~14~~ Basic Learning~~Instructional~~ Standards.

(a) The ~~local~~ school board shall require that each school has a learning~~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~~curriculum, learning materials, and resources matched to the appropriate skill levels of students and an organized plan for recording student progress in meeting competencies.~~;~~

~~(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.~~

Ed 306.13~~15~~ 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 certified principal, a certified library media specialist, and a certified school~~guidance~~ counselor(s);

(2) For the hiring and training of educators certified under Ed 500 to facilitate learning~~teach classes and or courses~~ in their certified content area;

(3) In each elementary school, the services of a reading specialist and library media specialist to facilitate the delivery of the language arts and reading program established in Ed 306.32~~7~~(a);

(4) In each middle and high school, a library media specialist to support the learning~~instructional~~ 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 306.15~~7~~.

(b) ~~The local school board shall require that~~ ~~i~~In carrying out the school counseling program established by Ed 306.34~~9.~~ the school board shall require that:

(1) The counseling load in each elementary school shall not exceed the equivalent of one full-time 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 certified school counselor per 300 students enrolled;

(3) High schools with more than 4 school counselors shall provide a high school level certified director of school counseling to coordinate the implementation of the school counseling program plan and policy, unless (4) below applies; and

(4) District-level certified 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 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 306.3742.

(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 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.~~

(f~~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 50~~fifty~~ percent of the individual's weekly work time and be reviewed on an annual basis to ensure~~insure~~ that the individual has the appropriate level of content knowledge.

Readopt with amendment and renumber Ed 306.16 and Ed 306.17, eff 3-27-14 (Document #10056) as Ed 306.14 and Ed 306.15 to read as follows:

Ed 306.1414~~16~~ Professional Development. In accordance with Ed 5131~~12~~:

(a) The ~~local~~ school board shall require that:

(1) ~~That e~~Each professional and paraeducator staff member improves their content knowledge and teaching skills through participation in professional development activities as described in the district professional development master plan;

(2) ~~That t~~The goals in the professional development master plan align with the district and~~/~~ school improvement goals;

(3) ~~That t~~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 t~~The needs, design, implementation, and impact on student learning of professional development activities and programs are regularly assessed and evaluated; and

(b) The school administration shall require that:

(1) Each certified educator's individual professional development plan required under Ed 513~~12~~.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 513~~12~~.02(d~~e~~)(6~~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 306.15~~17~~ Class Size.

(a) 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 school 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 videos~~television and films~~.

(c) In the interest of safety, the maximum number of students in laboratory classes in such areas as science and career and technical education 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, eff 2-19-22 (Document #13356) as Ed 306.16 to read as follows:

Ed 306.16~~18~~ School Year.

(a) Pursuant to RSA 189:1 and RSA 189:24, 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 demonstrated acknowledgment of competencies, not based on seat time, pursuant to Ed 306.25~~7~~(h).

(b~~1~~) The school district shall maintain ~~in each elementary school,~~ a school year of ~~at least~~:

(1) At least 945 hours of instructional time in each elementary school and in each kindergarten at least 450 hours of instructional time; and

(2) ~~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 middle and high school. 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.~~;~~

(c~~3~~) 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.~~;~~

(d~~4~~) ~~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;~~

(c~~6~~) 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~~

(f~~7~~) Distance education conducted in accordance with Ed 306.2022~~22~~(c) shall count toward the required amount of instructional time.

~~(b) 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.~~

~~(c) 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).~~

Readopt with amendment and renumber Ed 306.19-Ed 306.21, eff 3-27-14 (Document #10556) as Ed 306.17-Ed 306.19 to read as follows:

Ed 306.1717~~19~~ School Calendar. Each school shall maintain a school calendar which provides for 180 days of instruction or the required number of instructional hours in Ed 306.15, which may result in fewer than 180 days.

Ed 306.1818~~20~~ Career and Technical Education Programs.

(a) Career and technical education programs (CTE), as defined in Ed 306.02(b), 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 13021402~~1402~~, and shall be included in the regional agreement established pursuant to Ed 1304.021402.01~~1402.01~~; 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 student access to CTE programming.

(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:

(1) Successful completion of the program of core technical competencies vetted by business and industry and postsecondary institutions;

(2) Seamless transition into postsecondary institutions; and

(3) Employment preparedness;

(fe) Prerequisites shall have a direct and necessary relationship to the CTE program.

Ed 306.1921 Alternative Programs.

(a) "Alternative program" means the regular delivery of the majority of a student's instruction through 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 used by the standard schools of the district.

(b) An alternative program may be housed in the same facility as a standard school or at a different location.

(c) An alternative program shall be:

(1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention, soft skills, and career pathways; 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 family;

cb. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3, III;

dc. 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 will be incorporated as a learning option for all students.

(d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.

(e) Prior to implementing an alternative program, a school administrative unit shall 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 shall participate in the state assessment exam, when applicable.

(g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.

(h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.13~~15~~.

(i) Students in alternative programs shall be provided student services equivalent to those provided in standard schools including, but not limited to:~~,~~

(1) ~~f~~Food and nutrition services under Ed 306.10~~11,~~;

(2) ~~h~~Health services under Ed 306.11~~12,~~; and

(3) ~~g~~Guidance and counseling services under Ed 306.3~~49~~.

(j) The school year for alternative programs shall meet the requirements of Ed 306.16~~18~~.

(k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.2~~57~~(q).

(l) Alternative programs which are supervised by the principal of a standard school shall be considered part of that standard school for reporting purposes under Ed 306.2~~13~~, for assessment under Ed 306.2~~24~~, and for school approval under Ed 306.2~~68~~.

(m) Alternative programs which are supervised by a district~~-~~level administrator shall be considered a separate school of the district for reporting purposes under Ed 306.2~~13~~, for assessment under Ed 306.2~~24~~, and for school approval under Ed 306.2~~68~~.

Readopt with amendment and renumber Ed 306.22, eff 2-19-22 (Document #13356) as Ed 306.20 to read as follows:

Ed 306.20~~22~~ 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, as defined in Ed 306.2022(b), shall not satisfy the requirement for in-person instruction except as conducted in accordance with 306.2022(c).

(b) In this section, "distance education" means any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, 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:

(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 distance education.

(d) When the district offers distance education, the school board shall be responsible for the development of a policy for the governance and administration of distance education.

(e) If a student participating in distance education is not making educational progress, as determined by the district's educational assessments, the option to participate in distance education 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 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.

(h) School districts may cooperate to share delivery of distance education.

Readopt and renumber Ed 306.23, eff 3-27-14 (Document #10056), as Ed 306.21, to read as follows:

Ed 306.2123 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.

Readopt with amendment and renumber Ed 306.24, eff 3-27-14 (Document #10556) as Ed 306.22, to read as follows:

Ed 306.2224 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) Competency-based assessments shall be used as a component of the assessment program, and shall include the following characteristics:

(1) Competencies are clearly stated and measurable;

(2) Students advance upon mastery;

(3) Include varied, authentic, meaningful, and transferable assessment practices;

(4) Timely intervention strategies; and

(5) Emphasis on important learning skills and dispositions.

(c~~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:

1. Integrated curriculum assignments;

2. Extended learning opportunities;

3. Career and technical education opportunities; and

4. 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.

(d) 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 in a timely manner to:

a. Parents;

b. Faculty; and

c. The community.

(ed) 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.

Readopt with amendment and renumber Ed 306.25, eff 3-27-14 (Document #10556), as Ed 306.23 to read as follows:

Ed 306.2325 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.

(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 II.

(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 learning~~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.

(d) School psychologists shall utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.

(e) Employing school districts shall ensure that an effective program of supervision and evaluation of school psychological services exists. 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.

(g) Employing school districts shall ensure~~insure~~ that parental consent and student information are protected as required under applicable state and federal law.

Readopt with amendment and renumber Ed 306.26, eff 8-9-19 (Document #12845), as Ed 306.24 to read as follows:

Ed 306.24~~26~~ Kindergarten~~ .~~ Through Grade 8 School Curriculum.

(a) The ~~local~~ school board shall require that in each school there is:

(1) A broad and well-balanced elementary school curriculum that outlines~~ district~~ competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and

(2) A learning~~n instructional~~ program that includes:

a. Procedures for identifying~~diagnosing~~ learner needs, learning styles, and interests;

b. Methods and strategies for facilitating ~~teaching students~~ learning;

c. Research-based learning opportunities;

d. Techniques for the evaluation of student outcomes, including performance assessment of ~~district~~ competencies; and

e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The ~~local~~ school board shall adopt 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~~, implemented on or before July 1, 2020~~ 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 learning~~teaching~~ practices and play-based learning that comprise:

a. Movement;

b. Creative expression;

c. Exploration;

d. Socialization; and

e. Music; and

(4) A guided-reading literacy program.

(c) The ~~local~~ school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among ~~the following~~ learning areas to be taught in grades 1-8 at all learning levels in the school as follows:

(1) For the elementary grades 1-8, where no middle school has been established by vote of the ~~local~~ school board:

a. Ed 306.29~~31~~, relative to a~~n~~ competency-based arts education program;

b. Ed 306.32~~37~~, relative to a~~n~~ competency-based English/language arts and reading program;

c. Ed 306.35~~40~~, relative to a competency-based health education program;

d. Ed 306.36~~41~~, relative to a competency-based physical education program;

e. Ed 306.37~~42~~, relative to a competency-based digital literacy program;

f. Ed 306.38~~43~~, relative to a competency-based mathematics program;

g. Ed 306.40~~45~~, relative to a competency-based science education program;

h. Ed 306.41~~46~~, relative to a competency-based social studies program; and

i. Ed 306.49, relative to a competency-based Holocaust and genocide education program, as applicable; and

(2) For middle school:

a. Ed 306.29~~31~~, relative to a~~n~~ competency-based arts education program;

b. Ed 306.32~~37~~, relative to a competency-based~~n~~ English/language arts and reading program;

c. Ed 306.35~~40~~, relative to a competency-based health education program;

d. Ed 306.3641, relative to a competency-based physical education program;

e. Ed 306.3338, relative to a competency-based family and consumer science education program;

f. Ed 306.3742, relative to a competency-based digital literacy program;

g. Ed 306.3843, relative to a competency-based mathematics program;

h. Ed 306.4045, relative to a competency-based science education program;

i. Ed 306.4146, relative to a competency-based social studies program;

j. Ed 306.4247, relative to a competency-based technology and engineering education program; and

k. Ed 306.49 relative to Holocaust and genocide education.

(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(fg) If a district chooses to offer extended learning opportunities in a middle school student requests an ELO, the school shall make every reasonable effort to accommodate them. tThe extended learning opportunities shall:

(1) Consist of activities designed to:

a. Provide the opportunity to develop and demonstrate achievement of competencies;credit or supplement regular academic courses; and

(2)b. Promote the schools and individual students' educational goals and objectives;

(2) Be governed by a policy adopted by the local school board that:

a. Provides for the administration and supervision of the program;

b. Outlines how certified school personnel oversee an individual student's program;

~~c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;~~

~~d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and~~

(3)~~e.~~ Require~~s~~ that acknowledgement of achievement for an extended learning opportunity~~activity~~ be approved by a certified educator;

(4~~3~~) Incorporate student participation in selecting, organizing, and carrying out extended learning opportunities~~leaning activities~~; and

(5~~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

(6~~5~~) Be available to all students.

(g~~h~~) The local school board shall require, and each district shall establish, and provide comprehensive instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not later than 6th grade and continuing through grade 8 as a component of a course in social studies, English language arts, or both, and across the curriculum as applicable.

Readopt with amendment and renumber Ed 306.27, eff 8-9-18 (Document #12845), as amended eff 1-15-21 (Document #13159), as Ed 306.25 to read as follows:

Ed 306.25~~27~~ High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The ~~local~~ school board shall require that the curriculum content developed for each high school outlines ~~district and graduation~~ competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those courses in which students demonstrate achievement of competencies as well as other educational experiences and instructional activities required by Ed 306;

(2) Courses shall be planned for the attainment of ~~specific educational district and graduation~~ competencies leading to the high school diploma;

(3) The learning opportunities~~instructional program~~ shall include:

a. Procedures for diagnosing learner needs;

b. Methods and strategies ~~for teaching~~ that incorporate learner needs;

c. Resource-based learning opportunities;

d. Techniques for the evaluation of student outcomes, including performance assessment of ~~district~~ competencies; and

e. The provision of remedial instruction as needed.

~~(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.~~

(4~~5~~) ~~The e~~Extended learning opportunities ~~in (4) above~~ shall:

a. Consist of activities designed to:

1. Provide acknowledgement of achievement or supplement traditional ~~regular~~ academic experiences~~courses~~; and

2. Promote the schools and individual students' educational goals and objectives;

b. Be governed by a policy adopted by the ~~local~~ school board that:

1. Provides for the administration and supervision of the program;

2. Outlines how certified school personnel will oversee, ~~although not necessarily lead,~~ facilitate, or coordinate, an individual student's program;

3. Requires that each extended learning opportunity 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 proficiency~~mastery~~ of ~~district or graduation~~ competencies for extended learning opportunities~~activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study~~; and

5. Requires that credit~~acknowledgement of achievement~~ shall be granted for any subject when a student is able to demonstrate proficiency in the required~~based on a student's demonstration of district or graduation~~ competencies that were~~, as~~ approved by the school or a certified educator;

c. Incorporate student participation in selecting, organizing, and carrying out extended learning opportunities~~activities~~; and

d. Be available to all students; and

(5~~6~~) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

a. Intramural and interscholastic athletics;

b. Performing groups;

c. Academic clubs and societies;

d. Student government;

e. Activities and services that afford students with disabilities an equal opportunity to participate; and

f. Any other activities that:

1. Supplement and enrich regular academic courses;

2. Provide opportunities for social development;

3. Encourage participation in the arts, athletics, and other cooperative groups; and

4. Encourage service to school and community.

(c) The ~~local~~ school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and learning~~instructional~~ activities as follows:

(1) Ed 306.29~~31~~, relative to a~~n~~ competency-based arts education program;

(2) Ed 306.30~~33~~, relative to a competency-based business education program;

(3) Ed 306.31~~34~~, relative to a competency-based career and technical education program;

~~(4) Ed 306.35, relative to a career education;~~

(4~~5~~) Ed 306.32~~37~~, relative to a~~n~~ competency-based English/language arts and reading program;

(5~~6~~) Ed 306.33~~38~~, relative to a competency-based family and consumer science education program;

(6~~7~~) Ed 306.34~~39~~, relative to a school counseling program;

(7~~8~~) Ed 306.35~~40~~, relative to a competency-based health education program;

(8~~9~~) Ed 306.36~~41~~, relative to a competency-based physical education program;

(9~~10~~) Ed 306.37~~42~~, relative to a competency-based digital literacy program;

(10~~1~~) Ed 306.38~~43~~, relative to a competency-based mathematics program;

(11~~2~~) Ed 306.39~~44~~, relative to a competency-based computer science education program;

(12~~3~~) Ed 306.40~~45~~, relative to a competency-based science education program;

(13~~4~~) Ed 306.41~~46~~, relative to a competency-based social studies program;

(14~~5~~) Ed 306.42~~47~~, relative to a competency-based technology and engineering education program;

(15~~6~~) Ed 306.43~~48~~, relative to a competency-based world languages program;

(16~~7~~) Ed 306.44~~9~~, relative to a competency-based Holocaust and genocide education program; and

(17~~8~~) Ed 306.25~~7~~(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.

(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:

(1) The student demonstrates knowledge and skills on an assessment approved by the ~~local~~ school district for a particular course; or

(2) The student demonstrates knowledge and skills on an assessment approved by the department if the ~~local~~ school district has not developed an assessment.

(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.

(g) The ~~local~~ school board shall require that graduation be based on acknowledgment ~~mastery~~ of ~~required graduation~~ competencies at a proficient level as demonstrated through the accumulation of credits as outlined in Table 306-3 ~~and by a certified educator~~. 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~~-~~ can support student achievement and demonstration of ~~district or graduation~~ competencies.

(h) Credits shall be based on the demonstration of ~~district and or graduation~~ competencies and not on time spent achieving these competencies. ~~The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.~~

(i) Students may receive acknowledgement of achievement for ~~graduation~~ competencies through student demonstration of a defensible collection of work or other assessment evidence at a proficient level gained through ~~prior~~ learning activities.

(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.

(l) Students shall engage with and apply English/language arts and mathematics ~~graduation~~ competencies during every year they are enrolled in high school even if all required~~graduation~~ competencies for English/language arts and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in 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.

(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the ~~local~~ school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The ~~local~~ school board shall require that each high school offers courses or learning opportunities as specified in (c) above.

(n) The following shall apply relative to the required program of studies:

(1) Consistent with Ed 306, the ~~local~~ school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.26~~28~~;

(2) Each high school may use any relevant title to identify a particular course;

(3) ~~Local s~~School boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.27~~29~~;

(4) ~~Local s~~School boards shall ensure that courses necessary to meet the requirements for attaining ~~graduation~~ competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student.~~;~~ This shall not preclude offering courses through educational programming outside of the district resources, including but not limited to:

1. Virtual learning academy charter school (VLACS) programs;

2. Learn everywhere programs; or

3. Any other alternative program.

(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses of Study

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 306.25~~7~~(n~~l~~)(5) may be met through school identified and sanctioned distance education programs under Ed 306.20~~2~~ subject to the following:

a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of ~~graduation~~ competencies in courses required for graduation. Students shall not be required to take these courses in order to demonstrate achievement of ~~graduation~~ competencies leading~~but may engage in distance education programs~~ to graduation~~demonstrate achievement~~. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;

b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.25~~7~~(n~~l~~)(5) ~~shall meet the district or graduation competencies and~~ shall be identified in the school's program of studies;

c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance or alternative education programs that are to be counted toward the 43 courses required by Ed 306.25~~7~~(n~~l~~)(5);

d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.25~~7~~(n~~l~~)(5); and

e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) ~~Introductory level c~~Courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.25~~7~~(n~~l~~)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. ~~Graduation c~~Competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.25~~7~~(v~~t~~);

(8) Nothing in this section shall prevent a high school from offering classroom learning opportunities~~courses~~, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.25~~7~~(n~~l~~)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of ~~graduation~~ competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.25~~7~~(v~~t~~) consistent with local district policies.

(o) The ~~local~~ school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all ~~graduation~~ competencies as encompassed in at least 20 credits as demonstrated in Table 306-2.

(p) 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. A model waiver shall be made available to school districts by the state board.

~~(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.~~

(p~~q~~) The ~~local~~ school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required ~~graduation~~ competencies.

(q~~r~~) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy.~~;~~

(r~~s~~) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the ~~graduation~~ competencies that lead toward graduation;

(2) A school may award a special diploma that recognizes academic achievement;

(3) ~~Graduation c~~Competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(~~s~~t) The 20 credit required for graduation~~district~~ shall be distributed as specified in Table 306.2.~~provide learning opportunities~~ Attainment of 20 credit required for graduation that are based on New Hampshire academic standards shall ensure that students meet the ~~enable students to achieve the district's~~ graduation competencies outlined in (t) below. ~~Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.~~

(t) Graduation competencies encompass a complete body of interrelated student accomplishment and should be considered as a whole, not as discrete silos. Graduation competencies shall 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:

(1) In arts, the ability to demonstrate competency in:

a. Creating, presenting, and performing artistic works; and

b. Responding and connecting to artistic works;

(2) In digital literacy, the ability to use diverse technology tools and media to demonstrate competency in:

a. Building new knowledge by inquiring, thinking critically, identifying and solving problems;

b. Communicating clearly and creatively;

c. Working effectively with other in ways that are safe, legal, and ethical; and

d. Locating and critically assessing digital content to construct knowledge, product creative artifacts, and make meaningful learning experience for themselves and others;

(3) In English, the ability to demonstrate competency in:

a. Listening and speaking thoughtfully and purposefully to understand others and convey meaning;

b. Comprehending, analyzing, and critiquing a variety of literary and informational texts;

c. Creating written explanations, narratives and logical arguments that effectively convey ideas, analyses and critiques encompassing broad topics suitable for a variety of audiences; and

d. Correctly using the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;

(4) In mathematics, the ability to demonstrate competency in:

a. Understanding number systems and number sense, including computation concepts, strategies, and procedures;

b. Understanding numerical and graphical representations of data and the underlying logical and relational statements represented by those data;

c. Understanding geometric relationships and representations and underlying mathematical principles; and

d. Reasoning mathematically in the development of argument and logic;

(5) In science, the ability to demonstrate competency in:

a. Understanding foundational principles of physical and life sciences;

b. Designing and carrying out investigations to explore biological, chemical, and physical phenomena;

c. Analyzing and interpreting data to engage in argument from evidence; and

d. 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;

(6) In social studies, which includes US and NH history, government and civics, economics, and world history, the ability to demonstrate competency in:

a. Understanding the history of the United States through multiple perspectives, including founding principles and the on-going struggle to realize those principles;

b. Understand the governance and functioning of local, state and federal government in a constitutional republic through multiple perspectives;

c. Understanding processes of civic engagement in a democratic society, including tolerance and well-mannered engagement across differences of perspective, philosophy, cultural, race and heritage;

d. Understanding important events marking world history how those events have shaped cultural, political and other aspects of civilization through multiple perspectives;

e. Recognizing local, state, national and global geography and understand how geography has influenced humanity through multiple perspectives;

f. Understanding economic systems and their effect on individuals and society;

g. Effective planning and management of personal financial resources; and

h. Researching, inquiring, analyzing, and explaining historical, civic, government, geographic and economic developments including interaction and interdependence through multiple perspectives;

(7) In health and physical education, the ability to demonstrate competency in:

a. Researching and comprehending concepts related to health promotion and disease prevention; and

b. Setting goals, advocating for, and pursuing positive health outcomes for oneself and others;

(8) In open electives, an opportunity to demonstrate competency in:

a. Pursuing areas of personal interest that instill a passion for lifelong learning; and

b. Making connections between education and career paths; and

(9) In all programs and courses, the ability to demonstrate competencies in:

a. Communicating effectively using multiple modalities, interpreting information using multiple senses, and demonstrating ownership of the work;

b. Thinking originally and independently, taking risks, considering alternate perspectives, and incorporating diverse resources;

c. 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

d. Persevering in completing complex, challenging tasks, using self-reflection to influence work and goals, and engaging stakeholders to gain support.

(u) School districts shall develop course competencies, based on New Hampshire academic standards, where applicable, for all course offerings. School districts may use state model course competencies to develop minimum course competencies.

~~(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.~~

~~(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:~~

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

~~(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district no later than July 1, 2015:~~

Table 306-3 Required Credits for Graduation ~~and Graduation Competencies~~

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(v~~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) College readiness in specific areas of learning, for example, science, technology, engineering and mathematics (STEM) which requires higher levels of mathematical functions and reasoning, may require achievement of competencies that are above and beyond the core graduation competencies outlined above.~~

~~(aa) The graduation competencies in digital literacy education shall be met by either:~~

~~(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or~~

~~(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate~~

~~(ab) 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.~~

(wae) 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 he/she 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.~~

~~(ad) 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.~~

(xae) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in Ed 306.04(b)(19) (~~ad) below~~; or

(3) Those individuals in special or unusual circumstances as provided by ~~local~~ school board policy.

~~(af) 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 he/she 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.~~

(yag) 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.

~~(ah) 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.~~

(zai) 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.

(aaaj) The ~~local~~ school board shall require, and each district shall establish, and provide comprehensive instruction in, Holocaust and genocide education as described in Ed 306.449, implemented not later than 6th grade and continuing through grade 12 as a component of a course in social studies, English language arts, or both, and across the curriculum as applicable.

Readopt with amendment and renumber Ed 306.28, eff 3-27-14 (Document #10556) and amd eff 8-9-19 (Document #12845), as Ed 306.26 to read as follows:

Ed 306.2628 Approval Process.

(a) Pursuant to RSA 186:8, I, 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 306.2830.

(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~~1~~) By October 1, the superintendent of schools shall electronically certify that the schools in the 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) Per Ed 306.07, all 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.

(h~~f~~) A school not meeting the requirements of (f)~~(2)~~ above shall be designated as unapproved.

(i~~g~~) 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 306.2729. If approved, the alternative approval proposal shall be made publicly available by the school district.

(h) The commissioner of education 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.

(i) Each year the commissioner shall provide a proposed approval designation, as identified in (b) above, for each public school and public academy with an expiring approval status.

(j) The commissioner shall notify in writing the chairperson of the ~~local~~ school board and the superintendent of each school's final approval designation.

(k) If local school officials consider the commissioner's proposed approval designation to be in error, the superintendent shall prepare written evidence to justify its modification.

(l) Such evidence shall be submitted to the commissioner or designee within 30 days of receipt of the commissioner's proposed designation.

(m) The commissioner shall review all requests for modification and notify, in writing, the chairperson of the ~~local~~ school board and the superintendent of his/her final approval designation as identified in (b) above.

(n) If a request for modification of a proposed approval designation 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) above.

(o) Each year, the state board of education shall 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.

(p) 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.

(q) It shall be the responsibility of the superintendent to notify the 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, eff 3-27-14 (Document #10556) as Ed 306.27 to read as follows:

Ed 306.27~~29~~ 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;

(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 the alternative and consists of a statement of intent, method of implementation, evaluation procedures, timetable for development and implementation, and 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 306.2628, 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. The appeal shall be filed in writing with the 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.

(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.

Readopt with amendment and renumber Ed 306.30, eff 3-27-14 (Document #10556) as Ed 306.28 and to read as follows:

Ed 306.2830 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 (c)(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. 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 into full compliance.

(c) 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.

(d) The commissioner shall notify the local school board chairperson and the superintendent of the state board's decision.

(e) 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. The office of legislation and hearings shall schedule reconsideration in accordance with timelines and procedures established in Ed 213.

Readopt with amendment and renumber Ed 306.31, eff 1-8-16 (Document #11020), amd eff 8-9-19 (Document #12845) as Ed 306.29 to read as follows:

Ed 306.2931 Arts Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, tThe local school board shall provide require that an arts education program in each elementary, middle and high schoolfor grades 1-12 consistent with competencies determined pursuant to Ed 306.24 and Ed 306.25, which may include provides:

(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:

a. Create, perform, and respond with understanding;

b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;

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;

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;

e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;

f. Use technology as ways to create, perform, or respond in various arts disciplines; and

g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;

(2) Planned curriculum that is consistent with RSA 193-C:3, III,~~:~~ that will provide for:

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;

b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;

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;

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;

e. Developing artistry and artistic skill sequentially over time;

f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;

g. Addressing opportunities available beyond the regular classroom; and

h. Embedding in the students global arts-related history and culture; and

(3) Sound assessment practices consistent with~~as stated in~~ Ed 306.2224~~24~~.

Readopt with amendment and renumber Ed 306.33 and Ed 306.34, eff 3-27-14 (Document #10556) as Ed 306.30 and Ed 306.31 to read as follows:

Ed 306.3033~~33~~ Business Education Program.

(a) ~~Pursuant to Ed 306.27, t~~The ~~local~~ school board shall provide~~require that~~ a business education program at each high school consistent with competencies determined pursuant to Ed 306.25, 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) Sound~~Examples of such~~ assessment practices shall be consistent with Ed 306.22. ~~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.~~

~~(e) 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 306.3134 Career and Technical Education Program.

(a) Pursuant to Ed 306.2527, all high school career and technical education (CTE) programs 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(b), in sequential fashion, based on 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/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.~~

(f~~g~~) 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.

(g~~h~~) 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.

~~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, eff 1-8-16 (Document #11020), as Ed 306.32 to read as follows:

Ed 306.32~~37~~ English/Language Arts and Reading Program.

(a) ~~Pursuant to Ed 306.26, t~~The ~~local~~ school board shall provide ~~require that~~ an English/language arts and reading 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 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, t~~The ~~local~~ school board shall provide~~require that~~ an English/language arts and reading program in each middle school consistent with competencies determined pursuant to Ed 306.24, 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/effect, comparison/contrast, and problem/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, t~~The ~~local~~ school board shall provide~~require that~~ an English/language arts program in each high school, consistent with course competencies determined pursuant to Ed 306.25, 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 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, eff 3-27-14 (Document #10556) as Ed 306.33 and Ed 306.34 to read as follows:

Ed 306.3338 Family and Consumer Science Education Program.

(a) ~~Pursuant to Ed.306.26 and Ed. 306.27, t~~The ~~local~~ school board shall provide~~require that~~ a family and consumer science education program ~~be provided~~ in each middle school consistent with competencies determined pursuant to Ed 306.24 and Ed 306.25.~~.~~

~~——~~ (b) The~~ middle school~~ program~~ shall~~ may includeprovide 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)~~c.~~ 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 provide~~require that~~ a family and consumer science education program ~~be provided in~~at each high school consistent with course competencies determined pursuant to Ed 306.25, 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.

(cf) 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.

(fg) SoundExamples of such assessment shall be consistent with Ed 306.22.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.

(gi) 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 306.3439 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 Sschool 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. 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;

(2) 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;

(3) Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response;

(4) School counseling program management, including data-driven decision-making reflective of the school's needs; and

(5) Consultation and collaboration with parents, teachers, other educators, and community organizations, and 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 306.1315(b).

Readopt with amendment and renumber Ed 306.40 - Ed 306.43, eff 1-8-16 (Document #11020) amd eff 8-9-19 (Document #12845) as Ed 306.35 - Ed 306.38 to read as follows:

Ed 306.3540 Health Education Program.

(a) ~~Pursuant to Ed 306.26 and Ed 306.27, t~~The ~~local~~ school board shall provide a~~require that a school~~ health education program at all schools consistent with course competencies determined pursuant to Ed 306.24 and Ed 306.25, which may include~~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 each school health education program provides:

(1) Systematic instruction in grades K-12, designed to enable students to:

a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas;

b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;

c. Demonstrate the ability to access valid health information and health-promoting products and services;

d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;

e. Analyze the effect of culture, media, technology, and other influences on health;

f. Demonstrate the ability to use interpersonal communications skills to enhance health;

g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and

h. Demonstrate the ability to advocate for personal, family, and community health;

(2) 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:

a. Alcohol and other drug use prevention, in accordance with RSA 189:10;

b. Injury prevention;

c. Nutrition;

d. Physical activity;

e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;

f. Tobacco use prevention;

g. Mental health;

h. Personal and consumer health; and

i. Community and environmental health; and

(3) Sound assessment practices consistent with Ed 306.22.~~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.~~

Ed 306.3641 Physical Education Program.

(a) ~~Pursuant to Ed 306.26 and Ed 306.27, t~~The ~~local~~ school board shall provide a~~require that a school~~ physical education program at each school consistent with course competencies determined pursuant to Ed 306.24 and Ed 306.25, which may include~~for grades 1-12 provides~~:

(1) Physical education as provided in (3) ~~b)~~ below; ~~and~~

(2) Family and community partnerships;~~.~~

~~(b) In the area of physical education, the local school board shall require that each school physical education program provides:~~

(3~~1~~) Systematic instruction in grades 1-12, designed to enable students to:

a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;

b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;

c. Participate regularly in physical activity;

d. Achieve and maintain a health enhancing level of physical fitness;

e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and

f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;

~~(42) A planned 1-12 curriculum in physical education that will provide for:~~

~~g~~a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;

h~~b~~. Fitness education and assessment to help children understand and improve or maintain their physical well-being;

i~~e~~. Development of cognitive concepts about motor skills and fitness;

j~~d~~. Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective;

k~~e~~. Promotion of regular amounts of appropriate physical activity now and throughout life; and

l~~f~~. Utilization of technology in attaining instruction, curricular, and assessment goals; and

(43) Sound assessment practices consistent with Ed 306.22. ~~in 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 306.3742 Digital Literacy Program.

(a) The ~~local~~ school board shall provide~~require~~ an integrated approach to the use of digital~~21st century~~ tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of a digital~~an information and communication technologie~~s literacy ~~(ICT)~~ program 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~~21st century~~ tools to access, manage, integrate, evaluate, and create information within the required~~context of the core~~ subject~~s~~ areas identified in Table 306-1; ~~of:~~

~~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~~21st century~~ tools to develop cognitive proficiency in~~:~~

~~a. Literacy;~~

~~b. Numeracy;~~

a~~c~~. ~~Problem~~literacy, numeracy, problem solving.~~;~~

~~d. D~~decision making~~,~~; and

~~e. Spatial /~~ spatial and visual literacy;

(4) Use digital ~~21st century~~ 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. A~~address the following components:

~~1~~a. Basic operations and concepts;

~~2~~b. Social, ethical, and human issues;

~~3~~c. Technology productivity tools;

~~4~~d. Technology communications tools;

~~5~~e. Technology research tools; and

~~6~~f. Technology problem solving and decision-making tools~~.~~;

~~b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and~~

~~c. 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 ~~ICT~~digital literacy 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 digital literacy~~ICT~~ course prior to high school graduation.~~, including, but not limited to:~~

~~(1) Use of common productivity and web based software;~~

~~(2) Use of a variety of multimedia software and equipment;~~

~~(3) Configuring computers and basic network configurations; and~~

~~(4) Applying programming concepts used in software development.~~

Ed 306.38~~43~~ Mathematics Program.

(a) ~~Pursuant to Ed 306.26, t~~The ~~local~~ school board shall provide ~~require that~~ a mathematics program at~~in~~ each elementary school consistent with competencies determined pursuant to Ed 306.24, which may include:~~grade, excluding kindergarten, provides:~~

(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, t~~The ~~local~~ school board shall provide~~require that~~ a mathematics program at~~in~~ each middle school consistent with course 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, t~~The ~~local~~ school board shall provide~~require that~~ a mathematics program at~~in~~ each high school consistent with course competencies determined pursuant to Ed 306.25, 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 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.

(12) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and

(13) 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, Eff 8-9-19 (Document #12845) as Ed 306.39 to read as follows:

Ed 306.3944 Computer Science 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.~~

(a~~b~~) The~~Pursuant to Ed 306.26, the local~~ school board shall provide~~require that~~ a computer science education program at each elementary and middle school consistent with competencies determined pursuant to Ed 306.24, which may include~~ for grades 1-8 provides~~:

(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.

(be) ~~Pursuant to Ed 306.27, the local~~The school board shall provide~~require that~~ a computer science education program~~ be provided~~ at~~in~~ each high school consistent with course competencies determined pursuant to Ed 306.25, which may include~~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;

(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) Sound assessment practices pursuant to Ed 306.22.~~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 and Ed 306.46, eff 1-8-16 (Document #11020) amd eff 8-9-19 (Document #12845) as Ed 306.40 - Ed 306.41 to read as follows:

Ed 306.4045 Science Education Program.

(a) The ~~Pursuant to Ed 306.26, the local~~ school board shall provide~~require that~~ a science education program in each elementary school, excluding kindergarten, consistent with competencies determined pursuant to Ed 306.24, which may include~~grades, excluding kindergarten, 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) The~~Pursuant to Ed 306.26, the local~~ school board shall provide~~require that~~ a science education program in each middle school consistent with competencies determined pursuant to Ed 306.24, which may include ~~provides~~:

(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 to 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) The~~Pursuant to Ed 306.27, the local~~ school board shall provide ~~require that~~ a science education program at~~in~~ each high school consistent with competencies determine pursuant to Ed 306.25, which may include~~provides~~:

(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; and ~~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, 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/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.

Ed 306.4146 Social Studies Program.

(a) The ~~Pursuant to Ed 306.26, the local~~ school board shall provide~~require that~~ a social studies program in each elementary school, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(g~~h~~) which is to be implemented no later than 8th grade, consistent with competencies determined pursuant to Ed 306.24, ~~–~~which may include~~grade, excluding kindergarten, 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(g~~h~~), in a program consistent with RSA 193-C:3, III; and

b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) The~~Pursuant to Ed 306.26, the local~~ school board shall provide~~require that~~ a social studies program in each middle school consistent with competencies determined pursuant to Ed 306.24, which may include~~provides~~:

(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, and history 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) The~~Pursuant to Ed 306.27, the local~~ school board shall provide~~require that~~ a social studies program in each high school consistent with course competencies determined pursuant to Ed 306.25, which may include~~provides~~:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

a. At least one credit in national and state history pursuant to RSA 189:11;

b. At least one credit in world history or global studies;

c. At least one credit in geography;

d. At least ½ credit in United States and New Hampshire government/civics;

e. At least ½ credit in economics; and

f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

(d) Sound assessment practices shall be consistent with Ed 306.22.

Readopt with amendment and renumber Ed 306.47 and Ed 306.48, eff 1-18-16 (Document #11020) as Ed 306.42 and Ed 306.43, to read as follows:

Ed 306.4247 Technology/Engineering Education 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~~b~~) The ~~local~~ school board shall provide~~require that~~ a technology/engineering education program in each middle school consistent with competencies determined pursuant to Ed 306.25, 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 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/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/engineering education program in each high school consistent with course competencies determined pursuant to Ed 306.25, 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.

(d) Assessment practices shall be consistent with Ed 306.22.

Ed 306.43~~8~~ World Languages 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 306.24,~~26~~ 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) The~~Pursuant to Ed 306.27, the local~~ school board shall provide~~require that~~ a world language program in each high school consistent with course competencies determined pursuant to Ed 306.25, which may include~~provides~~:

(1) Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages;

(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.

(g) Sound assessment practices shall be consistent with Ed 306.22.

Readopt with amendment and renumber Ed 306.49, eff 6-10-22, (Document #13394) as Ed 306.44 to read as follows:

Ed 306.449 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.246, the ~~local~~ school board shall require that a Holocaust and genocide education program in each school grade, to begin no later than 8th grade, provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as described in RSA 193-E:3-a, II-a. through II-c. including:

a. An understanding of the terms "genocide" and "Holocaust", as defined by RSA 193-E:3-a, II-a. and II-b.;

b. An understanding of:

1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;

2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);

3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;

4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and

5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Armenia, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs;

c. Historical facts about the causes and events of the Holocaust and other genocides; and

d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance, and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;

b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and

c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.

Appendix I

Rule	**Statute**

NHSAA Review of Ed306 with Fred Bramante - Tuesday, February 21, 2023 at 3:00 PM

We appreciate the efforts of the committee to strive to update and modernize the minimum standards. We support the efforts to build on the nation-leading work here in New Hampshire regarding competency education.

However, taken on the whole, the changes are broad, messy, and unclear. As they have appeared in this side-by-side document, the revisions are difficult to follow. It is hard to guess what the intent was in many cases, and it is concerning to think through the practical implications for schools and communities. Applicability is integral to impact. What are the new practices envisioned by the State? How do these changes fit with state statutes, federal law, and local school board control? How are the additional costs for transition and implementation to be handled by the local communities to meet these state-mandated minimum standards?

We also need to acknowledge that New Hampshire does not properly fund education. Disparate funding means disparate implementation. NH districts want to realize the ideological vision for education articulated in the 306s but need the initiatives to be funded.

We have grouped our feedback as follows (hyperlinked for convenience):

- School Climate and Culture
- Learning Levels
- Personalized Learning Plans
- Competency Based Learning
- Assessment
- Course-Level Competencies, Standards, and Frameworks
- Work Study Practices
- School Calendar / Instructional Hours
- Learning Opportunities
- Physical Activity
- Overall Language
- Other Areas

School Climate and Culture return to first page	
306.06	
Proposed Language	The school administration and staff shall develop a plan to address academic under-performance of individual students and the elimination of barriers to learning.
Current Language	The school administration and staff shall: (1) Review ways in which equity gaps in achievement can be reduced and barriers to learning can be eliminated; and (2) Work together to establish a fair and equitable code of discipline that is fairly and consistently implemented which supports students' understanding of the importance of norms, rules, and expectations for behavior."
Comments & Questions	● The revision eliminates the expectation that the schools have a "**fair and equitable code of discipline**." We would guess the State does not want us to step back from those responsibilities, but it appears to no longer be required under these new rules. ● Eliminating this language gives the impression that it isn't a priority for schools to address persistent equity gaps that students face. ● "**Equitable opportunities**" need to be defined. ● "**Elimination of barriers to learning**" needs to be defined. ● Some rural schools may have difficulty eliminating all barriers due to limited resources. ● What are the new/changed practices envisioned by the State regarding codes of discipline for students? ● How do these changes fit with state statutes, federal law, and local school board control for student due process rights? ● Is the only standard now academic under-performance rather than fairness and equity?
Recommendations	Reconsider this change and remain committed to every student, regardless of race, class, or sex.

Learning Levels return to first page	
306.17, 306.26	
Proposed Language	(a) "Acknowledgement of achievement" means when a student has demonstrated achievement of competencies ***at a proficient level associated with a program or***

	course of study; [306.02(a)] ***(d) "Competency based assessment" means an assessment of student proficiency with regard to one or more competencies;*** (e) "Credit" means the record keeping ***system for acknowledging student demonstration of achieving competencies associated with a program or course of study;*** (g) The school board shall require that graduation be based on ***acknowledgment*** of competencies ***at a proficient level*** as demonstrated through the accumulation of credits as outlined in Table 306-3. Each high school shall ***ensure that*** completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of competencies. (h) Credits shall be based on the demonstration of competencies ***and*** not on time spent achieving these competencies. (i) Students may receive acknowledgement of achievement for competencies through student demonstration of a ***defensible*** collection of work or other assessment evidence ***at a proficient level*** gained through learning activities. (j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student. (k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies. ***(s) The 20 credits required for graduation shall be distributed as specified in Table 306-2. Attainment of 20 credits required for graduation, that are based on New Hampshire academic standards, shall ensure that students meet the following graduation competencies. Graduation competencies encompass a complete body of interrelated student accomplishment and should be considered as a whole, not as discrete silos. Graduation competencies shall align with appropriate high school academic content standards and require students to demonstrate their ability to apply and transfer their learning;***
Current Language	(2) Include competency-based applied learning that contributes to the academic knowledge, higher order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; (d) "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies; (e) "Credit" means the record keeping structure that is awarded to a student who demonstrated achievement of graduation competencies organized around the specific credit; (j) "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school; (l) "Mastery" means a high level of demonstrated proficiency with regard to a

	competency; (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. (g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies (h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.
Comments & Questions	● **Accountability** is a big push at the Department. Accountability involves grade level standards and reporting. Students are assigned a grade level based on entrance into school (for example an 11th grade student - *based on age* - without the accumulated credits to be considered a "junior" would still have to take the 11th grade standardized assessment - and that score, regardless of "learning level," is used for accountability purposes). ● The shift to ***learning*** (levels, standards, etc.) is a useful shift and indicates a priority on what is learned versus what is taught. This is a foundational element of competency-based education and commendable. That said, a meaningful shift to an outcome focus would be better facilitated by a clear articulation of what those outcomes are. ● As this stands without additional definition, this language will be confusing to all stakeholders. Why do this? What will be gained? ● What is the definition of learning levels that will be adopted? ● There is a need for consistency in language - both learning levels vs. grade levels are used. Why is Kindergarten still called Kindergarten if the intent is to remove all other "grade levels"? ● The need for consistency is used as rationale to support other changes throughout the 306 document. Shouldn't there be consistency across all Department rules? ● Can these needs be addressed, as they currently are, within the students' classroom through enrichment or will schools need to adapt to allow for an ebb and flow of students between classrooms?

	● School administration will be challenging with the potential fluidity/movement that “learning levels" would allow in a typical school year. The logistics of moving students within learning levels are unclear and require specific guidance.
Recommendations	● Provide consistency of language throughout the document. ● Define learning levels to provide guidance for implementation

Personalized Learning Plans *return to first page*	
306.04	
Proposed Language	(***m***) “Personalized learning” means a process which ***encourages student curiosity by connecting*** learning with learner’s interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning; ***(n) “Personalized learning plan” means a learner-centered plan, which employs strategies to connect learning with the interests, talents, passions, and aspirations of the learner, including the active participation in the design and implementation of the play by the learner;*** (17) A policy for how districts utilize personal learning plans, which include the process, if applicable, by which each student is assisted to develop and continually revise, as needed, their personal learning plan;
Comments & Questions	● Personalized Learning Plans (PLPs) - This effort will require a well conceived, diversely informed, highly researched, and meticulously articulated plan. Slipping it into the 306 changes / rules misses an opportunity for meaningful and inclusive dialogue and guidance around an important learning tool. What can we learn in regard to PLP implementation from states like Vermont? ● There are local budget implications for the administration of PLPs, without additional state funding. How are the additional costs for developing and monitoring these plans to be handled by the local communities to meet these state mandated minimum standards? ● There is concern with creation, implementation, monitoring, and evaluation of personalized plans. Who, how, when will this take place? ○ What are the new processes envisioned by the State beyond the current work to help students monitor their progress toward graduation?

	○ How does a personal learning plan fit with individual education plans and local school board graduation requirements? ○ What is intended in section f "informing students of how to include summer activities in their PLPs"?
Recommendations	While philosophically in support of personalized learning plans, we have significant concerns about implementation especially given current funding constraints. If funding issues are resolved, we recommend a plan that phases in PLP beginning with sixth graders, coupled with the full support of the NHED for logistics and professional development. If PLPs are a goal of the NHED, perhaps a task force to research and begin early conceptualization is a way to appropriately start this important work?

Competency Based Learning *return to first page*	
Comments & Questions	● The changes articulated in the 2003 revision of the 306s supported the shift to competency based learning in NH. Those changes were the impetus for the important work that established NH as a leader in the competency-based movement. Partnering with the NH Department of Education, educators across the state collaborated to articulate competencies and develop performance assessments. There is not the same kind of uniting vision for NH education in this revision. It is unclear how the changes in this document will serve to move competency based education forward. ● It actually appears that this revision, as it stands, undermines the competency work that NH educators have been engaged in for the last 15 years. If these standards represented the next step of our work, they would clearly articulate a common understanding of career and college readiness and would codify all elements of competency based education. ● Competency-based education research reveals that "skills and dispositions" are an integral and essential characteristic of competency based learning. Instead of removing references to "skills and disposition," as the updated 306s are designed to lead to further competency growth, we should be strategically included "skills and dispositions" as a priority area in the minimum standards. ● Instead, that definition was removed. The Aurora Institute (2019) definition of CBE includes many elements that are not included in this document. While "**learning levels**" and "**personalized learning plans**" will potentially create more choice and pathways, there is little to no language about assessment, support, or equity.

	• Ed 306.02 - definitions - How can the 306 group attempt to define "competencies"? Was research conducted? The lack of a definition for CBE (and competencies) has been long-standing and impactful in CBE efforts across disciplines. A simplistic and limiting definition will not help resolve this. The definition should be informed by research and connected to the essential and research-based characteristics of a CBE model. • Within the proposed document, the idea of mastery is replaced by "**proficiency**" and the term proficiency is not defined. Additionally the definition of competency no longer includes a reference to rigor or application of skill. The only reference of rigor occurs at the end of the document (306.27(s) It is notable that the current 306 document includes multiple references to rigor and mastery.
Recommendations	Seize the opportunity of the revision to fully articulate all elements of competency-based learning within the minimum standards.

Assessment *return to first page*	
306.02, 306.18, 306.24	
Proposed Language	(***g***) "Educator" means ***administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/translators, school nurses, and any other individuals credentialed by the state board of education;*** *(PREVIOUS:(h) "Educator" means any professional employee of any school district whose position requires certification by the state board pursuant to RSA 189:39. The term includes administrators, specialists, and teachers;)* (e) "Credit" means the record keeping ***system for acknowledging student demonstration of achieving competencies associated with a program or course of study;*** (g) The school board shall require that graduation be based on ***acknowledgment*** of competencies ***at a proficient level*** as demonstrated through the accumulation of credits as outlined in Table 306-3. Each high school shall ***ensure that*** completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of competencies. (18) The policy by which credit is granted to students based upon demonstrated **acknowledgement of competencies;** a. The policy shall include **acknowledgement of achievement** to students taking coursework in the seventh or eighth learning level toward high school

	graduation, if the course demonstrates competencies consistent with related high school course(s) and the student demonstrates proficiency; b. The policy shall describe how a student **demonstrates acknowledgment** of competencies, including what would constitute defensible evidence collected towards acknowledgment of competencies; c. The policy shall include an affirmative statement as to the acceptance of earned **Learn Everywhere credits when requested by the student;**
Current Language	REMOVED: (g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and **by a certified educator.** Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies
Comments & Questions	● CBE assessments are supposed to have certain characteristics - varied, authentic, meaningful, transferrable - yet the new definition / standard for assessment within the updated 306s does not mention this. Here's a chance to really shift toward a CBE model (in language). Isn't that the stated intention of the 306 revisions? ● Change of language that references RSA193-C-3 removes the tie of assessment to the established goals outlined in RSA193-C. It removes the connection to the overarching purpose of why a student is required to learn the subjects outlined in academic standards. ● The expansive definition of "**educator**" coupled with a vague and loose definition of how competencies will be assessed and credits granted are problematic. Throughout the document, there is very little direction provided in regards to assessment, in fact the use of the term "acknowledgement" of achievement has replaced "assessment" of competencies in a number of places in the document. ○ Do educators provide instruction? Support? Assessment? ● It is unclear what "**demonstrated acknowledgement of competencies**" means. Who acknowledges the competencies? What does this mean in application? ● "**Develop and demonstrate achievement of competencies**" - what does that mean? ● 306.26.(4)(b)(5) (pg 57 of the side by side) - "5. Requires that credit shall be granted for any subject when a student is able to demonstrate proficiency in the required competencies that were approved by the school or a certified educator." **Any certified educator can award credit *apart* from the school? The "or" is problematic in the proposed language, and may introduce an unintended option.** ● With mastery removed, how will proficiency be defined and therefore met?

	• Assessment definition leaves a lot of room for improvement / clarity - does assessment refer to standardized assessment and accountability, or does assessment in the 306s refer to competency-based assessment? These are very different. • There is not enough detail in the proposed language to foster consistency in awarding credits from district to district.
Recommendations	As assessment is an essential element of CBE, carefully define it within the document in a way that is aligned with research-based and essential CBE characteristics. Replace "**Acknowledgement**" with "**Assessment**" of competencies.

Course-level Competencies, Standards, and Frameworks *return to first page*	
306.27	
Comments & Questions	• It appears that the lists by content area are not aligned with current state model competencies. In 306.27(t), state model course competencies are referenced. • Are these sections meant to build on each other? If not, how will these be reconciled with each other? • What are the new practices envisioned for state content standards? ○ Is there a plan to revise them all as a result? • Will this affect the state assessment system? • Is there a timeline for the transition? • How do these changes fit with our state accountability plans with the federal government? • How are the additional costs for transition and implementation to be handled by the local communities to align these new state mandated standards? • Who at the NHED will complete this realignment? • Science standards reference "grade level" and seem to have been very reduced. Should there be a reference to the approved science standards? NGSS? Other?
Recommendations	Use the state model competencies in this section, and indicate that they are model competencies which would retain local control over competencies. This would also ensure that the state assessment system would still reflect instruction and align with accountability requirements.

Work Study Practices *return to first page*	
306.21	
Proposed Language	(8) In open electives, an opportunity to demonstrate competency in: a. pursuing areas of personal interest that instill a passion for lifelong learning; b. making connections between education and career paths; (9) In all programs and courses, the ability to demonstrate competency in: a. **Communicating** effectively using multiple modalities, interpreting information using multiple senses, and demonstrating ownership of the work; b. **Thinking** originally and independently, taking risks, considering alternate perspectives, and incorporating diverse resources; c. **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; d. **Persevering** in completing complex, challenging tasks, using self-reflection to influence work and goals, and engaging stakeholders to gain support;
Comments & Questions	● The proposed "**graduation competency**" section of the document included, in addition to discipline-specific graduation competencies, a reference about electives and what used to be work-study practices. ● Skills and dispositions are an important aspect of CBE. This is evident in all CBE research. Removing references to "problem solving skills" (for example) is counterintuitive to the research and goals of a well-developed CBE program ● It is interesting that "**soft skills**" and "**career pathways**" are added yet "**essential learning skills**" were removed on page 2. ○ "Soft skills" is outdated language. We already had work-study practices defined…why shift away from that? ○ Removing the connection to "**essential learning skills**" (4 C's) and tie to "**college and career readiness**" removes the focus on employability skills that industry leaders have requested that we add into curriculum for years ○ "**College and career readiness**" [originally defined in 306.02(2)(c)] was removed, but is still part of the metric for identification of schools (TSI, CSI, ATSI) the the NHED accountability plan through at least 2026.

	• What is the intention of the committee for how these standards will be realized in schools?
	• Will we need to develop a competency around "**passion for lifelong learning**"?
	  ○ Is that a graduation requirement?
	  ○ What is the measurement proposed?
	• Do attainment of work-study skills become a required element for students for graduation?

Recommendations	Clarification and addition of definitions

School Calendar / Instructional Hours *return to first page*	
306.18 and 306.19	
Comments & Questions	• Does this mean that schools will only be able to count hours and not days? • 306.18 Section 4 will impact the school calendar. • Does this mean that only a full day of school will count? Then how does this impact hours count? Is this another way of enforcing hours vs day count? • 306.18 (6)(c) "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…". This language has been removed. Does this mean that graduation cannot occur before the end of the school year, or that the five day rule for scheduling has just been removed? Either has implications for the calendar.
Recommendations	Clarification

Learning Opportunities *return to first page*	
306.27	
Proposed Language	(4) School boards shall ensure that *courses* necessary to meet the requirements for attaining competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student. ***This shall not preclude offering courses through educational programming outside of the district resources, including but not limited to, Virtual Learning Academy Charter School (VLACS) programs, Learn Everywhere programs, or any other alternative program;***

Comments & Questions	● The proposed standards include two explicit references to Learn Everywhere and VLACS. ○ VLACS is a state approved school and Learn Everywhere programs require state approval. It is redundant and seemingly political to include reference to either in this document. ○ In that same paragraph the phrase *"***any other alternative program***"* is used. Are these alternative programs approved? This vague and expansive language seems out of place in a standards document and would only serve to cause confusion if it remains. ● Page 62 (in the side-by-side document) - Does "**at no additional cost to the student**" extend to Learn Everywhere or other student proposed experiences? ○ If so, what is the budgetary consideration for the local school? ● "**Extended learning**" - shouldn't that definition at least say through any "**approved**" means outside of the traditional classroom? ● If something is called a "learning opportunity"or an "experience" instead of a "course," does that remove credentialing requirements? How would this impact accountability and i4see reporting? ○ Courses and credentialing are part of BOY, AOY, and EOY reporting in i4see, and are tied to national SCED course codes and certification codes for staff. ○ High school courses must be NCAA approved (for many students who wish to move on to college)…are "learning opportunities" NCAA approved? ○ Courses / "learning opportunities" that are credit-bearing and used for graduation purposes - especially in required courses - AND that are not NCAA eligible will often create the need for students to take remedial courses at college. The fact that students have to take these courses has been identified as a challenge. Why would we create a system through the 306 rules that potentially exacerbates this issue? ● 306.21 (2) (b) - alternative programs - "**opt in**" - what if the program has enrollment / personnel limitations? ● Concerns regarding the seeming disregard for alignment to academic standards and the requirement of a certified teacher in many of the ways in which a student can demonstrate mastery outside of public education.
Recommendation	Replace specific references (to Learn Everywhere and VLACS) to "approved programs" which will cover and provide more flexibility and room for growth. Revisit and edit the use of "learning opportunities" instead of courses - while the intent (students should have flexibility / opportunity for personalized journeys) is

	commendable, the applicability and potential conflict with reporting and accountability are problematic.

Physical Activity *return to first page*	
306.04, paragraph (17)	
Current Language	**“**Recommending developmentally appropriate daily physical activity and exercise”
Comments & Questions	• It appears that the paragraph regarding daily physical activity has been removed completely, and the topic is not addressed in another area. Is daily physical activity no longer considered a standard expectation for schools? • How does this interact with legislation at the state level regarding physical activity, wellness, and the regular required wellness plans? • What impact would this change have on state eligibility for school lunches?
Recommendations	Physical activity is an important part of student development and we advocate for it to remain explicitly within the document - it is an important part of student development.

Overall Language *return to first page*	
Comments & Questions	• What is the rationale for removing the adjective “local” from every school board reference? What does this accomplish? • 306.26 (2) (b) - “**when applicable**” → who decides that? Pp. 65 - 70 (side-by-side document) - need details and the phrase “**where applicable**” (p. 70) - who decides? • i) “**defensible collection of work**”→ We need a clear definition of what is defensible. • Multiple references (side-by-side document) - pp. 80 - 82, 93, 94, 95, 98, 99, 103, 106, 111, 112, 114, 117 - 120, 122 have the phrase “**may include**” - who decides? Local decision? Department decision?
Recommendations	Clarification

Other Areas return to first page	
Comments & Questions	• 306.20 CTE cooperative agreements shall require sending and receiving school districts "*to coordinate calendars and schedules to maximize student access to CTE programming.*" This could be difficult to do with all of the receiving schools. If there are specifics referencing RSA language, that should be included. • 306.21 "*Enables students to opt into the program at the request of the family"* Reference to RSA 193-C:3, III has been removed. What are the manifest hardship implications of this new language? • 306.24 *"All such psychological services must comply with federal ESSA requirements, including informed written consent; and all such services must comply with state and federal student privacy laws and rules.*" ○ There will be times when a student doesn't receive services when a parent doesn't respond to multiple requests for meetings and schools go above and beyond a good faith effort. • Parent rights have been added throughout the document, yet the Parental Bill of Rights was voted down. It seems like a statement of recognition of parental rights should stand apart from the minimum standards for schools other than perhaps an acknowledgement of those rights in general. • 306.04 References to Safety policies have been removed. Is this covered somewhere else? Concern is in the areas of science labs, CTE classes, and Art classes where safety protocols are very important to adhere to. • Ed 306.07 - Facilities language - Seems like a great deal has been revised in this section. This could be a huge unfunded mandate with a large financial impact. • Curricular and learning materials made available to parents, consistent with copyright licensure of such materials. It will be burdensome to meet this expectation. This is already the case under multiple policies and RtK. • What does Ed 306.08 (a) (2) (a) as revised accomplish? • Many program/subject-specific sections are inconsistent in references to 306.24 assessment practices. Some skip the reference entirely.

Recommendations	• Definitions referenced throughout this document for additional inclusion to remove potential ambiguity or confusion:
	  ○ College and career readiness
	  ○ Elimination of barriers to learning (which barriers? Complete elimination?)
	  ○ Defensible collection of work (defensible how and by whom?)
	  ○ Demonstrated acknowledgement of competency (acknowledgement by whom? How? Demonstrated competency or just the acknowledgement thereof?

	○ When and where applicable (by what and whose definition does it apply?)

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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EXECUTIVE SUMMARY

Final Proposal Ed 507.48 & Ed 507.49 Comprehensive Business Educator

Deadline to file Final Proposal with JLCAR: May 30, 2023

Submitted to the State Board of Education, March 9, 2023:

A. **ACTION NEEDED**
A vote is needed by the State Board of Education to approve the final proposal to repeal Ed 507.48 Comprehensive Marketing Educator and readopt with amendment Ed 507.49 Comprehensive Business Educator.

B. **RATIONALE FOR ACTION**
OLS had only editorial changes and has placed this proposal on consent (approval) when it goes to JLCAR. Several other editorial changes were made, relative to tightening and clarifying language.

C. **EFFECTS OF THIS ACTION**
If the Board approves this final proposal, it will be submitted to the Office of Legislative Services to be presented on the JLCAR meeting agenda, with the earliest date being April 21, 2023.

D. **POSSIBLE MOTION**
I move that the State Board of Education approve the final proposal for Ed 507.48 & Ed 507.49**.**

Repeal Ed 507.48, eff 12-21-12 (Document #10246, renumbered by #12603), and hold said section in reserve as follows:

Ed 507.48 RESERVED. ~~Comprehensive Marketing Educator~~

~~(a) To be certified as a comprehensive marketing educator, a candidate shall:~~

~~(1) Have at least a bachelor's degree;~~

~~(2) Qualify for certification under one of the alternatives in Ed 505.01-505.05;~~

~~(3) Meet the qualifications for certification as a career and technical education teacher as provided in Ed 507.02; and~~

~~(4) Meet the requirements of (b) below.~~

~~(b) A candidate for certification as a comprehensive marketing educator shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:~~

~~(1) In the area of integration of standards, the ability to:~~
~~a. Integrate the New Hampshire academic content standards and the New Hampshire marketing education career field content standards in lesson planning and course of study development; and~~
~~b. Create, deliver, and assess multiple lessons integrating academic and marketing content standards;~~
~~(2) In the area of strategizing and planning marketing activities and support functions, the ability to:~~
~~a. Demonstrate strategic management skills, describe key marketing concepts, develop marketing plans for various types of businesses and assess identified return on marketing investment (ROMI);~~
~~b. Understand how to staff a marketing department, use organizational and management skills, and implement time management and project management skills;~~
~~c. Use business systems, set and monitor budgets, estimate project costs, manage financial resources, and analyze vendor performance;~~
~~d. Prepare research findings and reports and evaluate marketing research procedures and findings to assess the validity of data; and~~
~~e. Use marketing information to predict and analyze customer behavior, facilitate product and service management decisions, and assess marketing communications activities;~~
~~(3) In the area of the four Ps of marketing, which are place, price, product and service management, and promotion, the ability to:~~
~~a. Use information literacy skills and basic technology skills for a variety of business operations, including, but not limited to:~~
~~1. Internet;~~
~~2. Blogs;~~
~~3. Operating systems;~~
~~4. Search engine marketing;~~
~~5. Pay-per-click operations;~~
~~6. E-mail;~~

7. Personal information management and productivity;
8. Word processing;
9. Presentation software;
10. Spreadsheet;
11. Website construction, design, and development as a marketing tool;
12. Social media; and
13. Databases;

b. Use information technology tools to:
1. Manage and perform work;
2. Collect information to guide decision-making; and
3. Identify needs for hardware and software;

c. Describe all aspects of pricing and employ and assess pricing strategies for products and services;

d. Explain the product and service management function, including in-depth knowledge of this function as it relates to marketing communications;

e. Generate product and marketing communications ideas for business success, evaluate the effectiveness of the marketing communications mix and employ product and service mix strategies;

f. Position products, service, and a company to create a business image;

g. Assess product packaging to improve its function and brand recognition;

h. Evaluate long-term and short-term results of promotional messages and use metrics to measure effectiveness of marketing communications;

i. Perform the following functions relating to sales:
1. Describe sales activities;
2. Acquire product knowledge;
3. Differentiate between consumer and business behavior;
4. Explain and employ sales processes and techniques;
5. Qualify customers;
6. Conduct pre-visit research; and
7. Perform pre-sales activities and prospects for customers; and

j. Understand management of channel activities and develop and assess channel management strategies;

(4) In the area of interpersonal and communications skills when doing business with external and internal marketing customers, the ability to:

a. Demonstrate teamwork, problem-solving and leadership skills;

b. Use communication skills to foster open, honest communication and positive interactions with clients and to influence others in marketing environments;

c. Read to acquire meaning, listen actively, and use verbal skills to obtain and convey information, prepare written reports, and write internal and external business correspondence;

d. Communicate with employees, coworkers and supervisors and interact with customers in a manner that:
1. Enhances and reinforces the company image;
2. Fosters positive relationships with customers; and
3. Appropriately resolves conflicts; and

e. Teach self-development and professional career skills, including:
1. Critical thinking;
2. Career planning and advancement; and
3. Job-seeking for marketing careers; and

(5) In the area of general business administrative and management skills, the ability to:

a. Demonstrate these skills in the following areas:

~~1. Business law;~~
~~2. Financial management;~~
~~3. Personal finance;~~
~~4. E-marketing and e-commerce;~~
~~5. Consumer education;~~
~~6. Entrepreneurship; and~~
~~7. Business economics, math, and English;~~

~~b. Assess management and operations functions and their applications in creating effective businesses;~~
~~c. Describe the process for opening an entrepreneurial venture;~~
~~d. Analyze financial data and use it in small business planning and to make informed decisions;~~
~~e. Describe how businesses are organized and evaluate business systems and their role in success;~~
~~f. Understand ethical business practices and their role in creating effective businesses;~~
~~g. Describe business laws and regulations and their impact on businesses;~~
~~h. Demonstrate the ability to use mathematics and technology to solve business problems and communicate results;~~
~~i. Demonstrate an understanding of human resources policy and its impact on business;~~
~~j. Demonstrate issues involved in operating multi-national enterprises;~~
~~k. Use oral and written communication skills in a variety of business situations;~~
~~l. Interpret data using statistical processes and use economic concepts in making decisions;~~
~~m. Understand and describe the legal rules associated with local, state, and national consumer protection, sales and advertising; and~~
~~n. Understand and describe the political and economic background, business incentives, risks and motivation, basic business activities, and associated business challenges involved with international trade.~~

Readopt with amendment Ed 507.49, eff 12-21-12 (Document #10246, renumbered by Document #12603), to read as follows:

Ed 507.49 Comprehensive Business Educator.

(a) To be eligible for licensure~~certified~~ as a comprehensive business educator, a candidate shall:

(1) Have at least a bachelor's degree;

(2) Qualify for licensure~~certification~~ under one of the alternatives in Ed 505.01-505.06~~5~~;

(3) Meet the qualifications for licensure~~certification~~ as a career and technical education teacher as provided in Ed 507.02; and

(4) Meet the requirements of (b) below.

(b) To be eligible for licensure as a comprehensive business educator, a candidate shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences:

(1) In the area of accounting, demonstrate the ability to:

a. Explain the role that accountants play in business and society;

b. Explain options for careers in the accounting profession;

c. Demonstrate the business and professional skills and competencies required to succeed in the accounting profession;

d. Analyze and interpret an annual report or a financial statement to make informed business decisions;

e. Assess the financial condition and operating results of a company and analyze and interpret financial statements to make informedation business decisions;

f. State generally accepted accounting principles and practices (GAAP) and explain their impact on financial transactions, including:

1. Balance sheets;

2. rRevenue and expense items;

3. iIncome taxation; and

4. mManagerial systems;

g. Complete all steps of the accounting cycle and prepare financial statements for a proprietorship, partnership, and corporation and prepare financial statements;

h. Use planning and control procedures to evaluate the organization's performance and apply differential analysis and present value concepts to make informed business decisions; and

i. pPrepare, interpret, and analyze financial statements using manual and computerized systems;

ji. Explain the individual income tax procedures and requirements to comply with tax laws and regulations including the difference between GAAP and income tax law; and

kj. Understand and apply legal and ethical principles pertaining to accounting;

(2) In the area of management and administration, demonstrate the ability to:

a. Analyze respectful, responsible, inclusive, and ethical behavior with the importance of the basic tenets of management theories in a business environment within a digital world;

b. Analyze various organizational structures and evaluate the advantages and disadvantages of each;

c. Identify and develop personal management skills to function effectively and efficiently in a business environment;

d. Explain~~Understand~~ human resource systems and functions~~,~~ and ~~explain~~ its importance to successful operations of a business venture;

e. Describe the role of organized labor and its influences on government and business;

f. Create a positive and safe work environment which allows managers and employees to have cooperative and positive relationships and promote conduct of business in a safe, ethical environment;

g. Apply generally accepted operations management principles and procedures in order to be able to design an operations plan;

h. Demonstrate the ability to use information and technology to conduct business efficiently and effectively for both in-person and electronic environments;

i. Analyze the competitive position of a company within a specific industry using internal and external data;

j. Apply principles and methods of decision making and mathematical operations from internal and external sources leading to quantitative and qualitative analysis;

k. Identify and react to issues of corporate and global culture and managing in global environments;

l. Differentiate between ethical and legal issues related to social responsibility and business management;

m. Explain the various management functions and their interrelationships; and

n. Apply legal and ethical principles pertaining to management and administration;

(3) In the area of business communications, demonstrate the ability to:

a. Actively use communication including listening, reading, researching, and using technology to efficiently communicate verbally and non-verbally;

b. Apply collaboration, leadership, and interpersonal skills to enhance professional relationships;

c. Prepare clear, concise, and professional written messages using appropriate business vocabulary;

d. Understand the impact of the cultural and global differences as they relate to interpersonal business relationships;

e. Use professional speaking techniques for individual and group communications; and

f. Apply legal and ethical principles pertaining to business communications;

(4) In the area of business law, demonstrate the ability to:

a. Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, and operating within the socioeconomic arena of the national and international marketplace;

b. Apply knowledge relating to:

1. The relationship between ethics, social responsibility, and the law;

2. The sources of the law;

3. The structure of the court system;

4. The different classifications of procedural law;

5. The different classifications of substantive law;

6. Alternate dispute resolution; and

7. Criminal and tort law;

c. Describe and analyze the relationships among contract law, law of sales, and consumer law;

d. Analyze the role and importance of agency law and employment law, and the ability to apply such laws as they relate to the conduct of business in the national and international marketplaces;

e. Describe and apply legal rules that apply to personal property, real property, and intellectual property;

f. Apply advancements in computer technology and how they affect areas such as property law, contract law, criminal law, international law, intellectual law, tort law, intellectual property, and substantive law relevant to business areas and knowledge of other legal issues that affect business;

g. Apply legal and ethical principles pertaining to business law; and

h. Describe and analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy;

(5) In the area of entrepreneurship, demonstrate the ability to:

a. Examine the role entrepreneurs play in economic systems and the unique personal characteristics possessed by successful entrepreneurs;

b. Identify trends in society that can lead to business opportunities;

c. Apply the data-driven financial concepts and tools needed by the entrepreneur in making business decisions including but not limited to cost analysis and marketing strategies;

d. ~~Ability to d~~Develop a business and management plan needed to make data-driven business decisions;

e. Describe~~Understand~~ the different forms of management and ownership within an industry; and

f. Apply legal and ethical principles pertaining to entrepreneurship;

(6) In the area of economics and personal finance, demonstrate the ability to:

a. Apply the concepts of personal finance in order to make sound data-driven financial decisions as they apply to self, consumers, and workers;

b. ~~Understand and e~~Explain the different agencies that address consumer issues and concerns;

c. Apply a decision-making model~~-~~ to consumer economic principles relating to consumer purchases of goods and services to maximize satisfaction;

d. Apply financial decision-making models in the areas of taxes, budgeting, and investing;

e. Evaluate debit and credit options offered by financial institutions and other mechanisms of financial transactions;

f. Develop, balance, and evaluate a spending or savings plan;

g. Evaluate investment options to meet short- and long-term goals;

h. Analyze choices for and financing for post-secondary education; and

g. Apply legal and ethical principles pertaining to financial literacy;

(7) In the area of finance and economic systems, demonstrate the ability to:

a. Explain the features of different economic systems, including the major features of the United State economy;

~~b. Explain the major features of the United States economy;~~

b~~e~~. Explain the role of exchange and money in an economic system;

c~~d~~. Explain the role of government in an economic system, especially the role of government in the United States economy;

dd. Explain the role of international trade and investment and international monetary relations in the global economy;

ce. Apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles; and

fg. Apply legal and ethical principles pertaining to finance and economic systems;

(8) In the area of international business, demonstrate the ability to:

a. Explain why societies develop economic systems;

b. Identify the role of international business and its benefits and costs to all businesses including domestic and international economies;

c. Apply principles of different economic systems and philosophies and ~~to~~ recognize how differences in culture, language, values, technology, social media and social behavior affect the ethical conduct of business across domestic and international borders;

d. Explain international business as it relates to ethics, finance, management, marketing, import and export trade concepts, communication, human resources, technology, social media, culture, and the environment;

e. ~~Ability to a~~Analyze the effect of interdependence on economic activity;

f. Illustrate~~Understand~~ the different types of competitive structures and ~~ability to illustrate~~ the role of competitive markets in the United States and other economies;

g. Understand the importance of economic relationships among nations; and

h. Apply legal and ethical principles pertaining to international business;

(9) In the area of business information systems and technology applications, demonstrate the ability to:

a. Understand the development and impact of information technology and telecommunications on a diverse global society;

b. Analyze, use, cite, synthesize, evaluate, and apply information from technology sources -to solve problems, increase productivity, and improve personal quality of life;

c. Apply learning principles as they relate to skill development when learning software applications;

d. Apply technology in communicating, collaborating, conducting research, and solving problems;

e. Apply the legal and ethical principles pertaining to information systems and technology applications; and

f. Understand the importance of respectful, responsible, and inclusive behavior in a digital world;

(10) In the area of marketing, demonstrate the ability to:

a. Recognize the customer-oriented nature of marketing and ~~to~~ analyze the effect of marketing activities on the individual, business, and society;

b. Analyze the elements of a marketing mix, their interrelationships, and how they are used in the marketing process;

c. Conduct, prepare, and analyze marketing research in decision making;

d. Apply concepts in developing the elements, design, and purpose of marketing plans for various types of businesses using multiple media formats;

e. Understand and apply the processes and systems implemented to monitor, plan, and control the day-to-day activities required to maintain and improve operational functions;

f. Identify and analyze the characteristics, predispositions, and behaviors of consumers; and

g. Identify and analyze the impact of internal factors on the marketing process, such as:

1. Government and legal regulations;

2. Ethical implications;

3. Economic implications;~~:~~

4. Competitions;

5. Stakeholders; and

6. Social and cultural implications; and

(11) In the area of career development, demonstrate the ability to:

a. Use knowledge from individual assessments to assist students with developing a comprehensive set of career goals;

b. Use knowledge of career services to assist students with developing a career portfolio addressing domestic and international careers;

c. Assist students with identifying the relationship between career readiness standards and career development;

d. Assist students with development of workplace communication and collaboration skills;~~,~~ and

e. Assist students with developing a transition plan from school to career.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 507.48 (repealed)	RSA 21-N:9, II(s)
Ed 507.49	RSA 21-N:9, II(s)

Frank Edelblut
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EXECUTIVE SUMMARY

Final Proposal Ed 507.04 Comprehensive Agricultural Educator

Deadline to Present Final Proposal to JLCAR: May 30, 2023

Submitted to the State Board of Education, March 9, 2022:

A. **ACTION NEEDED**

A vote is needed by the State Board of Education to approve the final proposal to repeal Ed 507.04 Comprehensive Agricultural Educator.

B. **RATIONALE FOR ACTION**

There are approximately 18 educators holding this credential, and less than 6 who are actively working in a position requiring this credential. The department is prepared to assist the educators holding this endorsement, if they choose, to apply without charge for the CTE Agriculture endorsement, for which anyone holding this Comp Ag endorsement would qualify.

C. **EFFECTS OF THIS ACTION**

If the Board approves this final proposal, it will be submitted to the Office of Legislative Services (OLS) to present at the JLCAR meeting scheduled for April 21, 2023.

D. **POSSIBLE MOTION**

I move that the State Board of Education approve the final proposal to repeal Ed 507.04.

Repeal 507.04, eff 12-21-12 (Document #10246), and hold said section in reserve as follows:

Ed 507.04 RESERVED. ~~Comprehensive Agricultural Educator.~~

~~(a) To be certified as educator, a candidate shall:~~

~~(1) Have at least a bachelor's' degree;~~

~~(2) Qualify for certification under one of the alternatives in Ed 505.01-505.05;~~

~~(3) Meet the qualifications for certification as a career and technical education teacher as provided in Ed 507.02; and~~

~~(4) Meet the requirements of (b) below.~~

~~(b) A candidate for certification as an agricultural educator shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences:~~

~~(1) In the area of plant science:~~

~~a. Relating to plant systems, the ability to:~~

~~1. Demonstrate knowledge of the structure and function of plant parts and the physiological processes of plants;~~

~~2. Identify types, varieties, characteristics, and uses of agriculturally important plants grown in New Hampshire and the United States; and~~

~~3. Identify the components of soil, describe the physical and chemical properties of soils, and classify different types of soils;~~

~~b. Relating to industrial applications, the ability to:~~

~~1. Apply principles of plant growth and reproduction to the cultivation of horticultural plants;~~

~~2. Demonstrate the function and operation of businesses that supply goods and services to plant-related enterprises;~~

~~3. Demonstrate knowledge of the process, marketing, and distribution of plant-related products; and~~

~~4. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including knowledge of:~~

~~(i) Productive capacity;~~

~~(ii) Production potential; and~~

(iii) Comparative advantage;

c. Relating to integrated pest management, the ability to use integrated pest management practices to control horticultural plant pests;

d. Relating to ethical issues, the ability to use approved procedures for propagating horticultural plants; and

e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;

(2) In the area of animal science:

a. Relating to animal systems, the ability to:

1. Describe the characteristics and uses of various breeds and types of animals of major economic importance in the United States;

2. Demonstrate knowledge of major organs and organ systems and physiological processes of various animals;

3. Apply principles of genetics to selected breeding of animals; and

4. Apply knowledge of natural and artificial breeding practices;

b. Relating to safe handling and management of animals, the ability to:

1. Demonstrate knowledge of general animal management procedures, including, but not limited to knowledge concerning:

(i) Immunization;

(ii) Taking vital signs;

(iii) Restraining;

(iv) Medicating; and

(v) Common surgical procedures; and

2. Identify signs, symptoms, and effects of common animal diseases, disorders, parasites, and nutritional deficiencies;

c. Relating to ethical issues, the ability to demonstrate how contemporary issues including but not limited to ethics and waste management affect the principles of genetics, breeding selection, nutrition, and care of animals for use in production, companionship and recreation;

d. Relating to animal industries, the ability to:

1. Analyze trends in the consumption of animal products in New Hampshire and the United States and health issues related to the consumption of animal products;

2. Apply the principles of the care and health of animals for use in production and recreation; and

3. Demonstrate knowledge of diversity of agriculture, agricultural production and its cultural impact on world economics and trade, including knowledge of productive capacity, production potential, and comparative advantage; and

e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;

(3) In the area of natural resources:

a. Relating to ecological principles and concepts, the ability to:

1. Apply basic knowledge of environmental systems and cycles; and

2. Apply the principles and practices of ecology and conservation in the areas of air, water, land, and wildlife flora and fauna;

b. Relating to ethical issues, the ability to demonstrate the relationship among natural resources, the environment, and society;

c. Relating to industrial applications, the ability to:

1. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including, but not limited to, knowledge of:

(i) Productive capacity;

(ii) Production potential; and

(iii) Comparative advantage;

2. Apply knowledge of land use for best management practices for community planning;

3. Demonstrate the role of forest and agricultural management in protecting habitats and species; and

4. Apply the basic principles and methods of agricultural recreation management in the areas of forest, fish, and wildlife; and

d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;

~~(4) In the area of agricultural mechanization:~~

~~a. Relating to the principles of agricultural mechanization, the ability to:~~

~~1. Apply principles and practices of mechanical systems including fluid, electrical, and fuel-powered units;~~

~~2. Demonstrate knowledge of surveying practices and measuring equipment in agricultural applications;~~

~~3. Apply knowledge of structures to agricultural applications; and~~

~~4. Apply skills in repairing and maintaining agricultural machinery and structures;~~

~~b. Relating to safety, the ability to:~~

~~1. Identify and use personal safety equipment and identify hazards and safety needs in the home and workplace; and~~

~~2. Demonstrate knowledge of the safe and proper operation of agricultural tools, machinery, and equipment;~~

~~c. Relating to industrial application, the ability to demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including, but not limited to, knowledge of:~~

~~1. Productive capacity;~~

~~2. Production potential; and~~

~~3. Comparative advantage; and~~

~~d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(5) In the area of principles of and business management in the agricultural industries:~~

~~a. Relating to agencies and laws, the ability to:~~

~~1. Analyze economic policies and their influence on agriculture; and~~

~~2. Apply basic knowledge of United States Department of Agriculture and other regulations and procedures for processing, grading, storing, and marketing agricultural products;~~

~~b. Relating to agriculture in New Hampshire, the ability to demonstrate knowledge of the agricultural industry in New Hampshire;~~

~~c. Relating to pricing and sales, the ability to:~~

~~1. Apply principles of marketing and economics in agricultural business operations;~~

~~2. Apply strategies for effective sales and service in agricultural applications; and~~

~~3. Apply entrepreneurship principles to the development and operation of an agricultural business;~~

~~d. Relating to global trends, the ability to recognize the impact of world markets on United States and New Hampshire agriculture; and~~

~~e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry; and~~

~~(6) In the area of personal growth and career awareness development in agricultural education, the ability to demonstrate knowledge of the:~~

~~a. Unique leadership, personal growth, and career success through the structure of an organization for students of agricultural education, including but not limited to the National Future Farmers of America Organizations' activities;~~

~~b. Principles and practices of community-based organizations, including but not limited to Farm Bureau, 4-H, humane societies, Cooperative Extension, Chambers of Commerce, and Rotary Clubs; and~~

~~c. Basic principles and practices of career planning and exploration.~~

Appendix I

Rule	Specific Statute Rule Implements
Ed 507.04 (repeal)	RSA 186:11, X(a)

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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EXECUTIVE SUMMARY

Final Proposal: Ed 607.04 Professional Education Requirements
Deadline for Final Proposal Submission to JLCAR: 7/11/23

Submitted to the State Board of Education, March 9, 2023:

A. **ACTION NEEDED**

A vote is needed by the State Board of Education to approve the final proposal to adopt Ed 607.04, relative to the professional education competencies required for teacher preparation programs.

B. **RATIONALE FOR ACTION**

This rule, like other rules in Ed 600, is being aligned with its Ed 500 counterpart to avoid redundancy.

C. **EFFECTS OF THIS ACTION**

If the Board approves this final proposal, it will be submitted to the Office of Legislative Services (OLS) to be presented to the Joint Legislative Committee for Administrative Rules (JLCAR). The next eligible meeting would be April 21, 2023.

D. **POSSIBLE MOTION**

I move that the State Board of Education approve the final proposal for Ed 607.04.

Adopt Ed 607.04, previously effective 12-17-11 as Ed 610.02 (Document #10046), and expired 12-17-21, to read as follows:

Ed 607.04 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the competencies outlined in Ed 505.03 and Ed 505.04 as applicable.

Appendix I

Rule	**Specific Statute the Rules Implement**
Ed 607.04	RSA 21-N:9, II(r); RSA 186:11, X(c)